

FOXFIRE COMMUNITY SCHOOLS
POLICY MANUAL

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**Foxfire Community Schools
Policy Manual
Chapter 1: Governance**

1000 BOARD MEMBER CONFLICT OF INTEREST

The Governing Boards of Foxfire Community Schools and individual members will follow the letter and spirit of the law regarding ethics and conflicts of interest.

This policy is designed to prevent placing Board members in positions in which personal interest in the schools and place of employment might conflict and to avoid appearances of conflict of interest, even though such conflict may not exist.

The law specifically forbids Board members from engaging in certain conduct. These prohibitions include, but are not limited to:

- A. A member from being employed for compensation by the Board;
- B. A member from having, directly or indirectly, any pecuniary interest in any contract with the Board;
- C. A member from voting on a contract with a person as a teacher or instructor, if he/she is related to that person as father, mother, spouse, brother, or sister;
- D. A member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates, has an interest;
- E. A member from having an interest in the profits or benefits of a public contract entered into by, or for, the use of the School; and
- F. A member from occupying any position of profit during his/her term of office or within one year thereafter, in the prosecution of a public contract authorized by him/her or the Board of which he/she was a member at the time of authorization of that contract.

Adopted: April 24, 2020

Effective: July 1, 2020

1001 NOTICE OF MEETINGS AND EXECUTIVE SESSION

Regular Meetings

A schedule of the time and place of all regular meetings shall be posted annually on the School website and published in the official newspaper(s).

The notice shall also contain the following statement: "Upon request to the Treasurer/Fiscal Officer, the Governing Board shall make reasonable accommodation for a disabled person to be able to participate in this activity."

Special Meetings

Special meetings are meetings that do not qualify as regular meetings.

- A. Notice of the time, place, and purpose of each special meeting shall be given to the official newspaper(s) and to such news media as have requested such notice twenty-four (24) hours in advance of the meeting, except that when an emergency requires the immediate official action of the Board, the member(s) calling the meeting shall immediately notify the media requesting such notice of the time, place, and purpose of the meeting and shall post the notice on the School's website. (R.C. 121.22)
- B. Notice of meetings at which any specific type of public business is to be discussed shall be sent to all persons requesting such notice, provided that such persons supply the Board with stamped, addressed envelopes for the purpose.
- C. The Treasurer shall notify all Board members of each Board meeting in writing no later than two (2) days in advance of the meeting. Such notice shall include the time, place, and purpose of the meeting.
- D. Posting such meeting material to the School's website shall establish a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings.

Emergency Meetings

- A. If the Board must take official action in response to an emergency and cannot provide twenty four (24) hours' notice of the meeting, the Board may call an emergency meeting. In the event of an emergency, the member or members calling the meeting shall notify the news media that have requested notification immediately of the time, place, and purpose of the meeting.

Executive Session

The Governing Board may hold an executive session only after a majority of a quorum of the Board determines, by a roll call vote, to hold an executive session and only at a regular or special meeting for the sole purpose of the consideration of any of the following matters:

- (1) To consider the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee or official, or the investigation of charges or complaints against a public employee, official, licensee, or regulated individual, unless the public employee, official, licensee, or regulated individual requests a public hearing. Except as otherwise provided by law, no public body shall hold an executive session for the discipline of an elected official for conduct related to the performance of the elected official's official duties or for the elected official's removal from office;
- (2) To consider the purchase of property for public purposes, the sale of property at competitive bidding, or the sale or other disposition of unneeded, obsolete, or unfit-for-use property in accordance with section 505.10 of the Revised Code, if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public interest;
- (3) Conferences with an attorney for the public body concerning disputes involving the public body that are the subject of pending or imminent court action;
- (4) Preparing for, conducting, or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment;
- (5) Matters required to be kept confidential by federal law or regulations or state statutes;
- (6) Details relative to the security arrangements and emergency response protocols for a public body or a public office, if disclosure of the matters discussed could reasonably be expected to jeopardize the security of the public body or public office;
- (7) To consider confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets, or personal financial statements of an applicant for economic development assistance, or to negotiations with other political subdivisions respecting requests for economic development assistance, provided that both of the following conditions apply:
 - (a) The information is directly related to a request for economic development assistance that is to be provided or administered under certain provisions enumerated under Section 121.22(G)(8) of the Revised Code, or that involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project; and
 - (b) A unanimous quorum of the Board determines, by a roll call vote, that the executive session is necessary to protect the interests of the applicant or the possible investment or expenditure of public funds to be made in connection with the economic development project.

If the Board holds an executive session to consider any of the matters listed in divisions (1) to (7) of this policy, the motion and vote to hold that executive session shall state which one or more of the approved matters listed in those divisions are to be considered at the executive session.

Legal: O.R.C. 121.22

Adopted: April 24, 2020

Effective: July 1, 2020

1002 PUBLIC PARTICIPATION AT BOARD MEETINGS

The Foxfire Governing Boards appreciate the value of participation by the public in deliberations and decisions on school matters. At the same time, the Boards recognize the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.

Individuals who have received prior approval from the Superintendent or designee will have the opportunity to comment on matters of concern during the Public Participation portion of the Business Meeting agenda. Speakers will be recognized by the Board President and must state his/her name and address. Each statement made by a participant will be limited to five (5) minutes, unless extended by the Board President/presiding officer. The total time allotted for public participation at Board meetings shall be 20 minutes unless extended by the Board prior to the meeting.

The Board encourages the public to offer comments and express opinions. Speakers are strongly encouraged to discuss their comments and concerns with the appropriate School staff members, administrators, and/or Board members before directing such comments to the entire Board during a meeting.

The Board maintains the right to preserve decorum at all Board meetings. The presiding officer may stop a speaker from continuing if their remarks are harassing or otherwise inappropriate. Further, the presiding officer may adjourn a meeting and/or contact law enforcement regarding the removal of disorderly persons from a Board meeting.

Legal: O.R.C. 3313.20

Adopted: April 24, 2020

Effective: July 1, 2020

1003 BOARD MEETINGS

Annual organization meeting: The Board of Education shall hold an organizational meeting in accordance with state law, and shall organize by electing one (1) of its members president and another vice-president, both of whom shall serve for one (1) year, or until the succession of each is elected.

Regular Meetings: The time of the regular meetings of the Board of Education shall be fixed each year at the organizational meeting as required by law. Presently, the Foxfire Boards of Education meets the last Friday of each month at 7:00am at the Foxfire school building. In case the date of any regular meeting is changed, the Treasurer shall take appropriate steps to inform the public of the change.

Special Meetings: A special meeting of the Board of Education may be called by the President or Treasurer thereof, or by any two members, by serving notice of the date and place of such meeting. The official or members calling the meeting shall sign such notice. For purposes of this section, service by mail shall be considered good service.

No business shall be transacted at any special meeting which does not come within the purpose or purposes set forth in the call for the meeting.

Communications to the Board: Written communication to the Board of Education should be in the hands of the Superintendent or Treasurer of the Board at least five (5) days prior to any regular meeting of the Board of Education to permit inclusion in the agenda. Communications read at a meeting of the Board will be acknowledged in the minutes as having been received.

Adopted: April 24, 2020
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**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2000 EMPLOYMENT OF PRINCIPALS AND OTHER ADMINISTRATORS

The Board of Education (“Board”) may employ other administrative staff, including building principals, and other administrative employees as is necessary for the smooth and efficient educational operation of the District.

Administrators will be given employment contracts not to exceed one (1) year

The Board shall enter into written contracts with its administrative employees specifying the employee’s administrative position and duties, the salary and other compensation to be paid for the performance of the duties, the number of days to be worked, the number of days of vacation, if any, and any paid holidays in the contractual year.

All of the above-mentioned administrators are employed for an August 1st to July 31st work year, and may be employed for up to five (5) years. Their contract should also indicate that salaries may be adjusted from time to time, according to the recommendation of the Superintendent and the approval of the Board.

Adopted: April 24, 2020

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**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2001 PARENT INVOLVEMENT AND TITLE I COMPARABILITY

The Governing Board recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the School and the student's parents and family. Foxfire Community Schools will engage parents/guardians/foster caregivers of:

- (1) The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational efforts;
- (2) How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities; and
- (3) Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society.

Title I funds will be used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in schools receiving Title I assistance.

If a Foxfire Community School becomes eligible to receive funds under Title I of the Elementary and Secondary Education Act, the School shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools.

The Board shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports.

The Superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the Board's compliance with this policy.

Legal Ref: 3313.472; 20 U.S.C. 6301 et seq.; 34 C.F.R. Part 200, et seq.

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**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2002 STUDENT PRIVACY AND PARENT ACCESS TO INFORMATION

The Governing Board respects the privacy rights of parents and their children. A student shall not be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student and/or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

In order to protect student privacy rights when a school survey is to be administered that contains one of the prohibited eight (8) items identified in this policy, parents have the right to inspect the survey. If parents do not want their child to be a participant in the survey, they must notify the school.

Further, parents have the right to inspect a survey or evaluation created by a third party before the survey or evaluation is given by the School to the student. The parent will have access to the survey or evaluation within a reasonable period of time after the request is received by the building principal.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). This does not include personal information collected for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions such as:

- (1) postsecondary institutions or military recruiters;
- (2) book clubs, magazines and programs providing access to low-cost literary products;
- (3) curriculum and instructional materials used by K-12 schools;
- (4) tests and assessments used by grades K-12 to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students, or to generate other statistically useful data for the purpose of securing these tests and assessments, and the subsequent analysis and public release of the aggregate data from these tests and assessments;
- (5) the sale by students of products or services to raise funds for school or education-related activities; or
- (6) student recognition programs.

The Superintendent is directed to provide notice directly to parents of students enrolled in the School of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the School, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

Legal A.C. 3301-35-02(C), 3301-35-01(D)(5) 20 U.S.C. 1232(g)(h)

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**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2003 GIFTED IDENTIFICATION AND SERVICES

Foxfire Community Schools adopts the following policy for the screening and identification of students who are gifted and shall distribute this policy statement to parents.

Identification:

The School follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code.

1. A child can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - i. mathematics;
 - ii. science;
 - iii. reading, writing or a combination of these skills; and/or
 - iv. social studies;
 - C. creative thinking ability; and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The School uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted.

School Plan for Identifying Gifted Students:

The School adopts and submits to the Ohio Department of Education a plan for the screening, assessment and identification of children who are gifted. Any revisions to the School plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:

1. The criteria and methods the School uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. The sources of assessment data the School uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted;

3. An explanation for parents/guardians of the methods the School uses to ensure equal access to screening and further assessment by all School children, culturally and linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language;
4. The process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
5. An opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services;
6. Procedures for the assessment of children who transfer into the District;
7. At least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children; and
8. An explanation that the School accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the District.

Foxfire's policy adopted under this section shall accompany the plan submitted to the department of education under Section 3324.04 of the Revised Code.

Provision of services:

1. Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above grade level.
2. Services shall occur during the typical instructional day with flexibility allowed for the scheduling of district-approved internships or mentorships and higher education coursework, including credit flexibility.
3. Instructional time, class size, and caseload ratios for all service settings shall be equivalent to school-wide instructional time, class size, and caseload ratios for the corresponding subject, grade level, and setting under Chapter 3301-35 of the Administrative Code with exceptions as noted per paragraph (4) of this rule.
4. A continuum of services provided by each School board of education, where content is delivered per paragraph (1) of this rule, may include but is not limited to such options as the following:
 - a. A full-time self-contained classroom where the gifted intervention specialist is the teacher of record and all students are identified as gifted. A maximum of twenty (20) students at one time is permitted in this setting. The department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;
 - b. A single subject self-contained course where the gifted intervention specialist is the teacher of record and all students are identified as gifted;
 - c. Services through co-teaching in a cluster grouping setting where a group of students who are gifted is deliberately placed together in a classroom where one teacher is a gifted intervention specialist with a maximum of twenty (20) students who are gifted at any one time and a maximum caseload of eighty (80) students who are gifted. The teachers shall be provided with regularly scheduled collaborative planning time. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent (15%) of the school week. The department of education, office for

- exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;
- d. A resource room/pull-out where the gifted intervention specialist has a maximum of twenty (20) students who are gifted at any one time and a maximum caseload of eighty (80) students who are gifted. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent (15%) of the school week. The department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;
 - e. Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent (15%) of the school week;
 - f. An honors course;
 - g. An international baccalaureate course;
 - h. An advanced placement course;
 - i. Services through a trained arts instructor;
 - j. Grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per School acceleration policy approved under section 3324.10 of the Revised Code;
 - k. Dual enrollment opportunities, including, but not limited to, college credit plus;
 - l. Internships and mentorships; and/or
 - m. Educational options including credit flexibility, advanced online courses and programs and other options as defined in rules 3301-35-01 and 3301-35-06 of the Administrative Code.

School Plan for Services:

1. The School ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District.
2. The School implements a procedure for withdrawal of children from School gifted programs or services and for reassessment of children.
3. The School implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any School gifted education services are delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.
5. The School informs parents of the contents of this policy as required by the Ohio Revised Code and the Ohio Administrative Code.

Written Education Plans:

1. Gifted services shall be guided by a WEP. The School shall provide parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

2. The WEP shall be developed in collaboration with an educator who holds licensure or endorsement in gifted education. The WEP shall:
 - a. Provide a description of the services to be provided including:
 - i. Goals for the student in each service specified including, but not limited to, measurable academic goals. Goals may also include curricular, guidance and instructional practices which support the student's social and emotional needs;
 - ii. Methods and performance measurements for evaluating progress toward achieving the goals specified;
 - iii. Methods and schedule for reporting progress to students and parents;
 - iv. Staff members responsible for ensuring that specified services are delivered;
 - v. Policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general education classroom; and
 - vi. Include a date by which the WEP will be annually reviewed for possible revision.
 - b. Parents, the collaborating educator, and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.
 - c. The School shall make a reasonable attempt in writing, electronic or otherwise, at the commencement of services and each year thereafter in which a student receives gifted services, to obtain a parent or guardian signature on the WEP. Students shall not be denied services due to the lack of a parent or guardian signature.

Adopted: April 24, 2020
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**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2004 ASSESSMENTS AND ACADEMIC INTERVENTION SERVICES

Assessments

The Board shall administer the State-mandated tests to students at the times designated by the State Board of Education and Ohio Revised Code Sections 3301.0710, 3301.0712 and 3301.0715.

Interventions

The Governing Board directs the Superintendent to adopt procedures for the conduct of academic prevention/intervention services for all grades in Foxfire Community Schools. The Board shall update the policy annually. The procedures shall include, but not be limited to, all of the following:

- (1) using diagnostic assessments to measure student progress toward the attainment of academic standards and to identify students who may not attain the academic standards in accordance with Section 3301.0715 of the Revised Code;
- (2) designing classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments;
- (3) using the regular collection of student performance data;
- (4) using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

The policy shall include any prevention/intervention services required under Sections 3301.0711, 3301.0715, and 3313.608 of the Revised Code.

In accordance with the policy adopted by the Board, Foxfire Community Schools shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, or science proficiency or achievement test or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

Students with Disabilities

All identified students with disabilities in the School shall be considered for participation in the State-mandated testing. The extent of the student's participation shall be determined by the IEP/504 Team.

For a student who has been determined to have a disability, the determination of whether to excuse the person from taking any assessment of the tests required by division (B) of Section 3301.0710 of the Revised Code as a requirement for receiving a diploma under Section 3313.611 of the Revised Code, or the determination of what accommodations to provide shall be made in accordance with the provisions of rule 3301-13-03 of the Administrative Code.

Legal: R.C. 3301.0711, 3301.0715, 3313.608, 3313.6012, and OAC 3301-13-02

Adopted: April 24, 2020

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**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2005 THIRD GRADE READING GUARANTEE

All students entering the third grade must demonstrate a certain level of competency in reading before advancing to the fourth grade.

The Superintendent shall develop a program for the annual assessment of the reading skills of each student at the end of first, second, and third grade, and identify those students who are reading below their grade level. Each student's classroom teacher shall be involved in the assessment and identification of those students who are reading below grade level.

The School provides written notification to the parents or guardian of students who are reading below their grade level. The School shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level. The School will develop a reading improvement and monitoring plan within sixty (60) days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the School provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the School provides each retained student with a high performing teacher and offers the option for such students to receive applicable services from one or more providers other than the School.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction which is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a School policy for the mid-year promotion of students who were retained, but who now are reading at or above their grade level.

Legal: ORC 3313.608; 3301.0715(G)

Adopted: April 24, 2020

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**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2006 TEST SECURITY AND ACCESS TO STUDENT TEST RESULTS

All test questions and all other test materials, which are considered part of a test, including, but not limited to, oral or written directions, reading passages, writing prompts or styles, charts, graphs, maps, and tables shall be considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of the Revised Code and to the provisions of this rule prohibiting any person from revealing any specific question and/or materials that are part of a test.

The test materials that are specifically designated as "practice tests" and any test released by ODE as a public record in accordance with Section 3301.0711 of the Revised Code and this rule are not considered secure.

Governing Board Level: Superintendent's designee and/or District Testing Coordinator

Building Level: Principals, assistant principals, counselors, building test coordinator

No unauthorized person shall have access to any secure test materials at any time such materials are in the District.

1. Superintendent
2. Principals, assistant principals, counselors, building test coordinator
3. Employees designated as test examiners/proctors

Persons designated above as test coordinators for participating schools, in accordance with rule 3301-13-02 of the Administrative Code, shall:

- (1) Ensure that all test security provisions are complied with while test materials remain in a participating school;
- (2) Ensure that all test provisions are complied with while each online and/or paper/pencil test administration session, including makeup sessions, is in progress; and
- (3) Account for all test materials, including booklets by serial number, CDs containing translations of the tests, English language proficiency listening and speaking CDs, and answer documents.

No person shall reveal, cause to be revealed, release, cause to be released, reproduce, or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral.

No unauthorized person shall be permitted to be in a test room during any test administration session or be permitted to have access to any secure test materials at any time such materials are in a participating school.

Security Procedures:

Foxfire Community Schools establishes the following written procedures to protect the security of the paper and online test materials. Such procedures include the following:

1. Test materials and communications concerning testing that are received from the State are to be opened by the principal.
2. Tests and instructions are to be secured in a locked cabinet or room whenever not in use. Only the Superintendent, principal and building test coordinator shall have access to this secure location.
3. Only the Superintendent, the principal, teacher, and properly-trained adult monitors may be present in the testing room while the tests are being administered.
4. When the testing has been completed, each professional staff member shall return all copies of the test and procedures to the principal. The principal and the professional staff member together shall verify, in writing, that the number returned is the same as the number issued.
5. The principal shall store all completed tests and testing procedures in the same locked cabinet or room and notify the test coordinator that the testing has been completed and the materials are ready for scoring.
6. Not later than seven (7) calendar days after the completion of a test administration period, all nonscorable used and unused test booklets, unused secure answer documents, and any other materials specified by the department, shall be shipped to the specified location in accordance with the directions provided by the designated scoring service provider.

Suspected Violations:

1. Students or staff members suspected of cheating or test security violations will be afforded due process and disciplined as appropriate.
2. A student who violates this policy may be subject to suspension or expulsion from school and the results of his/her tests nullified.
3. If a staff member violates this policy he/she may be subject to loss of certification/licensure and/or dismissal from the School.
4. The Superintendent shall make the decision whether or not to invalidate the student's test score on each test that was violated or all of the tests. Any alleged test security violation must be reported to ODE as soon as it becomes known to the School. Further, within ten (10) days of the investigation of a violation, the Superintendent is to notify the State Department of Education concerning the nature of the violation and the action that was taken against the violator.

Distribution of Procedures:

By the first of October of each school year, each participating school shall communicate in writing and discuss with all employees who have access to the secure test materials and students who are being tested the applicable written security procedures and actions to be taken in response to any violations established pursuant to this rule. Students and staff shall be reminded orally of these provisions prior to the beginning of each test administration period by a test coordinator and test administrator.

Access to Results:

Parents and students may request access to results in accordance with the School's procedure. Records will be kept in the student's file.

Legal: O.A.C. 3301-13-05; 3301-13-06(C)

Adopted: April 24, 2020

Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2007 NON-DISCRIMINATION AND ANTI-HARASSMENT POLICIES AND PROCEDURES

NOTICE OF NON-DISCRIMINATION

Foxfire Community Schools does not discriminate on the basis of race, age, creed, color, sex, gender identity and expression, pregnancy, disability, religion, sexual orientation, genetic information, military status, veteran status, familial status, national origin, or any other protected category under applicable local, state or federal law, ordinance, or regulation in its programs and activities (collectively, "Protected Traits"). Such laws include, but are not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Aged Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act, and Ohio Revised Code Chapter 4112.

More information about prohibited conduct, and the means by which individuals that experience such conduct may make a report, can be found in this policy. When informed of Prohibited Conduct as defined by this policy, the School will take prompt action to eliminate the harassment or discrimination, prevent its recurrence, and remedy its effects.

The following person has been designated as the Coordinator to handle inquiries regarding the School's non-discrimination and anti-harassment policies:

**Director of Programs
Anti-Harassment – CO
Bob Grayson
740-453-4509
rgrayson@laca.org**

The Coordinator may designate any responsibility or task assigned to them under this policy to an appropriate individual, including individuals not employed by the School. If for any reason the Coordinator cannot be impartial with regard to a particular case, the Superintendent shall assign a Coordinator for the case in question.

For further information, individuals may also contact the U.S. Department of Education's Office for Civil Rights at (800) 421-3481, the Ohio Civil Rights Commission at (888) 278-7101, or the Equal Employment Opportunity Commission at (800) 669-4000.

SCOPE OF THE POLICY

This policy prohibits Prohibited Conduct, described below, that:

- Occurs on school property;
- Occurs in relation to an official school program or activity (regardless of location); or
- Has continuing adverse effects on school property or on any member of the school community.

DEFINITIONS

“Prohibited Conduct” is defined further below.

“Consent” means clear, knowing, and voluntary permission, demonstrated through mutually understandable words or actions that clearly indicate a willingness to freely engage in a particular sexual activity. Some additional considerations include:

- Silence, passivity, absence of response, and lack of resistance do not constitute consent.
- Consent to one form of sexual activity does not constitute consent to other forms of sexual activity.
- Consent obtained for sexual activity on prior occasions does not constitute consent for future occasions. Even within the context of an ongoing relationship, consent must be obtained.
- Consent can be withdrawn at any time prior to completion of the act by the outward demonstration, by words or actions that clearly indicate a desire to end sexual activity. Once this has been expressed, sexual activity must cease.
- Consent is not effective if it is obtained through force, threat of force, coercion, or any other factor that would eliminate the voluntary nature of the choice.
- Individuals who are incapacitated cannot consent to sexual activity.
- In the state of Ohio, the age of consent is 16. Under state law, consent cannot be given by any individual under the age of 16 to participate in sexual activity with an individual over the age of 18. In addition, consent can never be given by minors under the age of 13.

“Coercion” is the use of unreasonable and persistent pressure to the point that it overrides the voluntary nature of the act. Examples include threatening to harm oneself if the other person does not engage in sexual activity, or threatening to disclose another individual’s private information if the other person does not engage in sexual activity.

“Incapacitation” is a state in which an individual lacks the ability to make informed, rational judgments, either temporarily or permanently. It exists where an individual is mentally and/or physically helpless, asleep, unconscious, or unaware that the sexual activity is occurring. Where alcohol or other drugs are involved, incapacitation is a state beyond mere intoxication that causes a person to be unable to appreciate the ‘who, what, where, when, why, or how’ of a sexual interaction. Evaluating incapacitation also requires an assessment of whether a respondent was or should have been aware of the complainant’s incapacitation based on objectively and reasonably apparent indications of impairment when viewed from the perspective of a sober, reasonable person in the respondent’s position.

PROHIBITED CONDUCT

Discrimination on the Basis of a Protected Trait

Discrimination on the basis of a Protected Trait occurs when a behavior or policy has the purpose or effect of excluding an individual from participation in, denying an individual the benefits of, or being subjected to discrimination under any academic, extracurricular, employment, enrollment, or other program or activity of the School on the basis of a Protected Trait of that individual. This includes the following when based on a Protected Trait of a person:

- Treating one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Providing different aid, benefits, or services or providing aid, benefits, or services in a different manner;
- Denying any person any such aid, benefit, or service;
- Subjecting any person to separate or different rules of behavior, sanctions or other treatment;
- Aiding or perpetuating discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of a Protected Trait in providing any aid, benefit, or service to students or employees; or
- Otherwise limiting any person in the enjoyment of any right, privilege, advantage, or opportunity.

Discrimination on the Basis of a Protected Trait does not include the provision of reasonable accommodations to individuals who are otherwise qualified to participate in the School's programs, services, or employment opportunities. Individuals seeking reasonable accommodations may contact the Coordinator for more information. Discrimination on the Basis of a Protected Trait also does not include other behavior that is permissible under federal and state laws, regulations, and guidance, for example the offering of or participation in programs for the benefit of veterans and/or military personnel.

Harassment on the Basis of a Protected Trait

Harassment on the Basis of a Protected Trait is unwelcome conduct on the basis of a Protected Trait where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, grade, or participation in a program, course, or activity;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or
- Such conduct is sufficiently pervasive, offensive, or abusive to have the purpose or effect of unreasonably interfering with an individual's work or education by being sufficiently serious, pervasive, or persistent as to create an intimidating hostile, demeaning, or offensive working, academic, or social environment under both an objective and subjective standard. A single incident may create a hostile environment if the incident is sufficiently severe.

The determination as to whether a hostile environment exists is based on the totality of the circumstances, including but not limited to:

- The nature and severity of the conduct;
- The type, frequency, and duration of the conduct;
- The identity of and relationship between the Respondent and the Complainant;
- The number of individuals involved;
- The age and maturity levels of the Respondent and Complainant; and
- The location of the conduct and the context in which it occurred.

Harassment on the Basis of a Protected Trait does not include Sexual Harassment, which is defined below.

Sexual Harassment

Sexual Harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted verbal, nonverbal, or physical conduct of a sexual nature when one or more of the following conditions are present:

- Submission to or rejection of such conduct is an explicit or implicit condition of an individual's employment, evaluation of academic work, or any aspect of a School program or activity; or
- Submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance by being sufficiently serious, pervasive, or persistent as to create an intimidating hostile, demeaning, or sexually offensive working, academic, or social environment under both an objective and subjective standard. A single incident may create a hostile environment if the incident is sufficiently severe.

The determination as to whether a hostile environment exists is based on the totality of the circumstances, including but not limited to:

- The nature and severity of the conduct;
- The type, frequency, and duration of the conduct;
- The identity of and relationship between the Respondent and the Complainant;
- The number of individuals involved;
- The age and maturity levels of the Respondent and Complainant; and
- The location of the conduct and the context in which it occurred.

Retaliation

Retaliation is any attempt by a member of the School community to penalize, intimidate, harass, or retaliate in any way against a person who makes a report of or who is otherwise involved in an investigation of Prohibited Conduct under this policy. Retaliation is prohibited and should be reported to the Coordinator or designee immediately.

REPORTING PROHIBITED CONDUCT

Individuals who witness or experience Prohibited Conduct are encouraged to report such conduct to the Coordinator. Employees of the School who become aware of Prohibited Conduct are required to report such conduct to the Coordinator as soon as reasonably possible, except that the School's counselor cannot report information learned from a counseling client except as necessary to protect the life of the client or others. Reports may be made anonymously, although an inability to contact the reporter may compromise the School's ability to fully address the report. Employees are mandatory reporters and cannot report conduct anonymously. The School encourages prompt reporting, but does not limit the timeframe for filing a report of Prohibited Conduct. Note that the School's ability to take any action may be negatively affected by the length of time between the conduct and the report. The passage of time may also limit the available range of disciplinary actions, such as where an individual is no longer employed by the School or is no longer enrolled as a student.

Upon receiving a report, the Coordinator will contact the individual towards whom the conduct was reported to have been directed and offer them the opportunity to speak with the Coordinator and discuss their options and available resources at the School and within the community.

The individual towards whom the conduct was reported is the “complainant,” and the individual named by the report as having committed Prohibited Conduct is the “respondent.”

Individuals may choose to report criminal conduct directly to law enforcement. Because law enforcement investigate and enforce criminal laws, not School policy, a complainant may choose to pursue a criminal investigation, a School investigation, neither, or both. The outcome of criminal procedures is not determinative as to whether School policy has been violated.

Privacy

All information shared with the Coordinator and investigator will be kept private. This means that it will only be shared in three (3) situations. First, it will be shared when it is necessary to facilitate the options chosen by the complainant to move forward to resolve the allegations, or where the School otherwise must take action to address the report. Second, if the report constitutes a felony or potential child abuse, state law requires that the report be shared with law enforcement. (The complainant may choose not to participate in the report to law enforcement or may decline to participate in any law enforcement investigation if they wish.) Third, it will be shared if the School receives a criminal or civil subpoena or is otherwise engaged in a lawsuit requiring it to disclose information.

If a complainant wishes to make a request for anonymity such that their name is not shared with the respondent or witnesses, the School will try to comply but this may limit the School's ability to investigate and respond. However, if the allegations are so serious that the School must act on them due to safety concerns for the School community, the School may need to move forward to investigate despite the complainant's wishes. Examples might include where an assault was perpetrated with a weapon, where multiple complainants have alleged an assault by the same individual, or where an employee assaults a student. If this is the case, the Coordinator will notify the complainant.

Interim Measures of Protection and Accommodations

The Coordinator will offer interim measures of protection and accommodations as appropriate. Interim measures are individualized services offered to either or both the complainant and respondent involved in an alleged incident, either prior to a formal investigation or while such an investigation is pending. Interim measures may include counseling, extensions of time or other course-related adjustments, modifications of work or class schedules, restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school campus, behavioral restrictions, access restrictions, and other similar accommodations. Interim measures will be individualized and appropriate based on the information gathered by the Coordinator, making every effort to avoid depriving any student of their education or any employee of their ability to work.

Interim measures are available even if the complainant chooses not to move forward with informal or formal resolution.

Informal Resolution

If it is determined that an informal resolution may be appropriate, the Coordinator will speak with the complainant about this option. If the complainant agrees to participate, the Coordinator will ask if the respondent is willing to participate. The Coordinator may then offer options for informal resolution that are appropriate under the circumstances, such as informal discussions with the parties or formal mediation.

If a satisfactory resolution is reached through informal resolution, the matter will be considered closed. If these efforts are unsuccessful, or if either party requests to terminate informal resolution, the complainant may request a formal investigation. The parties can attempt informal resolution during the course of a formal investigation if they agree to do so. The Coordinator must approve any agreement that comes from informal resolution to ensure it is consistent with the School's obligations under this policy.

If a complaint is made by a student against a school employee, it will be formally investigated.

Formal Investigation

Following the receipt of a report, the Coordinator will conduct an initial assessment to determine if there is reason to believe, based on the information available, that the policy may have been violated and a formal investigation is appropriate. The Coordinator may seek further information from the complainant or others to assist in this initial assessment. If the Coordinator determines that there is insufficient information to suggest that a policy violation may have occurred, the complainant may submit additional information at any time and request another assessment.

If the Coordinator determines that there is reason to believe that the policy may have been violated, the Coordinator will provide written notice to the respondent of the behavior that may have violated School policy, including the identities of the parties involved, the specific section of the policies allegedly violated, the conduct constituting the potential violation, and the date and location of the alleged incident, to the extent the information may be available. The respondent will be offered the opportunity to speak with the Coordinator to learn about the process, options for interim measures of protection and accommodations, and their rights and responsibilities.

The Coordinator will select one or more trained investigators to conduct an investigation into the reported conduct. The investigators may be, but are not required to be, employees of the School.

The investigator shall offer each party the opportunity to be interviewed. In addition, each party may submit written statements, suggested witnesses, suggested questions for the other party or witnesses, and other evidence that is relevant to the reported behavior. The investigator will gather any relevant evidentiary materials and questions witnesses as appropriate. The investigator will prepare an initial investigative report detailing the relevant evidence gathered. The initial investigative report focuses on the evidence that has been collected and does not include a determination as to whether a policy violation occurred.

The parties will be provided five (5) calendar days to review the initial investigative report and provide a written response to the investigator, which may include additional evidence, suggested witnesses, and suggested questions for witnesses or the other party. Extensions of this deadline may be provided to both parties by the Coordinator for good cause. The

investigator will review the information submitted by the parties and conduct any follow-up investigation that the investigator deems necessary.

At the conclusion of the investigation, the investigator will prepare a final investigative report. In it, the investigator will analyze the evidence, make any necessary and relevant findings of fact, and make a determination by a preponderance of the evidence as to whether a policy violation occurred. Notice of the outcome will be provided simultaneously to both parties.

It is anticipated that the investigation will be completed within thirty (30) calendar days, but the Coordinator may extend this deadline with good cause upon notice to both parties. Reasons for extension may include, but are not limited to, the complexity of the allegations, the availability of witnesses, the collection of relevant records, and/or cooperation with a concurrent criminal investigation.

Policy Violation: Adjudication

If a policy violation is found to have occurred, the Superintendent will determine the appropriate sanctions and corrective action. If the Superintendent is unavailable or is not impartial with regard to a particular case (as determined either by the Coordinator or the Superintendent), the Coordinator is responsible for assigning a trained adjudicator. This determination will typically be made within five (5) business days, although the Coordinator may extend this deadline for good cause with notice to both parties.

All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Both parties will simultaneously be provided notice in writing of the sanctions. After the sanctions are issued, either party may appeal as provided below.

Sanctions that may be issued include reassignment of work duties; reassignment of classes; restrictions on contact; access restrictions to School property or events; access restrictions to School services; suspension; expulsion; termination of employment; educational sanctions such as research paper or project, or educational program attendance; community service; withholding of promotion or pay increase; suspension of employment with or without pay; or formal reprimand.

No Policy Violation Found

If no policy violation is found, either party may file an appeal after receiving notice of the determination.

Appeals Process

Either party may request an appeal of the investigative decision and/or the sanctions rendered. The three grounds upon which an appeal of the decision or sanctions may be made are:

1. A procedural error materially affected the outcome of the case;
2. Substantive new evidence that was not available at the time of the investigation and that may change the outcome of the case;
3. Severity of the sanction is disproportionate to the prohibited conduct.

Disagreement with the finding or sanctions is not, by itself, grounds for appeal.

The request for an appeal, including the grounds upon which the request is based, must be submitted in writing to the Coordinator within five (5) business days following the date listed on the outcome letter. The other party will be provided a copy of the appeal and given five (5) business days to provide a written response. Extensions may be granted by the Coordinator for good cause with notice to both parties.

Any appeal will be conducted in an impartial manner by the Superintendent or, if the Superintendent cannot be impartial with regard to a particular case (as determined by the Coordinator or the Superintendent), an impartial, trained individual appointed by the Coordinator. The Superintendent will review the final investigative report, the appeal, and the response. The Superintendent may ask follow-up questions of the Coordinator and the investigator if necessary. The Superintendent does not confer with the parties as part of the appeal. The Superintendent will render a decision within ten (10) business days after the deadline to provide an appeal response. Both parties will be notified in writing of the appeal's outcome. This decision is final.

Adopted: April 24, 2020

Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 2: Administration of Programs**

2008 DRUG-FREE WORKPLACE

PURPOSE AND POLICY STATEMENT

As an employer, the Foxfire Governing Board (“Board”) is responsible for maintaining safe, efficient working conditions for its employees by providing a drug-free workplace. Therefore, school employees shall not engage in the unlawful manufacture, distribution, possession or use of controlled substances (drugs) on the job or on any work location.

No employee shall distribute, dispense, possess, use or be under the influence of: any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

An employee who is under the influence of any drug or alcohol on the job may pose serious safety and health risks not only to the user but to co-workers, students, and the general public at large.

DEFINITIONS

Controlled Substance: as used in this policy shall mean a controlled substance in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812), and as further defined in regulation at 21 CFR 1300.11 - 1300.15.

Conviction: means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes.

Criminal Drug Statute: means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance.

Illegal Drug: any drug which is not legally obtainable, or which is legally obtainable, but has not been legally obtained. The term includes prescribed drugs not legally obtained and not being used for prescribed purposes.

Legal Drug: includes prescribed drugs and over-the-counter drugs which have been legally obtained and are being used for the purpose for which they were prescribed or manufactured.

Under the Influence: means, for the purpose of this policy, that the employee is noticeably affected by a drug.

Workplace: means in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school; or during any period of time such employee is supervising students on behalf of the school or otherwise engaged in school business.

APPLICABILITY AND GENERAL POLICY CONDITIONS

The following conditions shall be applicable to all employees of the Foxfire Community Schools:

- 1) Employees shall be required, as a condition of their employment, to abide by the terms and conditions of this Drug-Free Workplace Policy.
- 2) An employee shall notify his Supervisor/Manager of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. Failure to do so will result in discipline, up to and including dismissal.
- 3) If a convicted employee works in a federally funded program, the involved federal grant agency shall be notified of the conviction within ten (10) days of the school's receiving the notice of the conviction.
- 4) The Board shall not permit the manufacture, possession, promotion of use, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia as the term is defined by law, by any member of the school's staff at any time while on school property or while involved in any school-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with school guidelines. The employee will:
 - Serve a suspension period of five (5) days or more or be terminated, depending on the degree of the offense; and
 - Participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or appropriate agency.

If the employee does not abide by the terms of the above statements, repeats the offense or one of relation, or continues to allow the problem to affect his job, he or she will be terminated.

- 5) Each employee of Foxfire will make a good faith effort to maintain a drug-free workplace and uphold and promote this policy.
- 6) A drug-free awareness program shall be created to inform the employees about the danger of drug abuse in the workplace; the Board's policy; available counseling and employee assistance programs; and discipline that may be imposed upon employees.

USE OF DRUGS

Legal Drugs: For certain positions, the legal use of a drug can pose a significant risk to the safety of the employee or others. Employees who feel or have been informed that the use of such a drug may present a safety risk, are to report such drug use to their immediate supervisor.

Illegal Drugs: The use, sale, purchase, transfer or possession of an illegal drug by an employee while in a school facility, while performing school business, or while on the job is prohibited. Being under the influence of any illegal drug or alcohol while conducting school business, while on school property or in a school facility, or while operating any school equipment is prohibited. Misuse of prescription drugs is considered to be the illegal use of drugs. This includes both the use of such drugs in a manner inconsistent with the prescribed use and any use of prescription drugs by persons for whom they are not prescribed.

RESPONSIBILITIES

Employer: It is the responsibility of each Supervisor to advise each employee of this policy; to post the policy annually at each worksite; to include a copy of this policy in each new employee's orientation.

Employee: It is the responsibility of each employee to be aware of and to abide by this policy.

Administration: It is the responsibility of the Superintendent to ensure that managers, supervisors and employees receive training and orientation regarding the implementation of this policy.

Legal: Drug-Free Workplace Act of 1988; 41 U.S.C. Section 701 et seq.
Drug-Free Campus and Schools Act; 20 U.S.C. Section 3224(a)

Adopted: April 24, 2020

Effective: July 1, 2020

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2009 INTERNET SAFETY POLICY

Introduction

It is the policy of the Foxfire Community Schools Governing Boards to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Foxfire online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the school staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent or designated representatives.

The Superintendent or designated representatives will provide age-appropriate training for students who use the school's Internet facilities. The training provided will be designed to promote the school's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the school's Internet Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the Board's acceptable use policies.

Adopted: April 24, 2020

Effective: July 1, 2020

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2010 PROHIBITION ON AIDING OR ABETTING SEXUAL ABUSE OF MINORS

Foxfire Community Schools staff members, contractors, or agents of the School are prohibited from assisting another staff member, contractor, or agent in obtaining a new job if the individual knows or has probable cause to believe, that such other staff member, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law.

“Assisting” does not include the routine transmission of administrative and personnel files. Exceptions to giving such assistance may only be made where the exception is authorized by the Every Student Succeeds Act (for example, where the matter has been investigated by law enforcement and the person has been exonerated and approved by the Superintendent or designee.)

Legal: ESSA sec. 8038, § 8546

Adopted: April 24, 2020

Effective: July 1, 2020

2011 CAREER ADVISING

The Foxfire Community School's plan for career advising includes providing:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.
2. Career advising to students in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities.
3. Additional interventions and career advising for students who are identified as at-risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
 - i. Before the school develops a pupil's Student Success Plan, school staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the school will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.
4. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the school.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and post-secondary course credit through College Credit Plus.
6. Information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the school's policy on credit flexibility and instructions for students to access the educational option.
7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.

8. The supports necessary for students to successfully transition from high school to their post-secondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and school residents. The policy is posted in a prominent location on the school's website.

Legal: O.R.C. 3313.6020

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2012 SPECIAL EDUCATION PROGRAM

The Governing Boards of the Foxfire Community Schools recognize their obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and the *Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* (hereafter referred to as the “Operating Standards”). The Operating Standards require that the Boards adopt written policies and procedures in a number of different areas, and the Boards have chosen to adopt the model policies and procedures promulgated by the Ohio Department of Education’s Office for Exceptional Children (ODE-OEC) in order to satisfy these requirements of the Operating Standards.

This document, while comprehensive, does not include every requirement set forth in the IDEIA, the regulations implementing IDEIA, the Operating Standards, the Ohio Revised Code (ORC) and/or the Ohio Administrative Code (OAC). The Boards recognize their obligation to follow these laws, regardless of whether their provisions are restated in the Model Policies and Procedures.

Legal: R.C. 3323.05, 3323.051, 3323.08; O.A.C. 3301-51-01 et seq., 3301-51-02(F); IDEIA, 20 U.S.C. 1400 et seq.; 34 C.F.R. Part 300

Adopted: April 24, 2020
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3001 WORKING CONDITIONS

- A. The school year for returning teachers and staff will be 175 days. Administration may call meetings with groups of teachers or classified staff, not to exceed an hour in length. Non - student contact days will be determined by the district calendar which will be recommended to the Superintendent by SAC team.
- B. All new teachers and classified staff will be required to work up to three (3) additional days prior to the beginning of the school year as New Teacher Orientation Days.
- C. A calamity day shall be defined as a scheduled instructional day that does not occur when the closing of school is necessary and classes are cancelled by the District as a result of a public calamity. A public calamity is defined as disease, epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses, or other equipment needed to operate the school system, damage to a school building or other property, or other temporary circumstances that renders the school facility unfit for instructional use.

The District recognizes the use of five (5) calamity days. Staff will not be required to report to work on calamity days during the first five (5) calamity days. After the 5th calamity day in a school year, all staff will be required to report to work starting at 10am, following a two (2) hour delay schedule. If it is after the 5th day and the day starts out a Level 2 or Level 3 out, STAFF WILL NOT BE REQUIRED TO REPORT TO WORK. If it is a Level 1 then all staff will be required to report to work beginning at 10 am after the use of five (5) calamity days. Staff are not expected to report to work if the County where the staff member resides is under a Level 2 or higher snow emergency.

Work Day

1. The regular work day for teachers shall be no longer than 7 hours and 15 minutes (not including lunch). Times are as follows:
 - HS: 7:30am-3:00pm
 - K-8: 7:45am-3:15pm
2. All staff will be required to attend the following meetings that extend beyond the regular work day. A total of two (2) general district staff meetings may be called by the Superintendent and his/her representative during the school year.
3. A maximum of nine (9) building staff meetings that extend beyond the regular teacher workday. Unless an emergency, these meetings will be set with at least three (3) working days' notice to the faculty. These meetings shall not exceed 90 minutes in length and should be meaningful and as brief as possible.
4. All staff will be required to attend one (1) school sponsored parent engagement evening activities and all staff shall attend Foxfire High School graduation. Failure to attend will necessitate personal leave time. These days are a component of each employee contract.
5. Brief emergency meetings may be called at the end of the day or prior to the end of the day by the building principal, on an as needed basis.

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3002 SEVERANCE PAY

In accordance with statute, all professional employees who present evidence of retirement from active service from Foxfire Community Schools to the Board of Foxfire shall be granted severance pay for their accrued but unused sick leave days. This policy specifies the manner for so doing.

The Board authorizes the payment to a retiring professional employee of 1/4 of his/her unused sick leave days to a maximum of 260 days.

For the purposes of this policy, "retirement" means retirement under the State Teachers Retirement System (S.T.R.S.) and does not include disability retirement.

In order to qualify for severance pay, a professional employee shall have served five (5) or more years of active service covered by S.T.R.S. with the State, a political subdivision, or a combination thereof, attain the age of sixty (60) years or have at least thirty (30) years of total service credit regardless of age, and have an effective retirement date no later than one hundred twenty (120) calendar days after the final day of service with this Board, and retire from Foxfire Community Schools.

If approved, severance pay will be made by the Board in the following manner:

- A. Payment shall be made no later than sixty (60) days after the application is filed and the professional employee's retirement is verified to the office of the Superintendent by the retirement system.
- B. Such payment shall be made only once to a professional employee.
- C. Payment shall be based upon the professional employee's daily rate of base pay based on the days of service at the time of retirement exclusive of any supplementary pay.

Payment of severance pay shall eliminate all obligations of the employer at the time of retirement from any further payment or restoration of sick leave unused.

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3003 SOCIAL NETWORKING POLICY

Foxfire Community Schools (hereinafter “Foxfire”) adopts the following policy governing the issue of social networking and access of social networking sites. Employee use of social networking sites refers to the use of a set of on-line tools, such as web pages and sites where content may be added and/or uploaded by users and shared with others. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, YouTube, Instagram and Snapchat.

The same laws, Foxfire policies and guidelines, and standards of conduct for interacting with our students, parents, and others apply online as in the real world. This includes, but is not limited to, the Foxfire Handbooks, Acceptable Use Policy, harassment policies, etc. Foxfire employees may be liable for anything they post to social media sites to the same extent they would while communicating in any other form.

The objective of this policy is to establish some guidelines with respect to the use of personal web pages and social networking sites by the employees of Foxfire. Our members rely upon the public confidence and trust in the services we provide to students, while effectively protecting their rights to privacy, and respecting our employees’ First Amendment Rights. Foxfire employees do not have the right to post inflammatory comments that could compromise our mission, undermine client or staff relationships or authority, or cause a substantial disruption of our educational programs. As such, this policy may apply to employees’ online conduct that occurs off Foxfire property and/or not during work time and may include posts made from an employee’s private electronic device. Any social network posting that undermines the professional responsibilities of our employees and/or administrators, has the corresponding effect of reducing public confidence and trust in how Foxfire discharges its duties.

While employees during non-working time have the right to use personal/social networking pages or sites, they should abide by the following:

Best Practices

- **Think twice before posting:** Keep in mind that once you post it on social media, you cannot control it. There is no privacy in the social media world. If you would not say it in person, consider whether you should post it online.
- **Be respectful:** Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas.
- **Remember your audience:** Anything that is posted on social media is, or easily can be, made available to the public at large. As a result, your message can/will be viewed not only by your target audience, but also peers, colleagues, current and prospective employers, Foxfire community members and others.

- **On personal sites:** Identify your views as your own. If you identify yourself as a Foxfire staff member online, it should be clear that the views expressed are not necessarily those of Foxfire.
- **Be polite, courteous, and respectful in your messages:** You should always strive to hold yourself to the highest professional standards in interacting with others, whether through social media or otherwise.

Guidelines

- A. Employees should not use their staff assigned email addresses as the contact email address for any personal social networking web page or site.
- B. Photographs or other depictions of the Foxfire programs, logos, or students shall not be used on employee internet postings, without prior written authorization from a student's parent (in the case of a student photo) or the administration (in the case of logo use).
- C. Employees may not represent their opinions or comments as those of the Foxfire, its Board or the Administration.
- D. Employees shall not discuss or divulge any personally identifiable information about a student or proprietary information. Transmission of any material in violation of any State or Federal law or regulation or Board policy is prohibited.
- E. Employees are prohibited from engaging in discriminatory harassment based on race, color, sex, age, disability, religion, sexual orientation, gender identity, national/ethnic origin or other characteristic that is intrinsic to a person's identity. Foxfire employees are also prohibited from posting, broadcasting or otherwise disseminating any sexually explicit, obscene, inflammatory, violent, racial, ethnically harassing or discriminatory material, comments, pictures, art work, video, or other references on their web pages and/or social networking sites, or through any other medium of communication. Employees are prohibited from engaging in inappropriate social networking relationships with students. Such prohibition includes, but is not limited to, online flirting, bantering with sexual overtones, and extending social invitations to students. Further, employees are prohibited from providing personal social networking website passwords to students.
- F. Employees shall not discuss any ongoing investigations involving themselves or fellow staff on any internet sites or social medium sites or networking. This prohibition includes any files, pictures, written statements, and videos involving students, administrators, and staff. Employees are prohibited from making defamatory statements involving Foxfire programs, staff or students.
- G. Administrators are discouraged from "friending" their subordinates on social medium platforms.
- H. Employees are personally responsible for any inappropriate or illegal content they publish on social media sites. Staff members are prohibited from "friending" current students on social networking sites unless that social network site is provided by the District, or unless the student is a family member of the staff member.
- I. Employees shall not violate and will be aware of copyright laws.

J. Access of personal social networking websites during School hours is prohibited.

Employees may be asked to acknowledge that that have read and are familiar with this policy. Violation of any of the foregoing guidelines and/or this policy may lead discipline, up to and including the termination of employment with Foxfire.

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3004 TEACHER EVALUATION

The Board of Education recognizes the importance of implementing a program of staff evaluation for the purpose of promoting professional growth and improving services to students to the end that student performance may be improved and individual employee accountability for the accomplishment of District goals and objectives ensured.

The objectives of the District evaluation plan for instructional personnel are:

- A. to identify skills, attitudes, abilities and resources which can lead to the achievement of District goals;
- B. to improve and reinforce the skills, attitudes and abilities which enable an employee to be effective in achieving District goals;
- C. to identify and remediate weaknesses which prevent an employee from achieving the goals of the District.

The evaluation of teaching staff members shall consist of the following components:

- A. the observation of each such employee in the performance of assigned duties by an appropriate supervisor at least one (1) time per year.
- B. the written evaluation of both the employee's performance during observation and the employee's total performance as an employee of this District
- C. the subjective judgment of a qualified supervisor
- D. the total impression of effectiveness in the performance of assigned duties with school students
- E. a timely conference between the employee and the evaluating supervisor during which the employee's weaknesses and strengths are discussed
- F. an opportunity for the employee to record a timely disclaimer to the evaluation

Supervisors shall assist teachers, in the remediation of deficiencies disclosed by observation and evaluation and may conduct additional observations and evaluations of employees who are marginally competent.

Supervisors should recognize that the purposes of this policy cannot be realized by evaluations which do not record the weaknesses as well as strengths of teaching staff members. Assessments which are less than honest and candid serve neither the professional growth of the employee nor the interest of the District in building a staff of highly competent, well-trained personnel.

The Superintendent shall cause evaluations to be conducted in accordance with Board policy and shall report to the Board such recommendations for change of position, retention, or dismissal as may be appropriate based on the evaluation.

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3005 STRATEGIC COMPENSATION—CERTIFIED STAFF

The Governing Boards of Foxfire Community Schools have adopted an Alternative Compensation System with four (4) main components for certified staff:

- Component 1: Entry pay model based on years of experience and current degree
- Component 2: Base increased earned by staff due to performance
- Component 3: Bonuses based on attendance
- Component 4: Fostering Leadership

The full compensation system is available at the Treasurer's/Fiscal Officer's office and is fully incorporated into this Policy Manual as if fully rewritten herein.

Notice of Annual Salary:

Notice will be given annually (not later than the first day of July) to all employees as to their salary for the succeeding year. The salary will be as per contractual agreement.

Computation of Salary:

Salaries are to be paid in twenty-four (24) semi-monthly installments, payable on the 5th and 20th of each month. If these dates fall on a weekend or holiday, they will be paid the day prior.

Extra duty hourly stipends for instructional and administrative staff:

- Instructional Hourly Wage = \$30.00 per hour
- Supervisory Hourly Wages = \$20.00 per hour

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3006 HIRING AND EMPLOYMENT—CERTIFIED EMPLOYEES

All professional staff positions are created only with the approval of the Governing Board. It is the Board's intent to have a sufficient number of positions to accomplish the School's goals and objectives.

Professional staff members may be employed; however, such employment shall be contingent on Board approval. Such employment shall only commence prior to Board approval if the Superintendent determines that employment of the teacher is in the School's educational interest. However, the teacher's employment shall be recommended to the Board at the next meeting.

The Superintendent shall:

- A. Recommend candidates who, in his/her judgment and in compliance with all state and federal laws and Board policies, are best qualified to perform the duties of the position they may fill.
- B. Interview candidates or designate an administrator or supervisor to interview candidates before they are recommended to the Board for employment.
- C. Run a criminal background check on the recommended candidate. Checks on other candidates may be made at the discretion of the Superintendent or his/her designee. In either case, prior notification shall be made.

Teachers (non-classified) employees shall be employed by written contract for a period of not more than one (1) year. Such employment contract shall automatically non-renew at the end of the one (1) year period with no further action of the Board required.

Certificates/Licenses and Transcripts

Each teacher shall file in the office of the Treasurer a legal educator license to teach the subjects or grades taught, with the dates of its validity, and official transcripts covering all college credits earned to date, as well as any other reports required by the State Board of Education or the Superintendent.

Responsibility for compliance with this policy rests with the teacher, and no salary payments shall be made prior to the filing of the above documents.

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3007 PERSONAL LEAVE

The Governing Board shall, pursuant to the provisions of this policy, provide for an employee's absence for personal necessity when not otherwise covered by the terms of a negotiated agreement.

The Board reserves the right to specify within the limits of law, the manner of proof of personal necessity, the type of situations in which such leave will be permitted and the total number of days which may be used in any school year for personal leave.

Up to three (3) full days of personal leave with pay may be used, if approved by Superintendent, each contract year by full-time employees. Personal leave is not cumulative.

Personal leave days may be used for personal obligations that are necessary and compelling which involve family events, community events, business transactions, or legal transactions, subject to the following conditions:

- A. Requests shall be in writing on a prescribed form.
- B. Requests shall be presented to the Superintendent at least three (3) school days in advance, except in the event of an emergency.
- C. Day(s) shall not be used in an unprofessional manner so as to project a poor image of the employee to the schools or communities.
- D. Day(s) shall not be used when a regularly scheduled school meeting or previously announced meeting has been called.
- E. Day(s) shall not be used in the two (2) week period following the beginning of school or in the three (3) week period prior to the ending of school, except in the event of an emergency.
- F. Day(s) shall not be used on the day before or the day after a scheduled holiday or vacation day, except in the event of an emergency.
- G. Day(s) shall not be used on a professional development day, except in the event of an emergency.
- H. The number of persons granted personal leave for any one (1) day will be limited to the demands of the School as determined by the Superintendent.
- I. Scheduled daily assignments shall be adjusted by the employee and confirmed by the Superintendent in advance of the day requested.

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3008 FAMILY AND MEDICAL LEAVE (FMLA) POLICY FOR INSTRUCTIONAL EMPLOYEES

BASIC LEAVE ENTITLEMENT

The Family and Medical Leave Act (FMLA) allows an eligible employee to take up to twelve (12) work weeks of leave per rolling twelve (12) month period for the following qualifying events:

- A. Incapacity due to pregnancy, prenatal medical care or child birth;
- B. Caring for the employee's child after birth, or placement for adoption or foster care;
- C. Caring for the employee's spouse, child, or parent with a serious health condition; or
- D. The serious health condition of the employee that makes the employee unable to perform the employee's job.
- E. Any qualifying exigency (as defined below) arising out of the fact that the staff member's spouse, son, daughter, or parent is a military member on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces as further defined below.

QUALIFYING EXIGENCY LEAVE ENTITLEMENTS

Eligible employees with a spouse, child, or parent on federal active duty or call to federal active duty status in the National Guard or Reserves in support of a contingency operation may use their twelve (12) week leave entitlement to address certain qualifying exigencies. Qualifying exigencies include activities related to short-notice deployment, attending military events, arranging for alternative childcare or attending School activities, addressing financial and legal arrangements, attending counseling sessions, attending post-deployment reintegration briefings, and spending time with a covered military member who is on rest and recuperation leave.

MILITARY CAREGIVER LEAVE ENTITLEMENTS

Employees may also be eligible to take up to twenty-six (26) weeks of leave to care for a covered service member during a single twelve (12) month period.

"Covered service member" refers to an employee's spouse, child, parent or next of kin, who is a current member of the Armed Forces, including a member of the National Guard or Reserves, who incurred a serious injury or illness in the line of active duty that renders the service member medically unfit to perform his or her duties and for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or in on the temporary retired list.

"Next of kin" has the same definition as set forth in 29 CFR 825.127(b)(3).

The twenty-six (26) weeks of leave is to be applied on a per-covered-service member, per-injury basis such that an eligible employee may be entitled to take more than one period of twenty-six (26) work weeks of leave if the leave is to care for different covered service members or to care for the same service member with a subsequent serious injury or illness, except that no more than twenty-six (26) work weeks of leave may be taken within any "single twelve (12) month period."

The "single twelve (12) month period" begins on the first day the employee takes leave to care for the covered service member and ends twelve (12) months after that date. An employee who is entitled to take leave due to a different FMLA-qualifying reason may take leave during the same single twelve (12) month period in which leave is taken to care for a covered service member, but the total leave

taken for any purpose during the single twelve (12) month period may not exceed twenty-six (26) work weeks overall.

EMPLOYEE ELIGIBILITY

Employees are eligible if they meet both of the following criteria:

- 1) They have been employed by the Governing Board of Foxfire for at least twelve months and,
- 2) They have actually worked (i.e., in "active work status") at least 1,250 hours during the past twelve (12) months.

All full-time instructional employees are deemed to meet the 1,250 hour requirement.

"Active work status" includes overtime hours worked and is defined as the conditions under which an employee is actually in a work status and is eligible to receive pay, but does not include vacation pay, sick leave, compensatory time, holidays, personal leave, and disability leave.

For purposes of determining FMLA eligibility, the Uniformed Services Employment and Reemployment Rights Act (USERRA) requires that a person reemployed under its provisions be given credit for any time he or she would have been employed *but for* the military service. Each month served performing military service counts as a month actively employed by the employer. The employee's pre-service work schedule can generally be used to determine the number of hours that would have been worked during the period of military service.

Eligible employees are entitled to the full amount of FMLA leave even if their spouse has already exhausted leave for a qualifying event.

The School must notify employees in writing of their eligibility or non-eligibility status within five (5) business days after the first time an employee requests leave for a particular qualifying reason in a rolling twelve (12) month period or within five (5) days after an employer receives knowledge that the reason for an employee's leave may be FMLA-qualifying. This notice only indicates whether the employee is eligible for FMLA leave and is not determinative as to whether the employee's leave qualifies for FMLA.

REQUESTS FOR FMLA LEAVE

If the need for leave is foreseeable, employee requests must be submitted in writing at least thirty (30) days prior to taking leave. If the need for leave is unforeseeable, employee requests must be made as soon as practicable and must comply with the School's normal call-in procedures.

Leave taken for the birth or placement of a child must be taken within one (1) year of the date of birth or placement of the child.

Employees must submit requests on the School's standard leave request form. Employees who know the requested leave is for an FMLA-qualifying event may specify that the leave is requested pursuant to the FMLA.

CERTIFICATIONS

If the School does not have enough information to determine whether the employee's leave is taken for an FMLA-qualifying reason, the School may require the employee to submit a complete and sufficient certification on one of the following forms, depending on the nature and condition of the leave requests:

1. Certification of Health Care Provider for Employee's Serious Health Condition
2. Certification of Health Care Provider for Family Member's Serious Health Condition
3. Certification of Qualifying Exigency for Military Family Leave
4. Certification for Serious Injury or Illness of Covered Service member for Military Family Leave
5. Equivalent documentation in the case of an adoption/foster care.

With respect to instructional employees, any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to ensure minimal disruption to the student programs. Further, if an instructional employee begins leave during the three (3) week period before the end of a term because of the birth of a son or daughter, the placement of a child for adoption or foster care; to care for spouse, son, daughter or parent with a serious health condition or to care for a covered service member the School may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

In the case of an instructional employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The School has the option not to require the employee to stay on leave until the end of the School term. Therefore, any additional leave required by the School to the end of the School term is not counted as FMLA leave; however, the School shall be required to maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

The School may contact the employee's health care provider for the purpose of clarification and authentication of the medical certification after the School has given the employee an opportunity to cure any deficiencies. To make such contact, the School must use a health care provider, a human resources professional, a leave administrator or a management official. The employee's direct supervisor may not contact the employee's health care provider. Additionally, the requirements of the Health Insurance Portability and Accountability Act (HIPAA) must be satisfied when individually-identifiable health information of an employee is shared with an employer by a HIPAA-covered health care provider.

For leave taken because of an employee's own serious health condition or the serious health condition of a family member, the School may require a second opinion from a second health care provider designated by and paid for by the School. If the first and second opinions conflict, the School may require the employee to submit to a third examination at the School's expense by a health care provider chosen jointly by the employee and the School. In choosing the third health care provider, both the employee and the School must be reasonable and act in good faith. The opinion of the third health care provider is final and binding.

The School may require an employee to provide recertification of an employee or family member's serious health condition at any time if:

1. The employee requests an extension of leave;
2. Circumstances described by the previous certification have changed significantly (e.g., the duration of the illness, the nature of the illness, complications); or
3. Leave taken by the employee is inconsistent with the circumstances described in the employee's certification.

Absent such circumstances, if the medical certification indicates that the minimum duration of the condition is more than thirty (30) days, a School must wait until that minimum duration expires before requesting a recertification. However, in all cases, the School may request a recertification of a medical condition every six months in connection with an absence by the employee.

Second and third opinions are not permitted on an employer's request for recertifications. Second and third opinions and recertifications are not permitted for leave taken because of a qualifying exigency or for leave taken to care for a covered service member.

Where the employee's need for leave due to the employee's own serious health condition, or the serious health condition of the employee's covered member lasts beyond a single leave year, the School may require the employee to provide a new medical certification in each subsequent leave year. Such new medical certifications are subject to the provisions for authentication and clarification, including second and third opinions.

DESIGNATION NOTICE

Within five (5) business days after receiving enough information to determine whether the leave is taken for a FMLA-qualifying reason (e.g., after receiving a complete and sufficient certification), the School must notify the employee whether the leave will be designated and will be counted as FMLA leave. Only one notice of designation is required for each FMLA-qualifying reason per applicable twelve (12) month period.

If the School determines that the leave will not be designated as FMLA-qualifying, the School must notify the employee of that determination.

The School must notify the employee of the amount of leave counted against the employee's FMLA entitlement. If the amount of leave needed is not known, then the School must provide notice of the amount of leave counted against the employee's FMLA leave entitlement upon the request by the employee, but no more often than once in a thirty (30) day period and only if leave was taken in that period.

USE OF FMLA LEAVE

Employees have the right to take intermittent leave when medically necessary either for their own serious health condition or to care for the employee's spouse, child or parent who has a serious health condition. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the School's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis. Regardless, the taking of FMLA leave intermittently or on a reduced schedule leave results in the total reduction of the twelve (12) or twenty-six (26) weeks only by the amount of leave actually taken.

If the intermittent or reduced schedule leave is foreseeable based on planned medical treatment for the employee, a family member or a covered service member, the Superintendent may require the

staff member to transfer temporarily, during the period the intermittent or reduced schedule leave is required, to an available alternative position for which the staff member is qualified and which better accommodates recurring periods of leave than the staff member's regular position. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. The Superintendent may also transfer the staff member to a part-time job with the same hourly rate of pay and benefits, provided the staff member is not required to take more leave than is medically necessary.

Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced schedule leave because of reasons (C) or (D) on page one or pursuant to Military Caregiver Leave and the leave would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

- take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- transfer temporarily to an available alternative position offered by the Superintendent for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

Leave must be taken in increments of no less than one-half (1/2) day. If it is physically impossible for an employee using intermittent leave to commence or end work mid-way through the day, the entire day that the employee is absent may be designated as FMLA leave and be counted against the employee's FMLA entitlement.

Holidays that occur during a full week of FMLA leave will count against the employee's FMLA entitlement. However, if an employee is using FMLA leave in increments of less than one week, the holiday will not count against the employee's FMLA entitlement unless the employee was otherwise scheduled and is expected to work during the holiday.

If an employee would normally be required to work overtime, but is unable to do so because of a FMLA-qualifying reason that limits the employee's ability to work overtime, the overtime hours which the employee would have been required to work may be counted against the employee's FMLA entitlement.

The School may grant employees intermittent leave for the birth or placement of a child. Intermittent leave for the birth or placement of a child shall be upon approval of the employee's supervisor and the Superintendent. Employees should request such leave from their supervisors.

An employee on FMLA leave shall not hold outside employment while on FMLA leave without the prior written approval from their supervisor/designee.

INTERACTION WITH OTHER LEAVE PROGRAMS

The Board shall require or the staff member may request that all accrued paid vacation leave, medical or sick leave, or personal leave be used to substitute for the family leave described in this policy. In cases in which the Board has employed both the husband and the wife, the total amount of family leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either the husband or the wife.

EMPLOYEE BENEFITS

The School shall continue paying the employer's portion of health insurance premiums during approved FMLA leave.

Employees are required to continue paying the employees' portion of health insurance premiums.

Employees shall be given a thirty (30) day grace period from the due date of their health insurance premium. Employees who fail to pay their portion of the health insurance premium within this grace period may, with fifteen (15) days' notice from their School, be removed from their respective health insurance plan.

If an employee chooses not to continue health care coverage during FMLA leave, the employee will be entitled to reinstatement into the benefit plan upon return to work.

The School may seek reimbursement for any health insurance premiums paid on behalf of the employee if the employee's failure to return to work from FMLA leave, unless the reason for the employee failing to return to work is due to the continuation or recurrence of the serious health condition or is otherwise beyond the employee's control as defined in the FMLA.

Employees who are reinstated will not lose any service credit and FMLA leave will be treated as continuous service for the purpose of calculating any benefits that are based on length of service.

REINSTATEMENT

Employees are entitled to reinstatement to the same or similar position upon return from leave.

If the same job is not available, the School will determine in which similar position the employee should be placed, making sure that the position has equivalent pay, benefits and conditions of employment.

Before they are reinstated, employees who take leave due to their own serious health condition shall be required to provide certification from a health care provider that they are able to perform the essential functions of their position.

RECORDKEEPING

The School will maintain records of leave balances and FMLA leave usage. Medical records accompanying FMLA requests will be kept separate from personnel files in a confidential manner.

GENERAL NOTICE REQUIREMENT

The School is required to post and distribute a notice of FMLA rights and responsibilities and the School FMLA policies. This material should be included in the School's handbook (if one exists), in a conspicuous place on School grounds, and should be distributed to each new employee upon hiring. Electronic posting and distribution is permissible so long as all employees and applicants have access to the information.

Legal: Family Medical Leave Act, 29 U.S.C. 2601

Adopted: April 24, 2020

Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 3: Certified Staff**

3009 STAFF DRESS AND GROOMING—CERTIFIED PERSONNEL

The Foxfire staff members have been charged with the distinguished task of educating school children. As leaders, staff must lead by example. All staff are expected to be dressed professionally at all times. If we ask a child to dress appropriately, staff must lead by example and do the same. The principal has the autonomy to define “Professional Dress.” However, at a minimum, all certified staff members shall dress in a manner reflecting their professional assignment (shirt and tie for men, business professional attire for women).

If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the principal. Further, “dress down” days may be approved by the Superintendent and such guidance as to attire shall be provided by the Superintendent at that time (i.e., polos for men, business casual for women).

Adopted: April 24, 2020
Effective: July 1, 2020

**3010 EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/
EXTRA-CURRICULAR ACTIVITIES**

The Governing Board may employ professional staff, classified staff, or non-school employees for extra-curricular activities. The Board authorizes the Superintendent to recommend candidates for employment by the Board.

The person must hold a permit issued by the State Board of Education, and the person must have the minimum qualifications for the position as established by the State Board of Education.

Personnel employed as a coach must also pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation.

No coach may accept compensation from an outside entity (i.e., boosters).

Adopted: April 24, 2020

Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 4: Classified Staff**

4000 HIRING AND EMPLOYMENT OF CLASSIFIED STAFF

All classified staff positions are created only with the approval of the Governing Board. It is the Board's intent to have a sufficient number of positions to accomplish the School's goals and objectives.

Classified staff members may be employed; however, such employment shall be contingent on Board approval. Such employment shall only commence prior to Board approval if the Superintendent determines that employment of the staff member is in the School's educational interest. However, the staff member's employment shall be recommended to the Board at the next meeting.

The Superintendent shall:

- A. Recommend candidates who, in his/her judgment and in compliance with all state and federal laws and Board policies, are best qualified to perform the duties of the position they may fill.
- B. Interview candidates or designate an administrator or supervisor to interview candidates before they are recommended to the Board for employment.
- C. Run a criminal background check on the recommended candidate. Checks on other candidates may be made at the discretion of the Superintendent or his/her designee. In either case, prior notification shall be made.

Classified (non-teaching) employees shall be employed by written contract for a period of not more than one (1) year. Such employment contract shall automatically non-renew at the expiration of the one (1) year period with no further action of the Board required.

After the termination of the initial contract, the subsequent contract, if the employee is retained, shall be for one (1) year.

Adopted: April 24, 2020
Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 4: Classified Staff**

4001 WORKING CONDITIONS

- A. The school year for returning teachers and staff will be 175 days. Administration may call meetings with groups of teachers or classified staff, not to exceed an hour in length. Non - student contact days will be determined by the district calendar which will be recommended to the Superintendent by SAC team.
- B. All new teachers and classified staff will be required to work up to three (3) additional days prior to the beginning of the school year as New Teacher Orientation Days.
- C. A calamity day shall be defined as a scheduled instructional day that does not occur when the closing of school is necessary and classes are cancelled by the district as a result of a public calamity. A public calamity is defined as disease, epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses, or other equipment needed to operate the school system, damage to a school building or other property, or other temporary circumstances that renders the school facility unfit for instructional use.

The district recognizes the use of five (5) calamity days. Staff will not be required to report to work on calamity days during the first five (5) calamity days. After the 5th calamity day in a school year, all staff will be required to report to work starting at 10am, following a two (2) hour delay schedule. If it is after the 5th day and the day starts out a Level 2 or Level 3 out, STAFF WILL NOT BE REQUIRED TO REPORT TO WORK. If it is a Level 1 then all staff will be required to report to work beginning at 10am after the use of five (5) calamity days. Staff are not expected to report to work if the County where the staff member resides is under a Level 2 or higher snow emergency.

Work Day

- 1. The regular work day for teachers shall be no longer than 7 hours and 15 minutes (not including lunch). Times are as follows:
 - HS: 7:30am-3:00pm
 - K-8: 7:45am-3:15pm
- 2. All staff will be required to attend the following meetings that extend beyond the regular work day. A total of two (2) general district staff meetings may be called by the Superintendent and his/her representative during the school year.
- 3. A maximum of nine (9) building staff meeting that extend beyond the regular teacher workday. Unless an emergency, these meetings will be set with at least three (3) working day notice to the faculty. These meetings shall not exceed ninety (90) minutes in length and should be meaningful and as brief as possible.
- 4. All staff will be required to attend one (10 school sponsored parent engagement evening activities and all staff shall attend Foxfire High School graduation. Failure to attend will necessitate personal leave time. These days are a component of each employee contract.
- 5. Brief emergency meetings may be called at the end of the day or prior to the end of the day by the building principal, on an as needed basis.

Adopted: April 24, 2020
Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 4: Classified Staff**

4002 SOCIAL NETWORKING POLICY

Foxfire Community Schools (hereinafter “Foxfire”) adopts the following policy governing the issue of social networking and access of social networking sites. Employee use of social networking sites refers to the use of a set of on-line tools, such as web pages and sites where content may be added and/or uploaded by users and shared with others. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, YouTube, Instagram and Snapchat.

The same laws, Foxfire policies and guidelines, and standards of conduct for interacting with our students, parents, and others apply online as in the real world. This includes, but is not limited to, the Foxfire Handbooks, Acceptable Use Policy, harassment policies, etc. Foxfire employees may be liable for anything they post to social media sites to the same extent they would while communicating in any other form.

The objective of this policy is to establish some guidelines with respect to the use of personal web pages and social networking sites by the employees of Foxfire. Our members rely upon the public confidence and trust in the services we provide to students, while effectively protecting their rights to privacy, and respecting our employees’ First Amendment Rights. Foxfire employees do not have the right to post inflammatory comments that could compromise our mission, undermine client or staff relationships or authority, or cause a substantial disruption of our educational programs. As such, this policy may apply to employees’ online conduct that occurs off Foxfire property and/or not during work time and may include posts made from an employee’s private electronic device. Any social network posting that undermines the professional responsibilities of our employees and/or administrators, has the corresponding effect of reducing public confidence and trust in how Foxfire discharges its duties.

While employees during non-working time have the right to use personal/social networking pages or sites, they should abide by the following:

Best Practices

- **Think twice before posting:** Keep in mind that once you post it on social media, you cannot control it. There is no privacy in the social media world. If you would not say it in person, consider whether you should post it online.
- **Be respectful:** Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas.
- **Remember your audience:** Anything that is posted on social media is, or easily can be, made available to the public at large. As a result, your message can/will be viewed not only by your target audience, but also peers, colleagues, current and prospective employers, Foxfire Community Members and others.
- **On personal sites:** Identify your views as your own. If you identify yourself as a Foxfire staff member online, it should be clear that the views expressed are not necessarily those of Foxfire.
- **Be polite, courteous, and respectful in your messages:** You should always strive to hold yourself to the highest professional standards in interacting with others, whether through social media or otherwise.

Guidelines

- A. Employees should not use their staff assigned email addresses as the contact email address for any personal social networking web page or site.
- B. Photographs or other depictions of the Foxfire Programs, logos, or students shall not be used on employee internet postings, without prior written authorization from a student's parent (in the case of a student photo) or the administration (in the case of logo use).
- C. Employees may not represent their opinions or comments as those of the Foxfire Schools, Board, or the Administration.
- D. Employees shall not discuss or divulge any personally identifiable information about a student or proprietary information. Transmission of any material in violation of any State or Federal law or regulation or Board policy is prohibited.
- E. Employees are prohibited from engaging in discriminatory harassment based on race, color, sex, age, disability, religion, sexual orientation, gender identity, national/ethnic origin or other characteristic that is intrinsic to a person's identity. Foxfire employees are also prohibited from posting, broadcasting or otherwise disseminating any sexually explicit, obscene, inflammatory, violent, racial, ethnically harassing or discriminatory material, comments, pictures, art work, video, or other references on their web pages and/or social networking sites, or through any other medium of communication. Employees are prohibited from engaging in inappropriate social networking relationships with students. Such prohibition includes, but is not limited to, online flirting, bantering with sexual overtones, and extending social invitations to students. Further, employees are prohibited from providing personal social networking website passwords to students.
- F. Employees shall not discuss any ongoing investigations involving themselves or fellow staff on any internet sites or social medium sites or networking. This prohibition includes any files, pictures, written statements, and videos involving students, administrators, and staff. Employees are prohibited from making defamatory statements involving Foxfire programs, staff or students.
- G. Administrators are discouraged from "friending" their subordinates on social medium platforms.
- H. Employees are personally responsible for any inappropriate or illegal content they publish on social media sites. Staff members are prohibited from "friending" current students on social networking sites unless that social network site is provided by the District, or unless the student is a family member of the staff member.
- I. Employees shall not violate and will be aware of copyright laws.
- J. Access of personal social networking websites during school hours is prohibited.

Employees may be asked to acknowledge that they have read and are familiar with this policy. Violation of any of the foregoing guidelines and/or this policy may lead discipline, up to and including the termination of employment with Foxfire.

Adopted: April 24, 2020

Effective: July 1, 2020

4003 VACATIONS

Full time employees are entitled to paid vacation in accordance with O.R.C. §3319.084 as follows:

- A. One (1) year through seven (7) years of service with the Board of Education – ten workdays' pay, excluding legal holidays.
- B. Starting with eight (8) years through fourteen (14) years of service with the Board – 12 workdays' pay, excluding legal holidays.
- C. Starting with fifteen (15) years and each year thereafter of service with the Board – 15 workdays' pay, excluding legal holidays.

A full time employee is a person who is in service for not less than eleven (11) months in each calendar year.

Upon separation from employment, employees are entitled to be paid for all lawfully accrued and unused vacation leave not to exceed forty-two (42) days.

Vacations are to be approved by the Superintendent or his/her designee. The primary concern is the efficient operation of the Schools. The requests of employees are considered whenever possible.

Adopted: April 24, 2020
Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 4: Classified Staff**

4004 SICK LEAVE

Employees will be granted sick leave according to section 3319.141 of the Ohio Revised Code. Sick leave may be used by any employee who is under contract by the Governing Board shall be entitled to fifteen (15) days of sick leave per year. This will be accumulated for the prior month at the rate of 1.25 days per month on the first of each month. Unused sick leave shall be cumulative up to 250 days (effective July 1, 2011)

Absences of less than one-half (.5) day shall result in a deduction of one-half (.5) day.
Absences of more than one-half (.5) day shall result in a deduction of one (1) day.

Adopted: April 24, 2020

Effective: July 1, 2020

4005 FAMILY AND MEDICAL LEAVE (FMLA) POLICY FOR CLASSIFIED EMPLOYEES

BASIC LEAVE ENTITLEMENT

The Family and Medical Leave Act (FMLA) allows an eligible employee to take up to twelve (12) work weeks of leave per rolling twelve (12) month period for the following qualifying events:

- A. Incapacity due to pregnancy, prenatal medical care or child birth;
- B. Caring for the employee's child after birth, or placement for adoption or foster care;
- C. Caring for the employee's spouse, child, or parent with a serious health condition; or
- D. The serious health condition of the employee that makes the employee unable to perform the employee's job.
- E. Any qualifying exigency (as defined below) arising out of the fact that the staff member's spouse, son, daughter, or parent is a military member on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces as further defined below.

QUALIFYING EXIGENCY LEAVE ENTITLEMENTS

Eligible employees with a spouse, child, or parent on federal active duty or call to federal active duty status in the National Guard or Reserves in support of a contingency operation may use their twelve (12) week leave entitlement to address certain qualifying exigencies. Qualifying exigencies include activities related to short-notice deployment, attending military events, arranging for alternative childcare or attending school activities, addressing financial and legal arrangements, attending counseling sessions, attending post-deployment reintegration briefings, and spending time with a covered military member who is on rest and recuperation leave.

MILITARY CAREGIVER LEAVE ENTITLEMENTS

Employees may also be eligible to take up to twenty-six (26) weeks of leave to care for a covered service member during a single twelve (12) month period.

"Covered service member" refers to an employee's spouse, child, parent or next of kin, who is a current member of the Armed Forces, including a member of the National Guard or Reserves, who incurred a serious injury or illness in the line of active duty that renders the service member medically unfit to perform his or her duties and for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or in on the temporary retired list.

"Next of kin" has the same definition as set forth in 29 CFR 825.127(b)(3).

The twenty-six (26) weeks of leave is to be applied on a per-covered-service member, per-injury basis such that an eligible employee may be entitled to take more than one period of twenty-six (26) work weeks of leave if the leave is to care for different covered service members or to care for the same service member with a subsequent serious injury or illness, except that no more than twenty-six (26) work weeks of leave may be taken within any "single twelve (12) month period."

The "single twelve (12) month period" begins on the first day the employee takes leave to care for the covered service member and ends twelve (12) months after that date. An employee who is entitled to take leave due to a different FMLA-qualifying reason make take leave during the same single twelve (12) month period in which leave is taken to care for a covered service member, but the total leave taken for any purpose during the single twelve (12) month period may not exceed twenty-six (26) work weeks overall.

EMPLOYEE ELIGIBILITY

Employees are eligible if they meet both of the following criteria:

- 1) They have been employed by the Governing Board of Foxfire for at least twelve months and,
- 2) They have actually worked (i.e., in "active work status") at least 1,250 hours during the past twelve months.

"Active work status" includes overtime hours worked and is defined as the conditions under which an employee is actually in a work status and is eligible to receive pay, but does not include vacation pay, sick leave, compensatory time, holidays, personal leave, and disability leave.

For purposes of determining FMLA eligibility, the Uniformed Services Employment and Reemployment Rights Act (USERRA) requires that a person reemployed under its provisions be given credit for any time he or she would have been employed *but for* the military service. Each month served performing military service counts as a month actively employed by the employer. The employee's pre-service work schedule can generally be used to determine the number of hours that would have been worked during the period of military service.

Eligible employees are entitled to the full amount of FMLA leave even if their spouse has already exhausted leave for a qualifying event.

The school must notify employees in writing of their eligibility or non-eligibility status within five (5) business days after the first time an employee requests leave for a particular qualifying reason in a rolling twelve (12) month period or within five days after an employer receives knowledge that the reason for an employee's leave may be FMLA-qualifying. This notice only indicates whether the employee is eligible for FMLA leave and is not determinative as to whether the employee's leave qualifies for FMLA.

REQUESTS FOR FMLA LEAVE

If the need for leave is foreseeable, employee requests must be submitted in writing at least thirty (30) days prior to taking leave. If the need for leave is unforeseeable, employee requests must be made as soon as practicable and must comply with the school's normal call-in procedures.

Leave taken for the birth or placement of a child must be taken within one year of the date of birth or placement of the child.

Employees must submit requests on the school's standard leave request form. Employees who know the requested leave is for an FMLA-qualifying event may specify that the leave is requested pursuant to the FMLA.

CERTIFICATIONS

If the school does not have enough information to determine whether the employee's leave is taken for an FMLA-qualifying reason, the school may require the employee to submit a complete and sufficient certification on one of the following forms, depending on the nature and condition of the leave requests:

1. Certification of Health Care Provider for Employee's Serious Health Condition
2. Certification of Health Care Provider for Family Member's Serious Health Condition
3. Certification of Qualifying Exigency for Military Family Leave
4. Certification for Serious Injury or Illness of Covered Service member for Military Family Leave
5. Equivalent documentation in the case of an adoption/foster care.

The school may contact the employee's health care provider for the purpose of clarification and authentication of the medical certification after the school has given the employee an opportunity to cure any deficiencies. To make such contact, the school must use a health care provider, a human resources professional, a leave administrator or a management official. The employee's direct supervisor may not contact the employee's health care provider. Additionally, the requirements of the Health Insurance Portability and Accountability Act (HIPAA) must be satisfied when individually-identifiable health information of an employee is shared with an employer by a HIPAA-covered health care provider.

For leave taken because of an employee's own serious health condition or the serious health condition of a family member, the school may require a second opinion from a second health care provider designated by and paid for by the school. If the first and second opinions conflict, the school may require the employee to submit to a third examination at the school's expense by a health care provider chosen jointly by the employee and the school. In choosing the third health care provider, both the employee and the school must be reasonable and act in good faith. The opinion of the third health care provider is final and binding.

A School may require an employee to provide recertification of an employee or family member's serious health condition at any time if:

1. The employee requests an extension of leave;
2. Circumstances described by the previous certification have changed significantly (*e.g.*, the duration of the illness, the nature of the illness, complications); or
3. Leave taken by the employee is inconsistent with the circumstances described in the employee's certification.

Absent such circumstances, if the medical certification indicates that the minimum duration of the condition is more than thirty (30) days, a school must wait until that minimum duration expires before requesting a recertification. However, in all cases, the school may request a recertification of a medical condition every six (6) months in connection with an absence by the employee.

Second and third opinions are not permitted on an employer's request for re-certifications. Second and third opinions and re-certifications are not permitted for leave taken because of a qualifying exigency or for leave taken to care for a covered service member.

Where the employee's need for leave due to the employee's own serious health condition, or the serious health condition of the employee's covered member lasts beyond a single leave year, the school may require the employee to provide a new medical certification in each subsequent leave year. Such new medical certifications are subject to the provisions for authentication and clarification, including second and third opinions.

DESIGNATION NOTICE

Within five (5) business days after receiving enough information to determine whether the leave is taken for a FMLA-qualifying reason (e.g., after receiving a complete and sufficient certification), the school must notify the employee whether the leave will be designated and will be counted as FMLA leave. Only one notice of designation is required for each FMLA-qualifying reason per applicable twelve (12) month period.

If the school determines that the leave will not be designated as FMLA-qualifying, the school must notify the employee of that determination.

The school must notify the employee of the amount of leave counted against the employee's FMLA entitlement. If the amount of leave needed is not known, then the school must provide notice of the amount of leave counted against the employee's FMLA leave entitlement upon the request by the employee, but no more often than once in a thirty (30) day period and only if leave was taken in that period.

USE OF FMLA LEAVE

Employees have the right to take intermittent leave when medically necessary either for their own serious health condition or to care for the employee's spouse, child or parent who has a serious health condition. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the school's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis. Regardless, the taking of FMLA leave intermittently or on a reduced schedule leave results in the total reduction of the twelve (12) or twenty-six (26) weeks only by the amount of leave actually taken.

In reviewing an employee's request for intermittent leave, the school shall determine whether or not an acceptable leave schedule can be arranged and may consider a temporary transfer to an alternative, comparable position.

Leave must be taken in increments of no less than one-half ($\frac{1}{2}$) day. If it is physically impossible for an employee using intermittent leave to commence or end work mid-way through the day, the entire day that the employee is absent may be designated as FMLA leave and be counted against the employee's FMLA entitlement.

Holidays that occur during a full week of FMLA leave will count against the employee's FMLA entitlement. However, if an employee is using FMLA leave in increments of less than one (1) week, the holiday will not count against the employee's FMLA entitlement unless the employee was otherwise scheduled and is expected to work during the holiday.

If an employee would normally be required to work overtime, but is unable to do so because of a FMLA-qualifying reason that limits the employee's ability to work overtime, the overtime hours which the employee would have been required to work may be counted against the employee's FMLA entitlement.

The school may grant employees intermittent leave for the birth or placement of a child. Intermittent leave for the birth or placement of a child shall be upon approval of the employee's supervisor and the Superintendent. Employees should request such leave from their supervisors.

An employee on FMLA leave shall not hold outside employment while on FMLA leave without the prior written approval from their supervisor/designee.

INTERACTION WITH OTHER LEAVE PROGRAMS

The Board shall require or the staff member may request that all accrued paid vacation leave, medical or sick leave, or personal leave be used to substitute for the family leave described in this policy. In cases in which the Board has employed both the husband and the wife, the total amount of family leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either the husband or the wife.

EMPLOYEE BENEFITS

The school shall continue paying the employer's portion of health insurance premiums during approved FMLA leave.

Employees are required to continue paying the employees' portion of health insurance premiums.

Employees shall be given a thirty (30) day grace period from the due date of their health insurance premium. Employees who fail to pay their portion of the health insurance premium within this grace period may, with fifteen (15) days' notice from their school, be removed from their respective health insurance plan.

If an employee chooses not to continue health care coverage during FMLA leave, the employee will be entitled to reinstatement into the benefit plan upon return to work.

The school may seek reimbursement for any health insurance premiums paid on behalf of the employee if the employee's failure to return to work from FMLA leave, unless the reason for the employee failing to return to work is due to the continuation or recurrence of the serious health condition or is otherwise beyond the employee's control as defined in the FMLA.

Employees who are reinstated will not lose any service credit and FMLA leave will be treated as continuous service for the purpose of calculating any benefits that are based on length of service.

REINSTATEMENT

Employees are entitled to reinstatement to the same or similar position upon return from leave.

If the same job is not available, the school will determine in which similar position the employee should be placed, making sure that the position has equivalent pay, benefits and conditions of employment.

Before they are reinstated, employees who take leave due to their own serious health condition shall be required to provide certification from a health care provider that they are able to perform the essential functions of their position.

RECORDKEEPING

The school will maintain records of leave balances and FMLA leave usage. Medical records accompanying FMLA requests will be kept separate from personnel files in a confidential manner.

GENERAL NOTICE REQUIREMENT

The school is required to post and distribute a notice of FMLA rights and responsibilities and the school FMLA policies. This material should be included in the school's handbook (if one exists), in a conspicuous place on school grounds, and should be distributed to each new employee upon hiring. Electronic posting and distribution is permissible so long as all employees and applicants have access to the information.

Legal: Family Medical Leave Act, 29 U.S.C. 2601

Adopted: April 24, 2020

Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 4: Classified Staff**

4006 PERSONAL LEAVE

The Governing Board shall, pursuant to the provisions of this policy, provide for an employee's absence for personal necessity when not otherwise covered by the terms of a negotiated agreement.

The Board reserves the right to specify within the limits of law, the manner of proof of personal necessity, the type of situations in which such leave will be permitted and the total number of days which may be used in any school year for personal leave.

Up to three (3) full days of personal leave with pay may be used, if approved by Superintendent, each contract year by full-time employees. Personal leave is not cumulative.

Personal leave days may be used for personal obligations that are necessary and compelling which involve family events, community events, business transactions, or legal transactions, subject to the following conditions:

- A. Requests shall be in writing on a prescribed form.
- B. Requests shall be presented to the Superintendent at least three (3) school days in advance, except in the event of an emergency.
- C. Day(s) shall not be used in an unprofessional manner so as to project a poor image of the employee to the schools or communities.
- D. Day(s) shall not be used when a regularly scheduled school meeting or previously announced meeting has been called.
- E. Day(s) shall not be used in the two week period following the beginning of school or in the three week period prior to the ending of school, except in the event of an emergency.
- F. Day(s) shall not be used on the day before or the day after a scheduled holiday or vacation day, except in the event of an emergency.
- G. Day(s) shall not be used on a professional development day, except in the event of an emergency.
- H. The number of persons granted personal leave for any one (1) day will be limited to the demands of the School as determined by the Superintendent.
- I. Scheduled daily assignments shall be adjusted by the employee and confirmed by the Superintendent in advance of the day requested.

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Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 4: Classified Staff**

4007 STAFF DRESS AND GROOMING—CLASSIFIED PERSONNEL

The Foxfire staff members have been charged with the distinguished task of educating school children. As leaders, staff must lead by example. All staff are expected to be dressed professionally at all times. If we ask a child to dress appropriately, staff must lead by example and do the same. The principal has the autonomy to define “Professional Dress.” However, at a minimum, all certified staff members shall dress in a manner reflecting their professional assignment.

If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the Principal. Further, “dress down” days may be approved by the Superintendent and such guidance as to attire shall be provided by the Superintendent at that time (i.e., polos for men, business casual for women).

Adopted: April 24, 2020
Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 4: Classified Staff**

4008 SEVERANCE PAY

In accordance with statute, all classified employees who present evidence of retirement from active service from Foxfire Community Schools to the Board of Foxfire shall be granted severance pay for their accrued but unused sick leave days. This policy specifies the manner for so doing.

The Board authorizes the payment to a retiring classified employee of 1/4 of his/her unused sick leave days to a maximum of 260 days.

For the purposes of this policy, "retirement" means retirement under the State Teachers Retirement System (S.T.R.S.) and does not include disability retirement.

In order to qualify for severance pay, a classified employee shall have served five (5) or more years of active service covered by S.T.R.S. with the State, a political subdivision, or a combination thereof, attain the age of sixty (60) years or have at least thirty (30) years of total service credit regardless of age, and have an effective retirement date no later than one hundred twenty (120) calendar days after the final day of service with this Board, and retire from Foxfire Community Schools.

If approved, severance pay will be made by the Board in the following manner:

- A. Payment shall be made no later than sixty (60) days after the application is filed and the professional employee's retirement is verified to the office of the Superintendent by the retirement system.
- B. Such payment shall be made only once to a professional employee.
- C. Payment shall be based upon the professional employee's daily rate of base pay based on the days of service at the time of retirement exclusive of any supplementary pay.

Payment of severance pay shall eliminate all obligations of the employer at the time of retirement from any further payment or restoration of sick leave unused.

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Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 5: Students**

5001 FOXFIRE STUDENT - ATHLETE- EXTRA-CURRICULAR CONDUCT POLICY

Enjoy the Experience! Respect the Game and Your Opponents! Remember that this is a privilege and not a right. Remember that you are a representation of the school, community, your family and yourself when participating in an athletic or Extra-Curricular Event. Make this special time and positive experience for all. We want you and everyone involved to enjoy the experience in a responsible fashion.

As a participant and member of a Foxfire Team You Are Required to Refrain from the Following Behaviors:

- Violating the student code of conduct
- Behavior that is unruly, disruptive or illegal in nature
- Engage in any kind of un-sportsmanlike or disrespectful conduct toward an official, coach, teammates, opponents, fan including taunting, booing, mocking, profane gestures or aggressive threatening behaviors.
- Foul or abusive language or obscene gestures.
- Posting on any form of social media site negative, demeaning or derogatory comments that may hurt, humiliate, threaten or intimidate any player, coach, administrator, school official, fan or opponent.
- Verbal or physical confrontation with any stakeholder at any time.
- Participate in an event under the influence of alcohol or drugs.
- Dressing in a manner that draws personal attention, sends inappropriate messages and poorly reflects the school. This is at coaches and administrators discretion.
- Negatively impacting or representing my team.
- Not showing up on time.
- Missing practices without prior communication to the coaches.
- Leaving the game, bench or event without communication or permission from the Coach.

Foxfire Student Athlete - Extra Curricular Conduct Pledge & Policy

- I will demonstrate high character at all times including but not limited to: injured players, National Anthem, stressful game situations, adversity, dangerous circumstances, unruly opponents or fans.
- I will place sportsmanship and integrity above everything else including outcomes.
- I will understand my role on the team and do whatever the coach asks of me to benefit the team.
- I understand that I must have a current physical and emergency medical form completed prior to participating.
- I will refrain from undermining or spreading ill will by passing negative comments, gossip, rumors and innuendos that could destroy team morale or cohesiveness.
- I will not engage in any form of unsportsmanlike or disrespectful behavior /conduct toward any stakeholder including coaches, officials, fans, parents, opponents or teammates. These actions include booing, taunting, foul language, racial slurs, or obscene gestures.
- I will support the twenty-four (24) hour rule and I will not challenge or confront the coaches regarding decisions made or playing time at the event. I will follow established protocol.
- I will refrain from posting on any form of social media site negative, demeaning or derogatory comments that may hurt, humiliate, threaten or intimidate any player, coach, administrator, school official, fan or opponent.
- I will refrain from dressing in a manner that draws personal attention, sends inappropriate messages and poorly reflects the school. I will dress accordingly to the guidelines set by the coach .This is at coaches and administrators discretion.
- I will refrain from behavior that is unruly, disruptive or illegal in nature and reflects poorly on the school and team.
- I will abide by the grooming policies set forth by the coach or advisor.
- I will meet all academic, behavioral and physical requirements necessary to play.
- I will respect the decisions of the coaches/advisors and administrators. These are playing time, coaching style, game strategy, substitutions, information of other players. The coaches/administrators decisions are final.

Adopted: April 24, 2020
Effective: July 1, 2020

Player/Participant Signature _____

Parent/Guardian Signature _____

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5002 EYE PROTECTIVE DEVICES

Every student and teacher shall wear industrial quality eye protective devices at all times while participating in or observing any of the following courses:

(A) Vocational, technical, industrial arts, fine arts, chemical, physical, or combined chemical-physical educational activities, involving exposure to:

- (1) Hot molten metals or other molten materials;
- (2) Milling, sawing, drilling, turning, shaping, cutting, grinding, buffing, or stamping of any solid materials;
- (3) Heat treatment, tempering, or kiln firing of any metal or other materials;
- (4) Gas or electric arc welding or other forms of welding processes;
- (5) Repair or servicing of any vehicle;
- (6) Caustic or explosive materials;

(B) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards. Such devices may be furnished for all students and teachers, purchased and sold at cost to students and teachers, or made available for a moderate rental fee, and shall be furnished for all visitors to such shops and laboratories. The Superintendent of public instruction, or any other appropriate educational authority designated by the Superintendent, shall prepare and circulate to each public and private educational institution in this state instructions and recommendations for implementing the eye safety provisions of this section. The Bureau of Workers' Compensation shall ensure compliance with this section.

"Industrial quality eye protective devices" as used in this section, means devices meeting the standards of the American national standard practice for occupational and educational eye and face protection, Z87.1-1968, approved by the American National Standards Institute, Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the Industrial Commission.

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**Foxfire Community Schools
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5003 GRADUATION AND PROMOTION REQUIREMENTS

22 Credit Requirement

High School Graduation Requirements:

4	English
3	Social Studies (includes .5 Government & .5 American History)
3	Science (includes 1.0 Physical Science & 1.0 Biology)
4	Math
.5	Health
.5	Physical Education
1	Work Study/Community Service*
1	Senior Project*
5	Elective Credits**

22 credits

* All students must complete Work Study requirements and the Senior Project in order to earn their diploma.

** Elective credits must include 1 credit (or 2 half credits) in Business, Technology, Fine Arts, or Foreign Language.

Intermediate School Promotion Requirements:

- 4 units of Language Arts
- 4 units of Math
- 4 units of Social Studies
- 4 units of Science
- 1 unit of Physical Education
- 1 unit of Health and Music
- 8 units of Electives

Promotion requirements for the Elementary School are according to the rules and regulations of the Ohio Department of Education.

Early graduation must be part of an approved plan.

Class of 2020 Grad Requirements

In addition to HS curriculum requirements (22 credits), Class of 2020 graduates must demonstrate college or career readiness in *one of three* pathways:

- Ohio State Tests (no change - 18 out of 35 points on EOCs like last year)

OR

- Industry Recognized Credential (12 points) **AND** WorkKeys score (14)

OR

- Remediation Free Score in Math **AND** English on ACT or SAT

If the 3 options on the above are not attainable, here are other ways to graduate in 2020

ONLY: (must meet 2 of the following)

- GPA Requirement: 2.5 (on 4.0 scale) during 11-12th grades that includes at least 4 full credits each year
- Earn WorkKeys exam score of 3 on each of the 3 test sections
- Earn an industry recognized credential or group of credentials = 3 points
- Earn OhioMeansJobs Readiness Seal
- Capstone Project
- 120 hours work or community service

Class of 2021/2022 Graduations Requirements

In addition to HS curriculum requirements (22 credits), Class of 2021/2022 graduates must demonstrate college or career readiness in *one of three* pathways:

- Ohio State Tests (no change - 18 out of 35 points on EOCs like last year)

OR

- Industry Recognized Credential (12 points) **AND** WorkKeys score (14)

OR

- Remediation Free Score in Math **AND** English on ACT or SAT

Class of 2023 Graduation Requirements

- CRITERION 1: Students meet the local diploma requirements regarding course completion and credits earned;
- CRITERION 2: Students Demonstrate “Competency” in English and Math; **AND**
- CRITERION 3: Earn TWO “Diploma Seals.”

**Must meet all 3 criterion (alternate pathways for students who can't demonstrate competency in ELA and Math).*

If “**Competency**” is not demonstrated in one (or both) areas (English and Math), then students may use one of three alternate pathways:

- 1.) **Military Enlistment** - with enlistment letter;
- 2.) **College Credit Plus (CCP)** - successfully complete a CCP course in the same subject; OR
- 3.) **Career Readiness.**

***Further guidance on 2023 grad requirements will be released March 2020.**

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**5004 CELL PHONE POLICY/UNAUTHORIZED
USE OF AN ELECTRONIC DEVICE POLICY**

Cell phones have become a way of life, and we understand the importance of cell phones as a means of communication between parents/guardians and students. However, the National School Safety and Security Services oppose policies allowing or encouraging students to have cell phones in school. They find that on a day-to-day basis, cell phones are disruptive to the educational environment.

The use of a cell phone by a student during instructional times is not a right, and ***inappropriate use may result in a cancellation of those privileges***. It is prohibited to use **Facebook, Twitter, Instagram or any social networking service** during instructional times. Cell phones are to never be used in locker rooms or restrooms, including before, during, and after school. **Students are permitted to use their cellular phones or electronic devices in designated areas during designated times ONLY**. Cell phones should not be visible otherwise. Designated times and areas will be determined at the discretion of the building administration. Students using their cellular phones or electronic devices at times or in locations other than those designated may be subject to school discipline which may include confiscating the device. Contents of cell phones or electronic devices may be searched if there is a reasonable suspicion that it may have been used in an activity prohibited by the Code of Conduct. At the building leadership's discretion, students' confiscated cellular phones or electronic devices may only be returned to their parent or guardian.

Students are prohibited from using electronic devices including cell phones to capture, record, or transmit the audio or images (i.e. pictures/video), of any student, staff member, or other person on school property or while attending a school-related activity without an expressed prior notice and explicit consent for the capture, recording or transmission of such audio or images. Using an electronic device to capture, record or transmit audio or images of an individual or group without his/her/their consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use an electronic device to violate the privacy rights of another person may have their devices confiscated. Additional consequences such as suspension may apply at the discretion of the principal or administration.

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5005 CLASSROOM PARTIES/FOOD ALLERGIES

All staff must obtain prior approval from the administration prior to serving any treats in the classroom. If such prior approval is granted for holiday parties, birthday parties, classroom parties and other parties, please observe the following rules:

1. No home-made treats or soda pop will be permitted.
2. Healthy treats are available and may be purchased from the Foxfire cafeteria at the discretion of the teacher. Please contact the office at least one (1) week in advance for the event at 740-453-4509.
3. Students with allergies must have written permission to eat food and beverages being served, or they will have to eat from safe snack box provided from home.
4. Menu as well as school store items are available for review. Written documentation must be made to a school administrator identifying items that your student is not allowed to purchase or consume.

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5006 FIELD TRIPS – EXTRA CURRICULAR/CO-CURRICULAR

- A. Prior to any trip teachers, aides, coaches, and directors will submit a permission request for trip form. The date, time, location as well as a transportation request form must be included.
- B. Prior to the trip, those taking the trip will meet with the building principal to review emergency protocols specific to the destination. Trip itinerary – emergency protocols – and responsibilities will be reviewed. A copy of the itinerary – students attending the trip and their phone numbers must be turned into the building principal.
- C. Notify the parents or guardians well in advance of the field trip details including the location, activities, date, time, duration and any special provisions needed, examples, swim wear, change of clothes, sunscreen, etc.
- D. Require prior notification of any child's special needs or restrictions such as food sensitivities, medications, allergies, and restricted or prohibited activities. These must be documented and communicated. Create an individual plan with the parents/guardians that will address these issues when off site.
- E. Emergency medical forms must accompany each participant of the trip. Emergency medical forms must be current and up to date. Obtain signed permission slips as well as signed emergency medical forms.
- F. ALL staff members must have a cell phone or another way of communicating with one another.
- G. A First Aid kit must accompany all trips
- H. In case of an emergency situation, the building principal will be notified immediately and they will contact the Superintendent. Parents/legal guardians will be notified ASAP as well.
- I. All off-site pick up of children must be signed out via a transportation waiver form, by a parent or guardian or from approved consent to release contact form on a transportation waiver form.
- J. Staff member must know the exact location of the nearest medical facility.
- K. Provide distinctive identification for your kids such as bright or uniformed clothing.
- L. All students with special needs or restrictions including: medications, inhalers, Epi-pens, blood sugar must be noted and staff should have the information to treat as needed.
- M. The cafeteria will be notified if snacks or sack lunches are needed. Special dietary needs will be addressed as well.

- N. Roll call will be taken prior to the bus coming back to school to ensure that all students are accounted for.
- O. Must be 15 students to 1 adult ratio per trip. If it is an overnight trip the ratio must be 10:1.
- P. Upon returning, the teacher, coach, or supervisor shall ensure that all students are picked up or have a way home before leaving.

THE NEED FOR CONSTANT SUPERVISION OF EVERY CHILD IS CRITICAL WHEN AWAY FROM OUR CAMPUS.

- Count faces just not heads - ensure you have the right faces not just the right number.
- Establish an easily locatable highly visible meeting spot where children who become separated from the group should go and wait. Take everyone there upon arrival so students know exactly where this location is.

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5007 STUDENT ATTENDANCE

The goal of Foxfire Community Schools' ("Foxfire") attendance policy is that no student shall miss days of school without legitimate excuse. A significant correlation exists between School attendance and academic and lifelong success. To ensure that our students achieve that success, Foxfire works with parents, guardians, families and students to intervene and resolve truancy and unexcused absences so that students subject to compulsory education consistently attend School when School is in session. As a solution to resolving the issues causing truancy, parents may be required to attend an educational and/or truancy prevention program as warranted by the facts and circumstances of the situation.

The development and implementation of truancy intervention strategies to address attendance and truancy is critical to ensure all of our students meet this requirement. These strategies will include, but are not limited to providing a truancy intervention plan for any student that is excessively absent from School without legitimate excuse, counseling for habitually truant students, requesting or requiring parents to attend parental involvement programs and/or truancy prevention mediation programs, notification to the registrar of motor vehicles, involvement with juvenile court alternatives to adjudication, and taking legal action to address truancy.

I. Parents Role and Responsibility:

The attendance of all children of compulsory age, ages 6 -18, is expected every day that School is in session. The laws of Ohio place the responsibility for School attendance squarely on the parents/guardians. You, as parents/guardians, are required to ensure that your child attends School regularly. Failure to do so may result in student disciplinary action and juvenile court charges for both parent and student.

***** Pursuant to Ohio law, Foxfire will automatically withdraw a student once they reach seventy-two (72) consecutive hours (twelve (12) school days) in a School year.**

***** Adult students 18 years and over that sign out early ten times or more in a school year, without prior consent from a principal will automatically be withdrawn.**

***** ALL STUDENT ABSENT TIME MUST BE MADE UP- absences may be made up via Saturday school — diversion weekend program- and evenings. Each hour counts! Seniors must have 95% attendance to graduate**

II. Foxfire School Attendance Requirements:

- Upon missing thirty (30) unexcused hours (approximately five (5) days), a call, e mail, or home visit will be made to the parent or guardian.
- Upon missing forty-two (42) unexcused hours (approximately seven (7) unexcused days), a notification letter of truancy will be sent home and the truancy team will develop an intervention plan and meeting.

- Upon missing fifty-four (54) unexcused hours (approximately nine (9) days), a mandatory meeting and intervention plan will be put in place. Parent/Guardians will be required to provide any documented excused absences.
- Upon missing sixty-six (66) unexcused hours (approximately eleven (11) days), truancy charges will be filed against both the parent/guardian and the student.
- **Upon missing seventy-two (72) unexcused hours (approximately twelve (12) days), the student will automatically be withdrawn back to their home district.**

III. Attendance Guidance — Definitions:

- **"Habitual truancy"** is defined as a student subject to compulsory education who is absent **without** legitimate excuse for thirty (30) or more consecutive hours, forty-two (42) or more hours in a month, or seventy-two (72) or more hours in a school year.
- **"Excessive absence"** is defined as a student absent thirty-eight (38) or more hours in one school month **with or without** a legitimate excuse or absent sixty-five (65) or more hours in one school year **with or without** a legitimate excuse.
- **The parent of each student subject to compulsory education (or an adult student) must submit within forty-eight (48) hours a written statement of the cause for such absence, which may be verified by the building Attendance ESA. Foxfire Schools is authorized to establish a parental education program for parents of truant students. Parents who are required to attend and who fail to attend may be reported to the local children services agency for educational neglect and /or the Muskingum County Juvenile Court for charges.**

IV. Excused Absence: Absence will be excused **only** under the following circumstances:

- **Short Term Personal Illness:** The parent or guardian of a student may write an **excuse** for a student experiencing illness for up to sixty (60) hours in a school year or thirty (30) consecutive hours of School. **After sixty hours (60) in a year or thirty (30) hours consecutive, a doctor's excuse must be provided, signed by the doctor and indicate the reason for the student's inability to attend School. Any absence greater than sixty (60) hours in a school year or thirty (30) consecutive hours, due to illness that is not accompanied by a doctor's excuse as described above will be unexcused. A doctor's excuse must be provided to the School within forty-eight (48) hours, i.e. two (2) business days, of the student's return to School or the absence will be unexcused.**
- If **the** School does not accept an excuse, the original will be returned to the student with a notation as to why it was refused (e.g., excuse not provided within the proper time period, excuse not written by a doctor, etc.). A copy of the refused excuse will be maintained in the student's file pursuant to the schedule of records retention.
- **Illness or Injury in the Immediate Family:** Independent verification by a physician explaining the nature and severity of the illness or injury to the family member requiring the student to be absent will be required within forty-eight (48) hours, i.e. two (2) business days, of the student's return to School. If an excuse is not accepted by the School, the original will be returned to the student with a notation as to why it was refused, e.g., excuse not provided within the property time period, excuse not written by a doctor, etc. A copy of the refused excuse will be maintained in the student's file.

- **Medical, Dental or legal appointments:** These require written verification from the provider.
- **Quarantine of the Home:** Absences will only be excused for the length of quarantine as determined by health officials. Verification from relevant health officials explaining the nature and length of the quarantine must be submitted within forty-eight (48) hours, i.e. two (2) business days, of the student's return to School. If an excuse is not accepted by the School, the original will be returned to the student with a notation as to why it was refused, e.g., excuse not provided within the property time period, excuse not written by a doctor, etc. A copy of the refused excuse will be maintained in the student's file.
- **Death in the Family:** Three (3) days excused absence will be permitted, unless a parent or guardian offers a reasonable explanation that more School absences are necessary. The parent or guardian may provide a note to the School to advise the School of the absence; however under certain circumstances, the School may require additional documentation to confirm the student's absence was legitimate i.e., funeral service documentation, etc.
- **Observance of Religious Holidays:** Any student shall be excused if his/her absence was for the purpose of observing a religious holiday consistent with his/her truly held beliefs and the parent or guardian has notified the School in writing at least forty-eight (48) hours prior, i.e. two (2) business days, to the absence.
- **Out of State Travel (up to a maximum of twenty-four (24) hours per school year):** To enable the student to participate in a District-approved enrichment or extracurricular activity. The student must complete classroom assignments missed due to the approved absence. If the absence is more than twenty-four (24) hours, a classroom teacher shall accompany the student during the travel to provide the student with instructional assistance.
- **Good Cause:** Absence for, good cause that is acceptable to the School Superintendent, who must approve, at his or her discretion, the excusal of absences not otherwise covered in this section.

Students with excused absences will be permitted to make up classroom work and assignments and receive credit for completed work meeting the standards applicable to the student. Students whose physical or mental medical needs exceed the District's excused absence policy will be referred for evaluation to determine eligibility under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act or other accommodations determined applicable and necessary.

V. Unexcused Absence - Any absence other than those described above:

- Missing the School bus
- Car Trouble
- Experiencing transportation problems at home or on the way to School
- Remaining at home to complete School assignment
- Missing School without legitimate illness — non medical documented
- Oversleeping
- Working at a job during the School day without a proper work permit

- **Babysitting**
- **Any form of recreation**
- **Personal business that can be done after School or on the weekends**
- **Non-School related sports or athletics or other or non-School event**
- **Hunting seas**

VI. Absence Notification Procedures:

Immediate Notification: A student's parent/guardian is required to contact the School office between 7:30 a.m. and 11:00 a.m. on the day of the absence.

If the School does not hear from the parent/guardian, the Attendance ESA is obligated to attempt to make contact with a parent/guardian to verify the absence. We will attempt to contact the parent by phone. If phone contact is unsuccessful, a District AIS or parent engagement coordinator may visit the home. A reported absence still may be determined to be unexcused according to the absence policy.

VII. Methods of Reporting Absences: Absences will be considered reported if:

- A parent or guardian calls the School the day of the absence and provides the reason for the absence;
- A parent or guardian emails the School the day of the absence and provides the reason for the absence;
- A parent or guardian writes a note or provides other required documentation to the School listing the day(s) missed and the reason for the absence(s); or
- One or more of the above-referenced School personnel make contact with a parent or guardian and receive a satisfactory explanation for the absence(s).

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5008 GENDER IDENTITY & EXPRESSION

Purpose

The Foxfire Community Schools (“Foxfire”) believe that every student is an important part of our learning community and should be made to feel welcome and supported at school, regardless of their gender identity or gender expression. We are committed to ensuring that every student has equal educational opportunities and equal access to the School’s programs and activities.

This policy does not and cannot anticipate every situation that might occur with respect to a student’s gender identity or gender expression. In all situations, the needs of the student must be assessed by staff on a case-by-case basis with the goal of ensuring the student’s safety, comfort, privacy and healthy development.

Definitions

These definitions are included to assist with the application of this policy and to provide functional descriptors. They are provided not for the purpose of labeling students but rather to assist in understanding this policy and staff should bear in mind that students may or may not use these terms to describe themselves.

- **GENDER:** Socially determined characteristics, roles, behaviors, and attributes a society expects from and considers appropriate for males and females; these characteristics are often referred to as “feminine” and “masculine.”
- **GENDER IDENTITY:** A person’s deeply held sense or psychological knowledge of their own gender. All people have a gender identity and one’s gender identity can be the same or different than their gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender.
- **GENDER EXPRESSION:** A person’s gender-related appearance and behavior whether or not stereotypically associated with person’s gender assigned at birth. It is the manner in which a person represents or expresses their gender identity to others, such as through behavior, clothing, hairstyles, activities, voice or mannerisms.
- **TRANSGENDER:** A term used when a person’s gender identity differs from the gender they were assigned at birth.
- **GENDER NONCONFORMING:** A term used to describe a person whose gender identity and/or gender expression do not conform to the social expectations or norms for a person of that gender assigned at birth.

- **TRANSITION / GENDER TRANSITION:** The process and experience in which a person goes from living as one gender to living and identifying as another.

Determining Gender Identity

The responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with their parent or guardian.

Foxfire staff shall accept a student's asserted gender identity when it is a sincerely held part of the student's core identity. Staff shall not disregard the student's assertion of their gender identity unless they have a credible basis for believing that the student is asserting a particular gender identity for an improper purpose.

There is no medical or mental health diagnosis or treatment requirement that any student must meet in order to have their own gender identity recognized and respected by the School and staff. For many students, a gender transition involves no medical intervention. Many students experience gender transition through a process referred to as "social transition" whereby they adopt a gender expression consistent with their gender identity.

Likewise, a student is not required to have obtained a court-ordered name or gender change in order to have their requested name and gender identity recognized and respected by the school or school staff.

Non-Discrimination

Foxfire prohibits discrimination, bullying, and harassment on the basis of an individual's gender identity or gender expression.

Harassment, Intimidation and Bullying

Foxfire is committed to providing all students with a safe and supportive learning environment that is free of harassment, intimidation and bullying. Regardless of whether it is expressly stated, all of the school's policies, including Bullying, apply to the treatment of transgender and gender nonconforming students.

Privacy

Members of the Foxfire staff should not disclose a student's transgender status to others, including other students, parents and/or other staff members, unless they are legally required to, or the student has authorized such disclosure, or unless disclosure is deemed by the staff member to be necessary to protect the student's interests or safety. In circumstances where disclosure is deemed to be necessary, before making any disclosure, staff members should make reasonable efforts to inform the student of the decision and provide them with the opportunity and resources they may need to make the disclosure themselves.

Some transgender or gender nonconforming students may have not disclosed their status to their parents or guardians. Whenever possible, staff members should speak with the student to confirm the manner in which the student will be referred to in conversation with their parent or guardian. Generally, when contacting the parent or guardian of a transgender student, staff members should use the student's legal name and the gender pronoun that corresponds to their gender assigned at birth, unless the student, parent or guardian has specified otherwise.

All students, including transgender and gender nonconforming students, have the right to openly discuss and express their gender identity and to decide when, with whom, and how much to share that private information. In sharing this information, a student does not give up the right to privacy and at no time may staff use a student's self-disclosure as grounds for sharing information about the student's gender identity without the student's permission.

In some cases, transgender and gender nonconforming students may feel more supported and safe if other students are aware of their status. In these cases, staff should work closely with the student, other supporting adults and additional staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

Official Records

The school is required to maintain a permanent pupil record of each student, which includes the student's legal name and gender assigned at birth.

A student's permanent pupil record should be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender has been changed pursuant to applicable law.

Where the school is not legally required to use a student's legal name or gender assigned at birth on school records and other documents, the school should use the name, gender marker and gender pronoun preferred by the student.

In situations where staff or administrators are required by law to use or report a transgender student's legal name or gender, such as for purposes of standardized testing, staff and administrators shall adopt practices to avoid the inadvertent disclosure of confidential information.

Names & Pronouns

Staff members shall honor and fully comply with requests of students or their parent/guardian to have the student addressed by a name and pronoun different from those associated with the student's gender assigned at birth. Proof of a court-ordered name or gender change is not required.

Pursuant to the student's discretion, a student's preferred name, gender marker and gender pronoun should be used to the greatest extent possible on all school-related records and documents where the use of the student's legal name or gender is not required by state or federal law.

It is anticipated that inadvertent slips or honest mistakes in the use of names or pronouns may occur. However, intentional or persistent refusals by staff or students to respect a student's gender identity by using the wrong name or pronoun is a violation of this policy and may also be a violation of the school policies prohibiting discrimination and bullying.

Restrooms/Locker Rooms

School administration will work with families to determine appropriate facilities. Where available, a student who is uncomfortable using a shared restroom, regardless of reason, shall be provided access to a single-stall facility.

Physical Education

Students shall be permitted to participate in physical education classes in a manner consistent with their gender identity.

Athletics

Students shall be permitted to participate in intramural athletics in a manner consistent with their gender identity.

Students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity unless otherwise precluded by the policies of the Ohio High School Athletic Association or other governing bodies.

Gender Segregated Activities

In circumstances where students are separated by gender in a school program, activity or contest not described above, students shall be permitted to participate in a manner consistent with their gender identity as long as any additional criteria for participation are also met.

Any student who is uncomfortable using a shared facility (i.e. a shared hotel room on a school-sponsored overnight trip), regardless of reason, shall, upon the student's timely request, be provided with a non-stigmatizing alternative.

Dress Code

All students have the right to dress in accordance with their gender identity and gender expression. School dress code policies and guidelines are gender-neutral and should not be interpreted or applied so as to restrict students' clothing choices on the basis of gender or traditional stereotypes about what males and females "should" wear.

Resources

Schools have a unique and powerful opportunity to support transgender and gender nonconforming students while also providing education to the entire school community. If staff believes that a gender identity issue is presenting itself and creating challenges for the student at school or if a student indicates an intention to change their gender identity or expression, the school may work with the student and any supportive adults with which the student is comfortable. Where the student indicates an intention to make a social transition from one form of gender expression to another, the school may work with the student to prepare for the transition at school and put in place measures for supporting the student and creating a sensitive and supportive environment at school. Towards that end, schools may (but are not limited to):

- 1) Make resources available to supporting adults who have additional questions or concerns.
- 2) Develop age-appropriate lessons for students about gender diversity and acceptance: and
- 3) Be especially vigilant for any bullying or harassment issues that may arise for transgender or gender conforming students.

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5009 MCKINNEY-VENTO HOMELESS STUDENTS POLICY

I. General Policy Statement:

Foxfire Community Schools (“Foxfire”) shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

II. Definitions:

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

- (i) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- (ii) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (iii) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) Migratory children who qualify as homeless because they are living in circumstances described in (i-iii).

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

III. School Stability:

- A. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child’s or youth’s school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including; the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

- B. Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
- C. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

IV. Records:

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

- A. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
- B. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
- C. In a manner consistent with the Federal Education Rights and Privacy Act.

V. Services:

Local Education Agency Liaison: Foxfire shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending Foxfire. The LEL responsibilities shall include, but are not limited to:

- A. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the State Coordinator for the Education of Homeless Children and Youth as well as the community, and school personnel responsible for education and related services to homeless children and youths;

- B. Receive appropriate time and training in order to carry out the duties required by law and this policy;
- C. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
- D. Ensure that homeless children and youths:
 - i. Are enrolled in school which includes attending classes and participating fully in school activities;
 - ii. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
 - iii. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
 - iv. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid;
- E. Ensure that public notice of the educational rights, and available transportation services, of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable; and
- F. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

VI. Dispute Resolution:

- A. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
- B. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals.
- C. The school shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information.
- D. The school must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The school will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

- E. Following an appeal at the local level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education. The school's local liaison will forward all written documentation and related documents to the state coordinator for Homeless Education at the Ohio Department of Education.

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Effective: July 1, 2020

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5010 ENTRANCE REQUIREMENTS

Students who qualify for admission to Foxfire Community Schools (“Foxfire”), in accordance with Board policy, shall be accepted when the following documents have been submitted and proof of residency has been verified:

- A. A birth certificate or other appropriate documentary evidence;
- B. Court orders allocating parental rights and responsibilities or other documents allocating custody or guardianship, if applicable;
- C. Proof of residency consisting of the following:
 - 1. Home Owners: A property deed or signed purchase agreement;
 - 2. Renters: A signed formal lease agreement (rent receipt is not acceptable);
 - 3. Non-renters: Both of the following are required:
 - a. A notarized letter, signed by the property owner, verifying occupancy of the parent/guardian and the student;
 - b. One of the following mailing address verification:
 - 1. ADC medical card (showing current address) for current month;
 - 2. Voter registration; or
 - 3. Proof from unpaid or current utility bill;
- D. Proof of immunization and/or statutory exception;
- E. A power of attorney designating the student’s grandparent(s) as attorney-in-fact or a caretaker authorization affidavit executed by the student’s grandparent(s) that provides the grandparent(s) with whom a student resides, authority over the care, physical custody, and control of the child, including the ability to enroll the child in school, consent in all school-related matters, and discuss with the school the student’s educational progress.

If a birth certificate is not available, the parent is to complete a form provided by the school and submit the documentary evidence called for therein. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify the Children Services Board. If there is a court order or decree allocating parental rights and responsibilities and designating who will be the resident parent and legal custodian, such order or decree must be submitted within fourteen (14) days of admission. If there is a court order or decree for custody or guardianship to other than a parent, a copy of the order or decree must be

submitted within fourteen (14) days of admission. If all of these required documents are not received within that time, the student should be presumed to be a missing child.

Students without appropriate records will be admitted under temporary enrollment for a period of fourteen (14) days, unless extended by the principal. Parents are to be so informed at the time of admission.

Foxfire will annually verify a student's school of residence and the information used for the verification of residency. The school will also review residency records of students enrolled on a monthly basis. Parents/guardians are required to notify the school when a change of primary residence occurs.

Kindergarten

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before September 30th of the year in which s/he applies for entrance.

The Board may admit to kindergarten such children as may be ineligible by reason of age but demonstrate the ability and need to undertake a program of education.

The Board will designate the necessary standards and testing programs required for such early admission.

The Board will admit to kindergarten any child who has not attained the entrance age requirement of this school, but who was properly enrolled in an approved public or private school kindergarten before transferring to this school.

There will be a four (4) week trial period at the beginning of the school year when early entrance students will be carefully observed by the teacher.

First Grade

A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before September 30th of the year in which s/he applies for entrance and has completed the kindergarten program of this school or an equivalent program elsewhere and has been recommended by the teacher for advancement to the first grade. This requirement may only be waived if a request is made and approved by the school's Pupil Personnel Services Committee.

The Superintendent shall require that each child who registers for entrance to school provide:

- A. his/her birth certificate or similar documentation authorized by law as proof of age and birthdate;
- B. a certified copy of any custody order or decree together with any modification in such an order or decree.

If such documents are not provided, the child may be admitted under the Superintendent's guidelines. Appropriate law enforcement authorities may be notified.

The Superintendent shall also ensure that each child entering the school's kindergarten or first grade program for the first time has been properly screened for any medical or health problems

as well as those related to hearing, vision, speech and communications. The cost for such screening shall be paid by the school.

Any parent may provide the school with a written statement indicating that s/he does not wish to have his/her child screened.

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5011 MISSING AND ABSENT CHILDREN POLICY

It is the policy of the Governing Board of Foxfire Community Schools to cooperate with any government agencies efforts to decrease the number of missing children.

The Governing Board directs the Superintendent to adopt procedures to provide for the admittance of a student who lacks records into Foxfire Community Schools in order to decrease the risk of missing and absent children from the local area. The Governing Board bestows the Superintendent the authority to notify proper local authorities after the students' admittance, if need be.

Legal: R.C. 109.65, 3301.076, 3313.205, 3313.672, 3313.96, 3319.321, and 3319.322

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5012 CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS POLICY

It is the policy of the Governing Board of Foxfire Community Schools for students with chronic health conditions to be provided with a free appropriate public education. A chronic health condition is a long term, usually more than three (3) months duration, and is either not curable or has residual features that result in limitations in daily living requiring adaptation in function or special assistance. (Schwab & Gelfman, 2001, p. 609, Glossary).

When students' chronic diseases do not require Foxfire Community Schools to design individualized instruction for them to receive an education benefit, the students will be eligible for accommodations, modifications, and interventions in the regular classroom, curriculum, or activity in a school setting. Accommodations, modifications, and interventions will insure that students have the same access to an education as students without disabilities and receive services to meet the students' individual needs. All accommodations, modifications, and interventions will be provided in accordance with the students' Section 504 Plan.

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**5013 ACADEMIC ACCELERATION, EARLY ENTRANCE TO KINDERGARTEN, AND
EARLY HIGH SCHOOL GRADUATION POLICY**

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Governing Board of Foxfire Community Schools believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Governing Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

The Governing Board recognizes the following forms of acceleration:

- A. **Whole-grade Acceleration:** The practice of assigning a student on a full-time basis to a higher grade level than is typical given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
- B. **Individual Subject Acceleration:** The practice of assigning a student to a higher grade level than is typical given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
- C. **Early Admission to Kindergarten:** The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
- D. **Early High School Graduation:** The practice of facilitating completion of the high school program in fewer than four (4) years, for the purpose of providing earlier than typical access to post-secondary educational opportunities.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

A. Referrals and Evaluation

1. Any student attending Foxfire Community Schools may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or

her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a Foxfire Community Schools staff member who has knowledge of the referred child's abilities.

2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to Foxfire Community Schools and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
3. The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The school shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. Children who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement no later than at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the Foxfire Community Schools, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
5. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within forty-five (45) days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty (30)

days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

B. Acceleration Evaluation Committee

Composition

1. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - a. A principal or assistant principal from the child's current school;
 - b. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 - c. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 - d. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - e. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the school, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
2. The acceleration evaluation committee shall be charged with the following responsibilities:
 - a. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 1. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 2. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated

placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

3. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - b. The acceleration evaluation committee shall issue a written decision to the student's principal, and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
 - c. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 1. placement of the student in an accelerated setting;
 2. strategies to support a successful transition to the accelerated setting;
 3. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 4. an appropriate transition period for accelerated placement for early entrance to kindergarten, grade- level accelerated students, and students accelerated in individual content areas.
 - d. The acceleration evaluation committee shall develop a written acceleration plan for students recommended for early high school graduation designed to allow the student to complete graduation requirements on an accelerated basis.
 - e. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.
3. Accelerated Placement
- a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrance to

kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- b. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Legal: R.C. 3324.10 and 3321.01

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5014 PROMOTION POLICY

The Governing Board acknowledges that children's growth and development will vary. It is the Board's intent that its students should be placed in the grade that correlates with their respective achievement, needs, and growth. Students will be promoted to the next grade after meeting the instructional objectives established for the grade level.

The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee.

Promotion

A student will be promoted to the succeeding grade level when the student has:

- 1) completed the course and State-mandated requirements at the presently assigned grade;
- 2) in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- 3) demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade; and
- 4) demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Retention

A student may be retained at his/her current grade level when s/he has:

- 1) in the opinion of the professional staff, failed to demonstrate proficiency in mathematics and reading;
- 2) in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level;
- 3) scored below proficient level on any State-mandated test; or
- 4) if the student is truant for ten percent (10%) or more of the required attendance days and has failed at least two (2) courses of study, unless the principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

A student may be moved to next grade level when retention would no longer benefit the student.

The Superintendent has final authority on issues arising under this policy.

Legal: R.C. 3313.608, 3313.608(D), 3313.609, 3313.647, 3324.10

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5015 GRADING POLICY

The Governing Board recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Governing Board believes that the Foxfire Community School's grading system should be a clear and concise system in order to ensure that its students' grades indicate accurately the student's degree of success on the expected learning benchmarks which are outlined for every subject and grade level.

Teachers are expected to input updated grades into the School's grading system by the mandatory report date. The date for the mandatory grade report for all School staff shall five calendar days following the last day of the preceding grading period.

It is the Board's intent for the School's grading procedures to provide precise and consistent standards and help students understand each course's academic and behavior expectations. Additionally, grading procedures may allow for pass/fail grade in programs when appropriate and approved by the Principal.

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5016 ANTI-HARASSMENT, INTIMIDATION AND BULLYING POLICY

It is the policy of the Foxfire Community Schools Governing Board that any form of bullying behavior, whether in the classroom, on school property, to and from school, on a school bus or at school-sponsored events, is expressly forbidden.

- A. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The school's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which harassment, intimidation or bullying will not be tolerated by students, faculty or school personnel.
- B. It is imperative that harassment, intimidation, or bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether or not appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

I. Definition of Terms:

- A. Harassment, intimidation or bullying” means either of the following:
 - 1. Any intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward another particular student more than once and the behavior both:
 - a. Causes mental or physical harm to the other student; and
 - b. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
 - 2. Violence within a dating relationship.
- B. By Electronic Means
 - a. “Electronic act” means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.
- C. Harassment, Intimidation or Bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

1. Causes mental or physical harm to the other student/school personnel; and
 2. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.
- D. In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.
- E. A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Governing Board.

II. Types of Conduct:

Harassment, intimidation or bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include:

- A. Physical violence and/or attacks;
- B. Threats, taunts and intimidation through words and/or gestures;
- C. Extortion, damage or stealing of money and/or possessions;
- D. Exclusion from the peer group or spreading rumors; and
- E. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:
 1. Posting slurs on websites where students congregate or on web blogs (personal online journals or diaries);
 2. Sending abusive or threatening instant messages;
 3. Using camera phones to take embarrassing photographs of students and posting them online;
 4. Using websites to circulate gossip and rumors to other students; and
 5. Excluding others from an online group by falsely reporting them for inappropriate language to internet service providers.

III. Complaint Processes:

Publication of the prohibition against harassment, intimidation and bullying and related procedures shall be conducted as follows:

- A. The prohibition against harassment, intimidation or bullying shall be publicized in any student handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for schools and students in the school. In addition, information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation, or bullying behavior by any student/school personnel in the Foxfire Community Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying," in accordance with House Bill 276, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts, i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

1. Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of students'/personal property; and
2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student/school personnel.

IV. Complaints:

A. Formal Complaints.

1. Students and/or their parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action in accordance with Section V.

B. Informal Complaints.

1. Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above

information. This written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action in accordance with Section V.

C. Anonymous Complaints.

1. Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint; and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

D. False Reporting.

1. A statement prohibiting students from deliberately making false reports of harassment, intimidation, or bullying and a disciplinary procedure for any student responsible for deliberately making a false report of that nature.

V. School Personnel Responsibilities and Intervention Strategies:

A. Teachers and Other School Staff

1. Teachers and other school staff, who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written, incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.
2. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of "harassment, intimidation or bullying."

B. Administrator Responsibilities

1. Investigation

- a. The principal and or his/her designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.
- b. Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.
- c. If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the principal will report the act of bullying and/or harassment to the Anti-Harassment Compliance Officer so that it may be investigated in accordance with the procedures set forth in Policy 2007 – Non-Discrimination and Anti-Harassment.

2. Remedial Actions

- a. Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal or his/her designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.
- b. Harassment, intimidation and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of “harassment, intimidation or bullying,” as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the Board’s prohibition against “harassment, intimidation or bullying.”

- i. Non-disciplinary Interventions
 - 1) When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying.
 - 2) If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.
- ii. Disciplinary Interventions
 - 1) When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.
 - 2) Suspension or expulsion may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension or expulsion and giving him/her an opportunity to explain the situation pursuant to the Board's disciplinary policies and state law.

C. Intervention Strategies

1. General

- a. In addition to the prompt investigation of complaints of harassment, intimidation or bullying and direct intervention when such prohibited acts are verified, other school actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:
 - i. Respectful responses to harassment, intimidation or bullying concerns raised by students, parents or school personnel;
 - ii. Planned professional development programs addressing targeted individuals' problems; including what is safe and acceptable Internet use;

- iii. Data collection to document victim problems to determine the nature and scope of the problem;
- iv. Use of peers to help ameliorate the plight of victims and include them in group activities;
- v. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- vi. Awareness and involvement on the part of all school personnel and parents with regard to victim problems;
- vii. An attitude that promotes communication, friendship, assertiveness skills and character education;
- viii. Modeling by school personnel of positive, respectful and supportive behavior toward students;
- ix. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines);
- x. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- xi. Form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.

2. Intervention Strategies for Protecting Victims or Other Persons

- a. Supervise and discipline offending students fairly and consistently;
- b. Provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
- c. Maintain contact with parents and guardians of all involved parties;
- d. Provide counseling for the victim if assessed that it is needed;
- e. Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- f. Check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

VI. **Reporting Obligations:**

A. Report to the Parent or Guardian of the Perpetrator

- 1. If after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal or his/her designee shall notify in writing the custodial parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the victim and his/her custodial parent or guardian

1. If after investigation, acts of bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation and bullying.

C. List of verified acts of harassment, intimidation or bullying

1. A requirement that the school administrators semiannually provide the president of the governing board a written summary of all reported incidents and post the summary on the school Web site, if one exists. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.
2. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension and expulsion/due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.

D. Anti-Harassment, Intimidation and Bullying Statement

1. The board shall require that once each school year a written statement describing the policy and the consequences for violations of the policy be sent to each student's custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically.

VII. Police and Child Protective Services:

- A. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. School must also investigate for the purpose of determining whether there has been a violation of School Policy or Procedure, even if law enforcement or CPS is also investigating. All School personnel must cooperate with investigations by outside agencies.
- B. In addition to, or instead of, filing a bullying/harassment/intimidation complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Revised Code or common law that may apply.

VIII. Training:

- A. To the extent that state or federal funds are appropriated for this purpose, each board shall require that all students enrolled in the school annually be provided with age-appropriate instructions, as determined by the board, on the board's policy, including a written or verbal discussion of the consequences for violations of the policy.

- B. Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other school policies, procedures and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other school and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.
- C. The Board shall incorporate training on the board's harassment, intimidation, or bullying policy adopted under section 3313.666 of the Revised Code into the in-service training required by division (A) of this section. The board also shall incorporate training in the prevention of dating violence into the in-service training required by that division for middle and high school employees. The Board shall develop its own curricula for these purposes. Time spent by school employees in the training, workshops or courses shall apply toward any state or school mandated continuing education requirements.
- D. School personnel members are encouraged to address the issue of harassment/intimidation/bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of "harassment/intimidation/bullying."

Legal Ref: O.R.C. 3313.666

Adopted: April 24, 2020

Effective: July 1, 2020

**Foxfire Community Schools
Policy Manual
Chapter 5: Students**

5017 INTERROGATION OF STUDENTS

Foxfire Community Schools recognizes its responsibility to cooperate with law enforcement and public child welfare agencies. Investigation by law enforcement and public child welfare agencies can take place at School in emergency situations or if the violation being investigated occurred on School property.

Before students are questioned as witnesses or suspects in an alleged criminal violation, the building administrator will attempt to contact a parent prior to questioning and shall remain in the room during questioning.

Before students are questioned as the subject of alleged child abuse or neglect, the building administrator will attempt to contact a parent prior to questioning, and the administrator (or a designated guidance counselor) will remain in the room during questioning.

If the agency investigating the alleged child abuse or neglect suspects the parent is the perpetrator, neither parent will be contacted prior to questioning, but the building administrator (or a designated guidance counselor) will remain in the room during questioning.

If the law enforcement agency removes a student from School, the building administrator will notify a parent.

Law enforcement bears the burden to ensure that juvenile suspects' rights are respected. Foxfire Community Schools hereby disclaims any liability for action of police officers while they are conducting law enforcement activities in the buildings.

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**Foxfire Community Schools
Policy Manual
Chapter 5: Students**

5018 STUDENT CONDUCT (ZERO TOLERANCE)

It is the policy of the Governing Board of Foxfire Community Schools and the responsibility of its employees to maintain an educational environment free from threats and acts of violence. Foxfire will work to provide a safe environment for students. Each student deserves to be treated with courtesy and respect. The Board has "zero" tolerance of violence, threatening to commit an offense of violence, and disruptive or inappropriate behavior and excessive truancy by its students.

Parents/guardians and students shall annually receive the student handbook which contains the student code of conduct. Further, the student code of conduct is made available to students and parents and is posted in a central location within each building.

This policy applies to all conduct which occurs at schools, buildings, grounds and vehicles owned or controlled by the Board and at all interscholastic competitions, extra-curricular events, going to and from school, and all other programs and activities sponsored by Foxfire or when Foxfire is a participant. Misconduct by a student that occurs off school district property but is connected to activities or incidents that have occurred on school district property may result in disciplinary action. Misconduct regardless of where/when it occurs that is directed toward a school district official or school employee, or the property of an official or employee, may result in disciplinary action.

If a student violates Board policy or the student code of conduct, the school personnel, students or parents should report the student to the appropriate principal. The administration shall cooperate in any prosecution pursuant to the violation of criminal laws of the State of Ohio and local ordinances.

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**Foxfire Community Schools
Policy Manual
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5019 DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Improvement Act (I.D.E.I.A.), the Americans with Disabilities Act (A.D.A.), and/or Section 504 of the Rehabilitation Act of 1973.of the Rehabilitation Act of 1973.

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**Foxfire Community Schools
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Chapter 5: Students**

5020 STUDENT DISCIPLINE

A copy of this policy is to be posted in a central location in each Foxfire Community School and made available to students and parents upon request. Certain provisions of the policy will also be included in the student handbook.

Formal discipline involves removal of the student from school. It includes emergency removal, suspension for up to ten (10) school days, expulsion for up to eighty (80) school days or the number of days remaining in a semester (whichever is greater), and permanent exclusion. Any student who is expelled from school for more than twenty (20) days or if the expulsion will extend into the following semester or school year, will be provided with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitude and behavior that contributed to the incident that gave rise to the student's expulsion.

Definitions

Emergency Removal: The student is prohibited from returning to school or any school activities if the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. Note that in cases of disciplinary removal of less than one (1) school day such discipline is not subject to the requirements of this policy.

Out-of-School Suspension: The student is prohibited from attending school for a specified number of days (no more than ten (10) school days). Suspension shall not extend beyond the current school year if at the time a suspension is imposed fewer than ten days remain in the school year. The Superintendent may instead require a student to participate in a community service program or another alternative consequence for number of hours equal to the remaining part of the period of the suspension. The student shall be required to begin such community service program or alternative consequence during the first full weekday of summer break.

Students CAN NOT participate in or attend any extra-curricular activities on those days when serving out-of-school suspension. During the O.S.S. period, students are not permitted on any Foxfire School property or at any activity that Foxfire is participating in or sponsoring that occurs off school grounds. Students shall be permitted to make-up work missed during the period of an out-of-school suspension, and receive at least partial credit for a completed assignment. Grade reductions on account of the student's suspension are permitted; however, no student may receive a failing grade on a completed assignment solely on account of his/her suspension.

In-School Suspension: Students may be assigned ISS for disciplinary reasons. Students work on classroom or project assignments in an isolated/supervised learning environment away from mainstream student body. The procedural requirements of this policy do not apply to an in-school suspension.

Detention: Detentions – may be for disciplinary or attendance issues. Students will work on classroom or project assignments.

Social Service/Juvenile Court Referral: Diversion Weekend, Truancy, Unruly, Neglect adjudication may be made.

Expulsion: The Superintendent may choose to expel a student for an extended period of time no more than eighty (80) school days, or on year in certain circumstances. If at the time of the expulsion there are fewer than eighty (80) school days remaining in the school year, the Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

Credit may also be lost. During the expulsion period students are not permitted on any Foxfire School property or at any activity that Foxfire is participating in or sponsoring which occurs off school property.

The Board shall deny high school credit for College Credit Plus Program courses any portion of which are taken during the period of a student's expulsion. If the student has elected to receive credit for course(s) toward fulfilling graduation requirements as well as College Credit Plus Program credit, that election is automatically revoked for all college courses in which the student enrolled during the college term in which the expulsion is imposed.

When a student is expelled, the Board directs the Superintendent to send written notice of the expulsion to any college in which the expelled student is enrolled under R.C. 3365.03 (College Credit Plus Program) at the time the expulsion is imposed. This notice shall indicate the date the expulsion is scheduled to expire and that the Board has adopted a policy under R.C. 3313.613 to deny high school credit for College Credit Plus Program courses taken during an expulsion. If the expulsion period is later extended, the Superintendent shall notify the college of the extension.

Suspension Procedures

The student will be given a written letter of intent to suspend prior to a conference with the school principal indicating the basis for the proposed suspension. If the proposed suspension is based on a violation listed in division (A) of section 3313.662 and if the student is sixteen (16) years of age or older, includes in the notice a statement that the Superintendent may seek to permanently exclude the student if the student is convicted.

The student will be given an opportunity to challenge the reason for the intended suspension or otherwise to explain his/her actions.

After the information hearing, the school principal will determine whether or not to suspend the student. Prior to suspending a student in any of grades pre-K through 3, the principal shall, whenever possible, consult with a mental health professional under contract. If the events leading up to the student's suspension or expulsion from school indicate that the student is in need of additional mental health services, the student's principal or the District's mental health professional shall assist the student's parent or guardian with locating providers or obtaining such services, including referral to an independent mental health professional, provided such assistance does not result in a financial burden to the District or the student's school.

If the decision is made to suspend the student, parents will be notified in writing within one (1) day of the suspension. This notice will include:

- (1) the reasons for the suspension;

- (2) the right of the student, the student's parent(s)/guardian(s), or custodian(s) to appeal the suspension to the Board or its designee in writing within fourteen (14) calendar days;
- (3) the right to be represented in all appeal proceedings;
- (4) the right to be granted a hearing before the Board or its designee; and
- (5) the right to request that the hearing be held in executive session.
- (6) If the suspension is based on a violation of R.C. 3313.662 and if the student is sixteen years of age or older, the notice shall include a statement that the superintendent may seek to permanently exclude the student if the student is convicted of adjudicated a delinquent child for that violation.

Students who are suspended are not permitted to participate in any extracurricular activities during the dates of the suspension.

If the suspension is appealed to the Board's designee, the appeal shall be conducted in a private hearing. Witnesses will be sworn in and a verbatim transcript will be made. The Board or its designee may affirm, reverse, vacate, or modify the expulsion.

The Treasurer or the Board's designee shall promptly notify the student, parent, guardian, custodian or representative in writing of the decision. If the decision, after the appeal, is to uphold the suspension, the next step in the appeal process is the Court of Common Pleas. During the appeal process, the student shall not be allowed to remain in school.

Expulsion Procedures

An expulsion is a removal for more than ten (10) consecutive days and up to eighty (80) school days, or in some circumstances up to one year.

The student and the student's parent/guardian will receive a formal letter of notification of the intent to expel a student.

This notice will include:

- (1) the reasons for the intended expulsion;
- (2) notification of the opportunity to appear in person before the Superintendent or Hearing Officer to challenge the reasons for the expulsion and/or explain the student's action; and
- (3) notification of the time and place to appear.
- (4) If the proposed expulsion is based on a violation of R.C. 3313.662 and if the student is sixteen years of age or older, the notice shall include a statement that the superintendent may seek to permanently exclude the student if the student is convicted of adjudicated a delinquent child for that violation.

A formal hearing will be scheduled no earlier than three (3) and no later than five (5) school days after the sending of the notice.

The student may be represented by his/her parents, legal counsel, and/or person of his/her choice at the hearing.

Parents may request an extension of time for the formal hearing. During this time the student will not be allowed to return to school.

Following the hearing, the Hearing Officer will make a recommendation to the Superintendent; only the Superintendent may expel a student from school.

Prior to expelling a student in any of grades pre-K through 3, the principal shall, whenever possible, consult with a mental health professional under contract. If the events leading up to the student's suspension or expulsion from school indicate that the student is in need of additional mental health services, the student's Principal or the District's mental health professional shall assist the student's parent or guardian with locating providers or obtaining such services, including referral to an independent mental health professional, provided such assistance does not result in a financial burden to the District or the student's school.

If a student is expelled, the student's parents/guardian and the Treasurer of the Board will be provided with written notice within one (1) school day of the imposed expulsion.

This notice will include:

- (1) the reasons for the expulsion;
- (2) the right of the student, the student's parent(s)/guardian(s), or custodian(s) to appeal the expulsion to the Board or its designee in writing within fourteen (14) calendar days;
- (3) the right to be represented in all appeal proceedings;
- (4) notification that the expulsion may be subject to extension pursuant to ORC 3313.666 (F) if the student is sixteen (16) years of age or older.
- (5) Notification that the Superintendent may seek the student's permanent exclusion if the expulsion is based on a violation listed in ORC 3313.662 (A) that was committed when the child was 16 years of age or older, if the child is convicted or adjudicated a delinquent child for that violation;
- (6) If the Superintendent expels a student for more than 20 school days or for any period of time if the expulsion will extend into the following semester or school year, the notice of expulsion shall also include the names, addresses, and phone numbers of any public or private agencies that may offer services or programs that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion;
- (7) the right to be granted a hearing before the Board or its designee; and
- (8) the right to request that the hearing be held in executive session.

No later than fourteen (14) calendar days after the Superintendent notifies the parents of the expulsion, the expulsion may be appealed, in writing, to the Governing Board. The Board or its designee may affirm, reverse, vacate, or modify the expulsion.

A hearing on the requested appeal will be formal, with an opportunity for sworn testimony and to be held in executive session, unless parent(s)/guardian(s) request otherwise. A verbatim records shall be made of the hearing.

During the appeal process, the student shall not be allowed to return to school.

The Treasurer or the Board's designee shall promptly notify the student, parent, guardian, custodian or representative in writing of the decision.

If the expulsion is upheld on appeal, a student's parents may pursue further appeal to the Court of Common Pleas.

Expulsion for certain violations, including use or possession of alcohol or drugs, may result in revocation of a student's driver's license.

Expulsion proceedings will continue even if the student withdraws from school prior to the hearing or the decision to impose the expulsion.

The expulsion will be imposed for the same duration that it would have been had the student remained enrolled.

Extended Expulsion for Certain Enumerated Offenses

1. Unless a pupil is permanently excluded pursuant to section 3313.662 of the Revised Code, the superintendent shall expel a pupil from school for a period of one year for bringing a firearm to a school operated by the Board or onto any other property owned or controlled by the Board, except that the superintendent may reduce this requirement on a case-by-case basis in accordance with the policy adopted by the Board under section 3313.661 of the Revised Code.

The superintendent may expel a pupil from school for a period of one year for bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is not located in a school or on property that is owned or controlled by the district. The superintendent may reduce this disciplinary action on a case-by-case basis in accordance with the policy adopted by the Board under section 3313.661 of the Revised Code.

Any expulsion pursuant to division (B)(2) of this section shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. As used in this division, "firearm" has the same meaning as provided pursuant to the "Gun-Free Schools Act," 115 Stat. 1762, 20 U.S.C. 7151.

Any student who brings a firearm or weapon to school or a school-sponsored activity shall be referred to the criminal justice or juvenile delinquency system.

2. The Board authorizes the Superintendent of schools to expel a pupil from school for a period not to exceed one year for bringing a knife capable of causing serious bodily injury to a school operated by the Board, onto any other property owned or controlled by the Board, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the school or in which the school is a participant, or for possessing a firearm or knife capable of serious bodily injury, at a school, on any other property owned or controlled by the Board, or at an interscholastic competition, an extracurricular event, or any other school program or activity, which firearm or knife was initially brought onto school Board property by another person. The superintendent may extend such an expulsion, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.
3. The Board authorizes the Superintendent of schools to expel a pupil from school for a period not to exceed one year for committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons as defined in division (A)(5) of section 2901.01 of the Revised Code or serious physical harm to property as defined in division (A)(6) of section 2901.01 of the Revised Code while the pupil is at school, on any other property owned or controlled by the Board, or at an interscholastic competition, an

extracurricular event, or any other school program or activity. Any expulsion under this division shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

4. The Board authorizes the Superintendent of schools to expel a pupil from school for a period not to exceed one year for making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this division shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Suspension/Expulsion for Students in Grades K-3

Except as described below in this section, Foxfire Schools shall not issue an out-of-school suspension or expulsion to a student in grades pre-kindergarten through three.

1. Foxfire may issue an out-of-school suspension or expulsion, in accordance with section 3313.66 of the Revised Code, to a student in any of grades pre-kindergarten through three who has engaged in any of the behaviors described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code.
2. Foxfire may issue an out-of-school suspension not to exceed ten school days or an expulsion to a student in any of grades pre-kindergarten through three who has not engaged in any of the behaviors described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code only as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.
3. Whenever possible, the principal shall consult with a mental health professional under contract with the school prior to suspending or expelling a student in any of grades pre-kindergarten through three. If the events leading up to suspension or expulsion indicate a need for additional mental health services, the student's principal or the district's mental health professional shall, in any manner that does not result in a financial burden to the school district or school, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
4. A student in any of grades pre-kindergarten through three who is suspended or expelled shall be afforded the same notice and hearing, procedural, and educational opportunities as prescribed for a suspension or expulsion pursuant to section 3313.66 of the Revised Code.
5. Nothing in this section shall be construed to limit the authority of a school district or school to issue an in-school suspension to a student in any of grades pre-kindergarten through three, provided that the in-school suspension is served in a supervised learning environment in accordance with divisions (A)(2) and (K)(2) of section 3313.66 of the Revised Code.
6. With respect to emergency removal, a student in any of grades pre-kindergarten through three may be removed only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the school day following the day in

which the student was removed. If returned to curricular and extracurricular activities the following school day, a hearing regarding the removal need not occur.

Permanent Exclusion Procedures

Permanent exclusion removes a student from schools in the State of Ohio on a permanent basis. This process is formal and may follow an expulsion with proper notification to the parents. A student may be permanently excluded from attending any of the public schools in Ohio if the student is convicted of or adjudicated a delinquent child for committing, when he/she was 16 years of age or older, an action that would be a criminal offense if committed by an adult and if the act is any of the following:

- conveying deadly weapons onto school property or to a school function;
- possessing deadly weapons onto school property or at a school function;
- carrying a concealed weapon onto school property or at a school function;
- trafficking in drugs on school property or at a school function;
- obtaining, possessing, or using a controlled substance, other than a minor drug possession offense, if on school property of a school-sponsored activity;
- murder, aggravated murder on school property or at a school function;
- voluntary or involuntary manslaughter on school grounds or at a school function;
- assault or aggravated assault on school property or at a school function;
- rape, gross sexual imposition or felonious sexual penetration on school grounds, or at a school function, when the victim is a school employee; or
- complicity in any of the above offenses, regardless of the location.

If the Superintendent obtains or receives proof that a student has been convicted of committing a violated listed above when he/she was 16 years of age or older or adjudicated a delinquent child for the crime, the Superintendent may issue to the Board a request that the student be permanently excluded from public school attendance in accordance with ORC 3313.662.

Legal: O.R.C. 3313.66, 3313.662, 3313.668

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5021 EMERGENCY REMOVAL OF STUDENTS

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or a principal or assistant principal may remove a student from curricular activities or from the school premises, and a teacher may remove a student from curricular activities under the teacher's supervision, without a notice and hearing as is usually required for suspension or expulsion. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal. The student may be kept from class or off of school property until the matter is resolved by reinstatement, suspension or expulsion.

A student in any of grades pre-kindergarten through Grade 3 may be removed pursuant to this policy only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the school day following the day in which the student was removed.

If the school returns a student in any of grades pre-kindergarten through Grade 3 to curricular and extracurricular activities on the next school day shall not be required to follow the notice and hearing requirements of this policy.

If a student is removed under this section from a curricular activity or from the school premises, written notice of the hearing and of the reason for the removal shall be given to the student as soon as practicable prior to the hearing, which shall be held on the next school day after the initial removal is ordered. The hearing shall be held in accordance with the school's suspension policy unless it is probable that the student may be subject to expulsion, in which case a hearing in accordance with the expulsion procedures shall be held, except that the hearing shall be held on the next school day after the date of the initial removal. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

If the superintendent or the principal reinstates a student in a curricular activity under the teacher's supervision prior to the hearing following a removal under this division, the teacher, upon request, shall be given in writing the reasons for such reinstatement.

Legal: O.R.C. 3313.66

Adopted: April 24, 2020
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5022 SUSPENSION OF BUS RIDING/TRANSPORTATION PRIVILEGES

In accordance with Ohio law, Foxfire Community Schools do not provide transportation for students attending Foxfire. If the school district that provides transportation for a Foxfire student disciplines a student for conduct on the bus, Foxfire will implement and follow any discipline imposed by the school district that is providing such transportation. Foxfire has no authority to change or modify discipline for conduct on the bus imposed by the school district that provides the transportation.

Videotapes on School Buses

In the event that Foxfire Community Schools contracts with transportation providers that have installed video cameras on school buses to monitor student behavior. If a student misbehaves on a bus and his/her actions are recorded on videotape, the tape will be submitted to the principal or designee and may be used as evidence of misbehavior.

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5023 CORPORAL PUNISHMENT

No Foxfire Community Schools (“Foxfire”) employees or independent contractors may inflict or cause to be inflicted corporal punishment as a means of discipline upon a Foxfire student.

Persons employed or engaged as teachers, principals, or administrators in a Foxfire school, and non-licensed school employees and school bus drivers contracted by Foxfire may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable when weapons or other dangerous objects are on a student or within the control of a student, for the purpose of self-defense, or for the protection of persons or property.

Legal: O.R.C. 3319.41

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5024 POSITIVE BEHAVIOR INTERVENTIONS POLICY

1. Policy Rationale and Philosophy:

Every effort should be made to prevent the use of restraint and the use of seclusion. A non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Foxfire Community Schools believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential conflict should be exhaustive. In the event that an individual's behavior presents a threat of imminent harm to self or others the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used as a last resort.

2. Definitions:

a. Positive Behavior Interventions and Support

- i. A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students; and
- ii. Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.

b. Physical Restraint

- i. The use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint.
- ii. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate.
- iii. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:
 - 1) To break up a fight;
 - 2) To knock a weapon away from a student's possession;

- 3) To calm or comfort;
- 4) To assist a student in completing a task/response if the student does not resist the contact; or
- 5) To prevent an impulsive behavior that threatens the student's immediate safety (i.e. running in front of a car).

c. Seclusion

The involuntary isolation of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. It does not include a timeout.

d. Time out

A behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

3. Requirements for the use of Restraint:

Given an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, if physical restraint is applied the staff must:

- a. Implement in a manner that is age and developmentally appropriate;
- b. Ensure safety of other students and protect the dignity and respect of the student involved. Combine use with other approaches (non-physical interventions are always preferred) that will diminish the need for physical intervention in the future;
- c. Use the least amount of force necessary, for the least amount of time necessary;
- d. Be appropriately-trained;
- e. Continually observe the student in restraint for indications of physical or mental distress;
- f. Contact appropriate emergency entities if at any point the staff assesses that the intervention is insufficient to maintain safety of all involved;
- g. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
 - i. Following the use of physical restraint, the individual should be assessed for injury or psychological distress and monitored as needed following the incident.
- h. Complete all required reports and document staff's observations of the student.

- i. The Incident Report shall be completed upon occurrences of physical restraint or seclusion.
 - ii. Completion of the form must occur within three (3) school days.
 - iii. A copy must be made available to parent/guardian within twenty-four (24) hours of completion.
 - iv. Additionally, staff should attempt to contact parent/guardian during the same day of incident.
- i. De-brief, include all involved staff, student and parents; evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs;
 - i. Debrief utilizing the school's Incident Report.
 - ii. A copy of the form must be sent to building administration.
 - iii. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and/or seclusion, a Functional Behavior Assessment, and/or a Behavior Intervention Plan must be completed.

4. Prohibited Practices for Use of Restraints:

Staff members are not to use any physical restraints for which they have not been trained.

Staff members are not to use any unauthorized physical restraints.

This includes but is not limited to:

- a. Prone restraint;
- b. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a student by placing knees to the torso, head, and or neck of the student;
- c. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
- d. Uses pressure point, pain compliance, or joint manipulation techniques;
- e. Corporal punishment;
- f. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
- g. Child endangerment, as defined in Section 2919.22 of the Revised Code;
- h. Deprivation of basic needs;

- i. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301-37-10 of the Revised Code;
 - j. Chemical restraint;
 - k. Mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
 - l. Using other students or untrained staff to assist with the hold or restraint;
 - m. Securing a student to another student or fixed object;
 - n. Aversive behavioral interventions; or
 - o. Seclusion in a locked room or area.
5. Requirements for Use of Seclusion:

Given a threat of immediate risk of physical harm to the student or others, as outlined in Board policy, the following principles must always be applied:

- a. A room or area used for seclusion must:
 - i. Provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
 - ii. Not be locked.
- b. Staff must:
 - i. Implement in a manner that is age and developmentally appropriate;
 - ii. Ensure safety of other students and protect the dignity and respect of the student involved;
 - iii. The least amount of time necessary; and
 - iv. Be appropriately-trained.
- c. Staff must continually observe the student for the duration of the seclusion.
- d. If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, emergency personnel will be contacted.
- e. Seclusion ceases when the immediate risk of physical harm to self or others has dissipated;
 - i. Upon each use of seclusion, the student shall be assessed for injury or psychological distress and monitored as needed following the incident.
- f. Complete all required reports and document staff's observations of the student.
- g. Conduct a de-briefing, utilizing the school's Incident Report, include all involved staff, to evaluate the trigger for the incident, staff response, and methods to

address the student's behavioral needs. (This may also include a debriefing with the student and parent.)

- i. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and/or seclusion, a Functional Behavior Assessment, and Behavior Intervention Plan must be completed.
 - h. The Incident Report is to be completed upon occurrences of physical restraint or seclusion.
 - i. Completion of the form must occur within three (3) school days.
 - ii. A copy must be made available to parent/guardian within twenty-four (24) hours of completion.
 - iii. Additionally, staff should attempt to contact parent/guardian during the same day of incident.
6. Prohibited Practices for Use of Seclusion:
 - a. Use of seclusion in any environment that does not meet the above criteria.
 - b. Child endangerment, as defined in Section 2919.22 of the Revised Code.
 - c. Deprivation of basic needs.
 - d. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301-37-10 of the Revised Code.
 - e. Seclusion shall not be used:
 - i. As a form of discipline/punishment;
 - ii. As a means to coerce, retaliate or in a manner that endangers a student;
 - iii. For the convenience of staff;
 - iv. As a substitute for an educational program;
 - v. As a substitute for less restrictive alternatives;
 - vi. As a substitute for inadequate staff; and/or
 - vii. As a substitute for positive behavior supports or other crisis prevention.
7. Reporting and notification:
 - a. Any incident of seclusion or restraint shall be immediately reported to building administration and the parent.
 - b. Any incident of seclusion or restraint shall be documented in a written report that is made available to the parent within twenty-four (24) hours after completion and that is maintained by the school, in the student file.
 - c. The school shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the department.

8. Training and professional development:
 - a. The school will ensure that an appropriate number of personnel in each building are trained in crisis management and de-escalation techniques.
 - b. The school will maintain written or electronic documentation on training provided and lists of participants in each training.
 - c. All student personnel shall be trained annually on the requirements of this policy, Ohio Adm. Code 3301-35-15, and the school's policies and procedures regarding restraint and seclusion.
 - d. The school will have a plan regarding training student personnel as necessary to implement positive behavior intervention and supports on a system-wide basis.
9. School Monitoring:
 - a. The school shall monitor the implementation of this policy and the school procedures.
 - b. These policies and subsequent procedures shall be accessible on the school's website.
 - c. The school shall be responsible for notifying all parents annually of its policies and procedures concerning seclusion and restraint.
10. Complaint Procedure:
 - a. Parents will present written complaints to the Superintendent to initiate a complaint investigation by the school regarding an incident of restraint or seclusion; and
 - b. The Superintendent/designee will respond to the parent's complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion.
 - c. The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.
 - d. In accordance with the consent order entered in *Doe v. State of Ohio*, complaints alleging the improper use of restraint or seclusion on a student with a disability will be investigated by the Ohio Department of Education, Office for Exceptional Children, if the complaint otherwise falls within the procedures concerning state complaints under IDEA as set forth in Ohio Adm. Code Rule 3301-51-05(K) (4)-(6).
 - e. Complaints alleging injuries to a student with a disability or the use of restraints or seclusion shall not be deemed insufficient on the face of the complaint if they are framed within the context of IDEA, including:

- i. A pattern of challenging behaviors that are related to the student's disability;
- ii. Whether the student has had or should have had a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP);
- iii. Whether the FBA and PBSP are appropriate;
- iv. Whether the student's behavior and interventions are addressed or should have been addressed in the IEP; and
- v. Whether staff has been sufficiently trained in de-escalation and restraint techniques.

Legal: O.A.C. 3301-35-15(H)

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**Foxfire Community Schools
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Chapter 5: Students**

**5025 ADMISSION FOR NON-RESIDENT/
OUT-OF-STATE STUDENTS AND INTER-DISTRICT OPEN ENROLLMENT**

The Governing Boards of Foxfire Community Schools ("Foxfire") establish the following residency policy for determining eligibility to attend the schools of this District.

Foxfire shall provide tuition-free education for the benefit of children at least five (5) but under twenty-two (22) years of age whose parents reside in Muskingum County, and for those students who are in grades kindergarten through Grade 7 and such others who reside in other districts in the State of Ohio as may be eligible pursuant to R.C. 3313.64 or R.C. 3313.65 and the policies of Foxfire. Additionally, admission to the schools may be open to any individual age five (5) to twenty-two (22) on a tuition-free basis who is not a resident of Ohio. Foxfire will not limit admission to students on the basis of intellectual ability, measure of achievement or aptitude, or athletic ability, except as outlined herein.

Foxfire does not discriminate in the admission of students. It is an equal opportunity educational institution which does not discriminate against any individual on the basis of race, color, creed, religion, age, sex, disability or national origin. Upon admission of students identified with a disability, the community school will comply with all Federal and State laws regarding the education of students with disabilities. At times this may necessitate placing a student in a special education program outside Foxfire.

Foxfire reserves the right to verify each student's residency and other conditions of eligibility for tuition-free education as well as the validity of the claim of any student to an education in the District.

The school will admit the number of students that does not exceed the capacity of the school's programs, classes, grade levels or facilities, except as otherwise provided under R.C. 3314.06(B) or R.C. 3314.061, if the number of applicants exceeds the school's capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and to students who reside in the District in which the school is located. Preference may be given to siblings of students attending the school the previous year. Should the maximum number of students be lacking, then admission will come from the waiting list.

Inter-district open enrollment

Foxfire offers an open enrollment program. Foxfire shall allow the enrollment of students from any district in Ohio, provided the enrollment is in accordance with laws and regulations of the State of Ohio and Foxfire policies pertaining to inter-district open enrollment.

The Superintendent shall prepare guidelines for the implementation of this policy in ways that comply with relevant State laws and guidelines and establish procedures that provide for the following:

- A. Nondiscrimination on the basis of grade level, including preschool disabled; academic ability; English language proficiency; or any level of artistic, athletic, or extra-curricular skills. A student's application cannot be denied because of disciplinary action in his/her home school, except for a suspension or expulsion for ten (10) days or more that occurs in the current semester or the semester immediately preceding the application. If the District does not currently provide services required for a disabled, adjacent-district student, his/her application may be denied.
- B. Application procedures including the criteria by which applications from adjacent-district and other-district students shall be reviewed and prioritized. District students and any adjacent-district or other-school district students previously enrolled under the provisions of this policy shall be given priority.
- C. Maintenance of appropriate racial balance in District schools, classrooms, and programs.
- D. Communications with applicants and their parents concerning this policy and the District's guidelines, including the timelines for application and notification of acceptance or rejection.
- E. Set District capacity limits by classroom, grade level, school building, and educational program.

Legal O.R.C. 3314.03(A)(19); 3314.06

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Chapter 5: Students**

5026 COMPUTER/NETWORK AND ACCEPTABLE USE POLICY FOR STUDENTS

Foxfire Community Schools (“Foxfire”) provides a variety of technology tools and networked computer access to all students and staff. In addition, an increasing number of personally-owned technology devices are brought on to campus to support the educational process. With this access to sophisticated technology tools comes a responsibility on the part of the user to insure proper usage of these resources. The reason technology tools, networked resources, or personal devices are used on campus is to provide students and staff support for the teaching and learning process.

Computer network use requires efficient, ethical, and legal utilization of the network resources. **Use of the network/internet is a privilege, NOT a right.** Inappropriate use of the network will result in suspension of privileges and/or other action determined by the District.

The District views technology as a tool to help increase productivity, achievement, organization, and learning opportunities. In order to maintain adequate resources for all members of the learning community, each user must be vigilant in their efforts to maintain the hardware and software associated with the campus. Each technology user will be held responsible for the following guidelines:

Acceptable Use:

Technology must be used to support education and research and be consistent with the objectives of Foxfire. The computer network also supports the administrative and professional functions of the staff as well as efficiencies associated with electronic communication.

Examples of **appropriate** use of the network/internet:

- Retrieval of information for class assignment
- E-mailing individuals for information pertaining to class assignment

Examples of **inappropriate** use of the network/internet:

- Retrieving of information **not** related to class assignment
- E-mailing persons **not** involved with class assignment
- Using of “chat rooms”
- Harassing of others inside or outside the building, which disrupts the learning process.
- Making threats of violence of any kind
- Using **Facebook, Twitter, Instagram, Snapchat or any social networking site**

Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, or material protected by trade secret.

Installation of software, freeware, shareware, and demos not owned or authorized by Foxfire is prohibited on district computers.

Privileges:

The use of network is a privilege, NOT a right, and ***inappropriate use may result in a cancellation of those privileges***. The system administrators, school administrators, teachers, and staff members have a responsibility to report and investigate observed inappropriate use. During the course of investigating inappropriate use, staff may access, view, and/or document histories, logs, files, computer screens, and electronic or wireless communications; privacy should not be assumed when using Foxfire's network. Building principals and system administrators may close an account at any time as required. The administrators, faculty, and staff of Foxfire may request the System Administration to deny, revoke, or suspend specific user rights and/or accounts. In a school environment, where the majority of the work is produced on computers, loss of privileges could have a very serious impact on academic opportunity and success.

Information and Internet Access:

In compliance with the **Federal Child Internet Protection Act (CIPA)** the School District filters the Internet for inappropriate content. All devices accessing the Internet through Foxfire's NETWORK receive filtered Internet content.

It should be noted that, although Internet filters are very effective and the technology has greatly improved over the past decade, there is no such thing as a 100% perfect Internet filter technology. Although rare, it may be possible for an inappropriate website, particularly a new one, to pass through the filter. Students should simply close any webpage deemed inappropriate and tell a staff member what happened. Staff should, if possible, report the Internet address (URL) of the inappropriate site to the Technology Coordinator @ **740 453 4509 x142**.

With Internet access comes the responsibility to use this powerful educational tool wisely and in accordance with all other sections of this appropriate-use policy. Purposeful intent to bypass or compromise the school internet filter is considered inappropriate use. Random searching for information, which could be classified in the above examples of filtered categories, is inappropriate use. Bringing content to school that would otherwise be filtered is also considered inappropriate. In addition, specific Internet sites may be added to or removed from the "Block List". We **do not** block third party e-mail servers such as Yahoo mail or Hotmail because of the educational value of allowing students to e-mail work to and from Campus and because many other individuals (including parents/guardians) communicate with staff using these free services. Students who wish to sign up for an Internet e-mail account should first acquire permission from parents. E-mail used to transmit a document to school from home would be considered an appropriate use of this technology; however, instant messaging a friend to conduct friendly chat would not.

Intentionally disabling any security mechanisms on district systems or intentionally infecting any system on the district network with malware is considered a form of vandalism and appropriate disciplinary measures will be taken.

Netiquette:

Students are expected to abide by generally accepted rules of network etiquette (or netiquette). These include, but are not limited to, the following:

- Use appropriate language. Do not swear, use vulgarities, or use any other inappropriate language.
- Illegal activities are strictly forbidden.
- Never reveal your personal address, phone number, credit card number or those of other students or colleagues via Internet computer resources. Do not post names with personal pictures on the Internet. Remember, once information has been posted on the Internet, it is likely posted and archived forever by Internet archiving sites such as www.archive.org.
- Remember that any given student computer may be used by others beside yourself during the course of a day. Leave the computer in as good or better shape as you found it.
- Do not use the network in such a way that you would disrupt the use of the network by other users.

Security:

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on Foxfire's network, you must notify a system administrator or faculty member. Do not demonstrate the problem to other users. Do not use another individual's account. Attempts to login to the system as any other user will result in cancellation of user privileges. Attempts to login to Foxfire's network or other school computing facilities as a system operator or administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Foxfire's NETWORK and/or other school computing facilities.

Vandalism:

Vandalism may result in cancellation of network privileges as well as financial responsibility to cover the cost of system recovery. Vandalism is defined as any attempt to harm or destroy data or accounts of other users or any hardware or software associated with Foxfire.

Hand-Held Devices, Smart Phones, and Other Personal Technology Tools:

Any technology tool such as handheld computers, laptop computers, still and video cameras, recorders, and other assistive technology, whether used on or off the Foxfire's NETWORK, which are brought to school must be used in accordance with the policies in this Student Handbook and may only be used to support the educational process.

These devices may only be used for work that directly correlates to schoolwork during school hours. Activities such as games, internet surfing, and messaging are prohibited unless the activity is directly tied to school activities. Failure to abide by these guidelines could result in the student losing privileges and benefits of using these technologies during school hours. Students are responsible for the condition and maintenance of their individual devices. Foxfire cannot assume responsibility for handheld devices or other personal electronic devices that are lost or damaged. Like a calculator, these devices are the property of the student and will be treated as such.

Agreement to Electronic Information Access:

In order to use computers/internet at Foxfire, students must have completed and signed the Application and Agreement to Electronic Information Access Policy located in the enrollment packet. Failure to comply will result in the inability to use any technology at the Foxfire facility. To view the entire Board policy, go to www.foxfireschools.com.

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5027 STUDENT DRESS CODE

Foxfire Community Schools (“Foxfire”) is committed to providing safe, friendly learning environments for their students. Attire is not only a reflection of the individual student, but also of the general learning environment. Therefore, students have the responsibility to wear clothing that projects a positive attitude of pride in self, school, and the community.

Students are required to wear appropriate, comfortable and safe clothing that is neat, clean and in good taste. No article of clothing shall be worn that distracts from the educational process. **Clothing may not promote anything prohibited by the discipline policy (tobacco, alcohol, drugs, violence, etc.).**

Students are not permitted to wear; tube tops, halter tops or dresses, tank tops, mesh shirts or blouses, or garments of similar appearance. Blouse arm openings must be styled in a manner which prevents exposure of undergarments, including straps. (High school: Boys are not permitted to wear sleeveless shirts of any type.) Shirts or tops must extend at least to the top of trousers or skirts at all times.

All shirts and tops must cover the midriff at all times. The following are examples of clothing that is unacceptable: tank tops w/ straps thinner than two (2) inches, strapless, spaghetti straps, off-the-shoulder, cut-out designs, low-cut shirts, bare-back, sheer or mesh clothing that does not have an appropriate blouse or shirt underneath, etc.

Students are not permitted to wear any garment which is designed or modified to expose any portion of the leg more than two (2) inches above the knee. Slits, slashes, holes, frayed or transparent material, lace, etc. are designs or modifications which will be considered unacceptable when they extend more than two (2) inches above the knee.

Foxfire views the Dress Code as a serious issue and expects parents/guardians to promote the observance of this policy. If necessary, inappropriate clothing will be handled on a case-by-case basis. **Building administrators have the final decision as to the appropriateness of all clothing and attire.**

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5028 IMMUNIZATIONS POLICY

A. Immunization Requirements

Except as otherwise provided in division (B) of this policy, no student, at the time of initial entry or at the beginning of each school year, shall be permitted to remain in school for more than fourteen (14) days unless the student presents written evidence satisfactory to the person in charge of admission, that the student has been immunized by a method of immunization approved by the department of health pursuant to Section 3701.13 of the Revised Code against mumps, poliomyelitis, diphtheria, pertussis, tetanus, rubeola, and rubella or is in the process of being immunized.

Except as provided in division (B) of this policy, no kindergarten student shall be permitted to remain in school for more than fourteen (14) days unless the student presents written evidence satisfactory to the person in charge of admission that the student has been immunized by a department of health-approved method of immunization or is in the process of being immunized against both of the following: hepatitis B and chicken pox.

Except as provided in division (B) of this section, no student who is the age or older than the age at which immunization against meningococcal disease is recommended by the state department of health shall be permitted to remain in a school subject to the state Board of Education's minimum standards for more than fourteen (14) days unless the student presents written evidence satisfactory to the person in charge of admission that the student has been immunized by a department of health-approved method of immunization, or is in the process of being immunized, against meningococcal disease.

"In the process of being immunized" means the student has been immunized against mumps, rubeola, rubella, and chicken pox, and if the student has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, and meningococcal disease, the student has received at least the first dose of the immunization sequence, and presents written evidence to the pupil's building principal or chief administrative officer of each subsequent dose required to obtain immunization at the intervals prescribed by the director of health. Any student previously admitted under the "in process of being immunized" provision and who has not complied with the immunization intervals prescribed by the director of health shall be excluded from school on the fifteenth (15th) day of the following school year. Any student so excluded shall be re-admitted upon showing evidence to the student's building principal or chief administrative officer of progress on the director of health's interval schedule.

B. Exceptions to Immunization Requirements

A student who has had natural rubeola, and presents a signed statement from the pupil's parent, guardian, or physician to that effect, is not required to be immunized against rubeola.

A student who has had natural mumps, and presents a signed statement from the pupil's parent, guardian, or physician to that effect, is not required to be immunized against mumps.

A student who has had natural chicken pox, and presents a signed statement from the pupil's parent, guardian, or physician to that effect, is not required to be immunized against chicken pox.

A student who presents a written statement of the pupil's parent or guardian in which the parent or guardian declines to have the student immunized for reasons of conscience, including religious convictions, is not required to be immunized.

A child whose physician certifies in writing that such immunization against any disease is medically contraindicated is not required to be immunized against that disease.

In the case of a chicken pox epidemic in the school's population, the Superintendent may deny admission to a student otherwise exempted from the chicken pox immunization requirement. The Superintendent shall prescribe methods whereby the academic standing of a student who is denied admission during a chicken pox epidemic is preserved.

C. Immunization Records

The school shall keep an immunization record for each student, available in writing to the student's parent or guardian upon request, which shall include:

- (1) Immunizations against the diseases mentioned in division (A) of section 3313.671 of the Revised Code;
- (2) Any tuberculin tests given pursuant to Section 3313.71 of the Revised Code;
- (3) Any other immunizations required by the board pursuant to division (A) of this policy.

Legal: O.R.C. 3313.67, 3313.671

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**Foxfire Community Schools
Policy Manual
Chapter 6: Operations**

**6001 FOXFIRE SCHOOLS' ATHLETIC/ EXTRA CURRICULAR —
PARENT/FAN CONDUCT POLICY**

Enjoy the Game, Respect the Game and Other Fans. Remember this is about the kids.

This event is a privilege not a right! Remember that you are representing the school as a spectator. Make this a special time and a positive experience for all.

Foxfire Schools is committed to creating a safe, comfortable and enjoyable experience for all fans. We want all fans attending our games to enjoy the experience in a responsible fashion.

*****Game day Foxfire staff will promptly intervene to support an environment where patrons, their guests and other fans can enjoy the event free from the above behavior. Event patrons and guests who violate these provisions will be subject to ejection without refund and loss of attendance privileges for future games/events. Foxfire Schools thanks you for adhering to our Fan Code of Conduct.

When Attending a Game You are Required to Refrain from the Following Behaviors:

- Behavior that is unruly, disruptive, disorderly or illegal in nature;
- Engage in any kind of un-sportsmanlike or disrespectful conduct toward an official, coach, player, opponent and/ or fan including obnoxious statements and behavior including taunting, booing, mocking, profane gestures or aggressive threatening behavior;
- Intoxication or other signs of alcohol/drugs impairment that results in irresponsible behavior;
- Foul or abusive language or obscene gestures;
- Interference with the progress of the game (including throwing objects onto the field);
- Coaching your child or another child from the stands, including negative comments about your child or another player;
- Posting on any social media site any negative, demeaning or derogatory comments that may hurt, humiliate, threaten or intimidate any player, coach, administrator, school official or spectator;
- Signage that is offensive, in poor taste, or does not support sportsmanship;
- Failing to follow instructions of stadium personnel;
- Verbal or Physical confrontation with coaching staff/officials/players/parents/fans during the game; and/or
- Smoking anywhere on the campus.

Foxfire Parent/ Fan Conduct Policy Pledge/ Compact

- I will not coach my child or other players during games and/or practices. I understand that I am the parent or fan and will leave the coaching to those who have been entrusted with the position.
- I will demonstrate leadership at critical times — injured participants, National Anthem, stressful game situations, dangerous circumstances are examples of moments of need for parents to exhibit positive behavior.
- I will comply with requests made by site managers, athletic Directors, game officials, medical personnel, security/police and league officials including at away games.
- I will place sportsmanship and integrity above everything else including outcomes.
- I will give my child space and time after games, except for encouragement and praise.
- I will understand the role my athlete plays on the team. I will encourage my athlete to perform that role to the best of his/her ability.
- I will refrain from undermining or spreading ill will by passing on gossip, rumors, and innuendos which would or could destroy team morale or cohesiveness.
- I promise to help my child enjoy the sport experience by doing whatever I can, such as attending as many games as possible and being a supportive, respectable fan.
- I, and my guests, will never be under the influence of, or in the possession of, drugs, alcohol, tobacco products or weapons of any kind at practices, contests or other school events.
- I, and my guests, will not engage in any kind of unsportsmanlike or disrespectful conduct toward an official, coach, player or parent such as booing, taunting or using profane or offensive language or gestures.
- I will support the twenty-four (24) Hour Rule: with the exception of the safety of a student, parents are not to address athletic concerns with the coach for at least twenty-four (24) hours after a contest. I will follow the established protocol for addressing concerns if an issue arises.
- I will not post on any social media site negative, demeaning or derogatory comments that may hurt, humiliate, threaten or intimidate any player, coach or spectator.
- I will place the emotional and physical well-being of my child ahead of my personal desire to win. I will inform the coach of any physical disability, illness or injury that may affect the safety of my child or the safety of others.
- The code includes a list of decisions that will be made by coaches, at their discretion. These are not to be discussed with parents. They are: playing time, coaching style, game strategy (including substitutions), style of play, information regarding a child other than your own and team awards.

Parent Signature

Player Signature

Date: _____

Date: _____

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6002 HYGIENIC MANAGEMENT

The Governing Board of Foxfire Community Schools believes that the cleanliness and sanitary management of its schools is an essential element for maintaining a healthy employee and student community. Board employees are to be annually trained on proper hygienic management procedures.

The Superintendent or its designee shall cooperate with the Board of Health in the conduct of its inspections of sanitary conditions. The Superintendent or its designee shall provide records or information that the Board of Health considers necessary.

The Governing Board shall periodically review its policies and procedures to ensure the safety of students, employees, and other persons using a school building from any known hazards in the building or on school grounds. The Governing Board shall comply with federal and state laws and regulations regarding health and safety applicable to school buildings.

Legal: R.C. 3701.933, 3703.03, 3707.26, 3313.86, 3314.15, and 3707.26

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6003 PUBLIC RECORDS

The Governing Board of Foxfire Community Schools (“Foxfire”) is responsible for maintaining Foxfire’s public records. It is the mission and intent of the Governing Board to at all times fully comply with and abide by both the spirit and the letter of Ohio’s Public Records Act.

The Governing Board will abide by the definitions and procedures in this Policy. A “record” is defined to include the following: A document in any format – paper, electronic (including, but not limited to, business e-mail) – that is created, received by, or comes under the jurisdiction of the Governing Board or its employees, that documents the organization, functions, policies, decisions, procedures, operations, or other activities of Foxfire. A “public record” is a “record” that is being kept by the Foxfire at the time a public records request is made, subject to applicable exemptions from disclosure under Ohio or federal law. A “public record” does not include medical records, documents containing genetic information, trial preparation records, confidential law enforcement investigatory records, or other records the release of which is prohibited by federal or state law, and any other exceptions set forth in R.C. 149.43.

All public records will be organized and maintained in such a way that they can be made available for inspection and copying.

Public records are to be available for inspection during regular business hours, with the exception of holidays. Public records will be made prepared and available for inspection promptly. Copies of public records shall be made available within a reasonable period of time and after the cost has been paid. “Prompt” and “reasonable” take into account the volume of records requested, the proximity of the location where the records are stored, the necessity for any legal review and redaction, and other facts and circumstances of the records requested.

No specific language is required to make a request for public records, nor is the request required to be in writing. However, the requester must at least identify the records requested with sufficient clarity to allow the school to identify, retrieve, and review the records. If the requester makes an ambiguous or overly broad request or has difficulty in making a request such that the schools’ Records Officer or designee cannot reasonably identify what public records are being requested, the request may be denied. However, the school will then provide the requester an opportunity to revise the request by informing him or her of the manner in which records are maintained and accessed by the school.

At the time of the request, the schools’ Records Officer shall inform the person making the request of the estimated length of time required to compile the records. In processing the request, the school does not have an obligation to create new records or perform a search or research for information in the schools’ records. If producing records for inspection, a Board employee may accompany the requester during inspection to make certain original records are not taken or altered.

The Governing Board authorizes the Superintendent to deny access to the schools’ records in whole or in part in accordance with federal and state law. If the Superintendent withholds, redacts, or otherwise denies requested records, the Superintendent shall provide an

explanation, including legal authority, for the denial(s). If the initial request was made in writing, the explanation must also be in writing. If portions of a record are public and portions are exempt, the exempt portions may be redacted and the rest shall be released. When making public records available for public inspection or copying, the school shall notify the requester of any redaction or make the redaction plainly visible.

Those seeking public records may be charged only the actual cost of making copies, not labor. The charge for paper copies is [X] cents per page. The charge for electronic files downloaded to a compact disc is [X] per disc.

A requester may be required to pay in advance for the actual costs involved in providing the copy. The requester may choose whether to have the record duplicated upon paper, upon the same medium on which the public record is kept, or upon any other medium on which the school determines that the record can reasonably be duplicated as an integral part of the school's normal operations.

If a requester asks that documents be delivered to them, he or she may be charged the actual cost of the postage and mailing supplies, or other actual costs of delivery.

Legal: R.C. 9.01, 102.03(B), 111.41, 111.42, 111.43, 111.46, 111.47, 111.99, R.C. 149.011, 149.41, 149.43, 1306.01, 1347 et seq., 3313.26, R.C. 3319.32, 3319.321, 20 U.S.C. 1232g, 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

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6004 PERSONAL INFORMATION SYSTEMS

The Governing Board of Foxfire Community Schools maintains a personal information system. Pursuant to R.C. 1347.05, this policy outlines the procedures for collecting and retaining personal information by the Governing Board and all Board employees.

Personal information is defined as any information that describes anything about a person, or that indicates actions done by or to a person, or that indicates that a person possesses certain personal characteristics, and that contains, and can be retrieved from a system by a name, identifying number, symbol, or other identifier assigned to a person.

The Governing Board authorizes the Superintendent to oversee the personal information system and implement rules to ensure employee compliance with this policy. All employees responsible for collecting, maintaining, and/or accessing personal information shall attend a training to ensure they are aware of all applicable statutes, rules, and policies governing their access to confidential personal information.

Accessing personal information for any purpose other than to fulfill a Foxfire Community Schools' responsibility or assignment is prohibited. The Governing Board shall discipline any employee or student who intentionally or unintentionally engages in the misuse, unauthorized access, or release of personal information retained in the personal information system. No person reporting unauthorized access or the release of personal information shall be retaliated against. The Governing Board shall discipline any employee who engages in the retaliation against any individual who reports a violation of this policy to the proper authorities.

The Governing Board shall ensure safeguards are in place to protect personal information stored in the personal information system from unauthorized modification, destruction, use, or disclosure. When personal information is no longer needed or relevant for the Foxfire Community Schools, such information will be eliminated from the personal information system. Whenever an individual is requested to supply personal information that will be stored in the personal information system, the individual will be informed whether s/he is legally required to provide the personal information. If the individual is not legally required to provide the personal information, s/he may refuse to supply the information and no adverse consequences will be administered as a result of the refusal.

Legal: R.C. 1347.05

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6005 SCHOOL SAFETY/EMERGENCY MANAGEMENT PLAN

The Governing Board is dedicated to providing a safe learning environment for all of its students. The Governing Board believes having a safety and emergency management plan in place will ensure Foxfire Community Schools' students, teachers, and staff are prepared and safe during emergent circumstances.

Emergency Management Plan

The Superintendent shall develop and adopt a comprehensive Emergency Management Plan for each Foxfire Community Schools' building under the Superintendent's control. In developing the Emergency Management Plan for each building, the Superintendent shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety and shall propose operating changes to promote the prevention of potentially dangerous problems and circumstances. In developing the plan for each building, the Superintendent shall also involve community law enforcement and safety officials, parents of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building. Additionally, the Superintendent shall incorporate remediation strategies into the plan for any building where documented safety problems have occurred.

Each Emergency Management Plan will consist of:

- A. A single document to address all hazards that may negatively impact the school; including but not limited to active shooter, hostage, bomb threat, act of terrorism, bullying, and any other natural or manmade events that the Superintendent knew or should have reasonably known about that compromise the health or safety of students, employees, administrators, or property. The document will include:
 - 1. a hazard identification and risk analysis (i.e., a process to identify hazards and assess the vulnerability associated with each);
 - 2. an all-hazards emergency operations plan organized around five (5) mission areas: prevention, protection, mitigation, response, and recovery. The plan shall be compliant with the "National Incident Management System" (NIMS);
 - 3. the access and functional needs of the students, teachers, and staff;
 - 4. education for students, staff, and administrators to avoid, deter, or stop an imminent crime or safety issue, threatened or actual;
 - 5. procedures for notifying law enforcement, fire, EMS, emergency management, mental health, and other outside experts who could assist in responding to and recovering from an emergency;

The plan shall be updated and revised at least every three (3) years from the previous date of compliance to reflect lessons learned and best practices to continually improve

the plan. The emergency management test and actual emergencies at the school buildings will be a source for lessons learned.

- B. A floor plan unique to each floor of the building.
- C. A site plan that includes all building property and surrounding property.
- D. An emergency contact information sheet.

The Superintendent shall submit an electronic copy of each Emergency Management Plan s/he developed and adopted to the Ohio Department of Education not less than once every three (3) years, whenever a major modification to the building requires changes to the procedures outlined in the Emergency Management Plan, and whenever the information on the emergency contact information sheet changes. No later than the date prescribed by the Ohio Department of Education, the Superintendent shall also file a copy of the current, updated plan with the following:

- A. each law enforcement agency that has jurisdiction over the school building; and
- B. upon request, the local fire department, emergency medical service organization, and county emergency management agency serving the area in which the building is located.

The Superintendent will also file copies of the updated Emergency Management Plan with the Ohio Department of Education and the above agencies within ten (10) days after s/he adopts the revised plans.

Foxfire Community Schools' Emergency Management Plans are not a public record.

The Superintendent shall prepare and conduct at least one (1) annual emergency management test in accordance with rules adopted by the Ohio Department of Education. By July 1st of each year, the Superintendent shall review the previously developed and adopted Emergency Management Plans, and certify in writing to the Ohio Department of Education that the plans are current and accurate.

The emergency management test must be a scheduled event; an actual emergency will not satisfy this requirement, even if an after-action report is produced. The emergency management test must be a tabletop, functional, or full-scale test as defined in A.C. 3301-5-01, and each type shall be used once every three (3) years. It must include at least one (1) hazard from the hazard analysis in the Emergency Management Plan, at least one (1) functional content area, and at least one (1) representative from law enforcement, fire, EMA, EMS, and/or behavioral health.

Students may participate in the emergency management test at the discretion of the Building Administrator. In deciding whether, and to what extent, to involve students in an emergency management test, the Building Administrator should consider what benefits student inclusion in the emergency management test may have on the student population's preparation for an emergency and to enhance the safety of students in the building. The Building Administrator shall also consider age-appropriate participation, guidance, and training in preparation for students' participation in the test. If students are to participate in the emergency management test, Foxfire Community schools will obtain parent consent prior to the test.

The Superintendent shall submit an after-action report to the Ohio Department of Education no later than thirty (30) days after the emergency management test documenting the following:

- a) the date/time/weather/length of exercise;
- b) the type of discussion/operations based exercise;
- c) the scenario utilized;
- d) the hazard(s) utilized (including safety data sheets, as appropriate);
- e) the functional content area(s) utilized; and
- f) the identification of at least three (3) strengths and at least three (3) improvement areas of the Plan discovered as a result of the emergency management test.

The Superintendent shall grant access to each school building under his/her control to law enforcement personnel and any local fire department, emergency medical service organization, and/or county emergency management agency that has requested a copy of the Emergency Management Plan, to enable such personnel and entities to conduct training sessions for responding to threats and emergency events affecting the school building. Access shall be provided to the respective personnel and entities outside of student instructional hours and the Superintendent or designee shall be present in the building during the training sessions.

Prior to the opening day of each school year, the Superintendent shall inform each enrolled student and the student's parent/legal guardian of the emergency parental notification procedures.

Persistently Dangerous Schools

The Governing Board understands that federal and state law requires that Foxfire Community Schools annually report incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the Ohio Department of Education will then use this data to determine whether or not a school is considered "persistently dangerous" as defined by State policy.

Pursuant to the Ohio Department of Education's School Safety Policy, in the unlikely and rare event that a Foxfire Community School elementary or secondary school is designated by the State as "persistently dangerous," and exceeds the statutory threshold set forth by the Ohio Department of Education, the Governing Board shall provide students with school choice options.

Victims of Violent Crime

In accordance with federal and state law, the Governing Board shall allow an individual student who is a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity to be provided with school choice options.

Legal: R.C. 3313.536, A.C. 3301-5-01, and Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 et seq., Public Law 107-110.

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6006 NEGLECT AND ABUSE

The Governing Board of Foxfire Community Schools is committed to providing a safe, supportive, and responsive school environment for all students. The Governing Board believes that all students have the right to be protected from abuse and neglect. Thus, the Governing Board acknowledges the necessity of this policy to ensure school personnel are able to recognize and report suspected cases of abuse and neglect.

Under Ohio law, any Board official or employee who is acting in a professional or official capacity and knows, or has reason to suspect a child under the age of eighteen (18) or a physically or mentally disabled child under the age of twenty-one (21) has been abused (physically or mentally) or neglected or faces the threat of being abused or neglected, has a duty to make a report to a public children's service or a peace officer. Additionally, Board officials and employees making a mandatory neglect and abuse report must notify a Foxfire Community Schools' qualified staff member. Pursuant to R.C. 2151.421, neglect and abuse reports shall be confidential and subject to disclosure by the student's consent or court order.

The Governing Board authorizes the Superintendent to consult with public or private agencies or individuals regarding best practices for child abuse prevention and intervention. In accordance with R.C. 3313.60, Foxfire Community Schools will provide age-appropriate instruction on personal safety and assault prevention to all students in grades K-6 and age-appropriate instruction in dating violence prevention education to all students in grades 7-12, unless a parent or guardian submits a written request to the School opting their child out of such instruction.

All newly-employed nurses, teachers, counselors, school psychologists and administrators who work in the Foxfire Community Schools' elementary, middle and high schools shall complete at least four (4) hours of child abuse prevention school safety and violence in-service training within two (2) years of the date of employment. Further, all middle and high school nurses, teachers, counselors, school psychologists and administrators employed by the Governing Board as of October 16, 2009, must complete the initial four (4) hours of in-service training no later than October 16, 2011. Additional training shall occur every five (5) years thereafter.

Further, the Governing Board shall adopt or adapt the suicide awareness and prevention curriculum developed by the Ohio Department of Education (ODE) and require all nurses, teachers, counselors, school psychologists and administrators who work in the Foxfire Community Schools' elementary, middle and high schools to complete the youth suicide awareness and prevention programs once every two years.

Legal: R.C. 2151.421, 3313.60, 3319.073

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6007 WELLNESS

The Governing Board of Foxfire Community Schools (“Foxfire”) is committed to the optimal development of every student. The Governing Board believes for students to have the opportunity to achieve personal, academic, developmental, and social success, there needs to be a positive, safe, and health-promoting learning environment at every level, in every setting. Thus, the following nutritional guidelines for food available on school campuses will be adhered to:

- Meals served through the National School Lunch and School Breakfast Program will be appealing and meet, at a minimum, nutrition requirements established by federal and state law;
- Schools providing access to healthy foods outside the reimbursable meal programs before school, during school and thirty (30) minutes after school shall meet the United States Department of Agriculture (“USDA”) Smart Snacks in Schools nutrition standards, at a minimum;
- Snacks provided to students during the school day without charge (e.g., class parties) will meet standards set by Foxfire in accordance with the law. Foxfire will provide parents a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations; and
- Foxfire will only allow marketing and advertising of foods and beverages that meet the Smart Snacks in Schools nutritional standards on campus during the school day.

Foxfire provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. In accordance with law and this belief, the Governing Board commits to ensure the following:

Goal 1 – Nutrition Education and Promotion: Foxfire will provide nutrition education and engage in nutrition promotion that helps students develop lifelong healthy eating behaviors. The goal(s) for addressing nutrition education and nutrition promotion include the following:

- Provide students with the knowledge and skills necessary to promote and protect their health;
- Ensure nutrition education and promotion are not only part of health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects; and
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy foods.

Goal 2 – Physical Activity: Foxfire will provide students and staff with age and grade appropriate opportunities to engage in physical activity that meet federal and state guidelines. The goal(s) for addressing physical activity include the following:

- Promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits;

- Engage students in moderate to vigorous activity during at least 50 percent (50%) of physical education class time; and
- Encourage teachers to incorporate movement and kinesthetic learning approaches into core subject instructions when possible.

Physical activity shall not be used for or withheld as a punishment.

Goal 3 – Other School-Based Activities that Promote Student Wellness: Foxfire will support student, staff, and parents’ efforts to maintain a healthy lifestyle, as appropriate. The goal(s) for addressing other school-based activities that promote student wellness include the following:

- Provide parents a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations;
- Provide school staff a list of alternative ways to reward children; and
- Develop a plan to promote staff health and wellness.

Goal 4 – Public Involvement: Foxfire will ensure there is a process for permitting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Governing Board, administrators and the public to participate in the development, implementation, and periodic review and update of the policy.

- The school has a local wellness policy committee to advise the school on the development, implementation, and improvement of the school wellness policy; and
- The Superintendent or Superintendent’s designee invites suggestions or comments concerning the development, implementation, and improvement of the school wellness policy. As such, interested persons are encouraged to contact the Superintendent or Superintendent’s designee.

The Superintendent or Superintendent’s designee shall implement and ensure compliance with the policy by:

- Reviewing the policy at least every three (3) years and recommending updates as appropriate for Board approval;
- Implementing a process for permitting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Governing Board, administrators and the public to participate in the development, implementation, and periodic review and update of the policy;
- Making the policy and updated assessment of the implementation available to the public (e.g., posting on the website, newsletters, etc.). This information shall include the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of the policy; and
- Developing administrative regulations, which shall include specific wellness goals and indicators for measurement of progress consistent with law and Board policy.

Legal: 42 U.S.C. 1751, Sec. 204, 42 U.S.C. 1771, 7 C.F.R. Parts 210 and 220

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6008 USE OF CREDIT CARDS

Authorization for a Credit Card:

The Superintendent, Fiscal Officer and other administrators as designated by the Superintendent and Fiscal Officer are approved to receive credit cards in Foxfire Community School's name. Also, at their discretion only, a vendor credit card account may be established when necessary for purchasing with vendors.

The Fiscal Officer shall be responsible for credit card acquisition and management of a credit card account and presentation instruments related to the account including cards and checks.

The Fiscal Officer shall be responsible for credit card issuance, reissuance, cancellation and the process for reporting lost or stolen credit cards.

Credit Card Limit:

The Superintendent, Fiscal Officer, and administrator credit cards shall have the dollar expenditure limit of no more than \$2,000 each and no cash advance option.

All credit card expenditures must be within the approved budget.

Personal use is strictly prohibited. Personal use includes, but is not limited to, alcoholic beverages, gifts and entertainment.

General Statement of Policy:

Credit card statements are to be paid monthly. The credit card payments may be made electronically or automatic withdrawal through the school back account, but must be for full payment of the statement each month or the Fiscal Officer shall be notified of the circumstance for minimum payment.

All credit cards must be stored in a secured area by the Fiscal Officer and/ or administrative assistant.

The credit card shall be used to facilitate online, phone, pre-approved purchases, emergency purchases and travel expenses for staff authorized travel (hotel).

The school's normal approval, limits, and purchasing policies and procedures will apply for all expenditures.

The Fiscal Officer may use a system to sign out credit cards to authorized users. It is the purchaser's responsibility to obtain an original detailed receipt or invoice for all purchases and turn them into the accounting department. Failure to provide an original detailed receipt to accounting will make the purchaser responsible for the expenditure incurred. Those expenditures are to be reimbursed to the school no later than ten (10) working days following notification of improper documentation or use of the school credit card. In certain circumstances, a claim may be allowed without a proper receipt. A purchase through this process must still complete the regular protocol for a requisition/purchase order.

The Fiscal Officer and the Governing Board at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.

Statements shall be reviewed monthly by the Fiscal Officer and/or administrative assistant for purchases to match receipts and then she/he will notify the Board President if inappropriate spending has occurred or if documentation of the purchase has not been submitted. The Board President will notify the Board.

It is the responsibility of the Board to determine through the audit and approval process whether the school credit card has been used for appropriate school business. Unauthorized use of the school credit card subjects the purchaser to discipline up to and including termination.

The use of a credit card account for expenses beyond those authorized by the governing authority constitutes misuse of a credit card account. An officer or employee of a community school or a public servant as defined under Section 2921.01 of the Revised Code who knowingly misuses a credit card account held by the governing authority violates Section 2913.21 of the Revised Code.

The fiscal officer or designee annually shall file a report with the governing authority detailing all rewards received based on the use of the community school's credit card account.

Legal: O.R.C. 3314.52

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6009 CRIMINAL HISTORY RECORD CHECK

1. The Governing Board of Foxfire Community Schools shall request the Superintendent of the bureau of criminal identification and investigation to conduct a criminal records check with respect to any applicant who has applied to the school for employment in any position.

2. An applicant who receives pursuant to division (A)(2) of this section a copy of the form prescribed pursuant to division (C)(1) of Section 109.572 of the Revised Code and a copy of an impression sheet prescribed pursuant to division (C)(2) of that Section and who is requested to complete the form and provide a set of fingerprint impressions shall complete the form or provide all the information necessary to complete the form and shall provide the impression sheet with the impressions of the applicant's fingerprints. If an applicant, upon request, fails to provide the information necessary to complete the form or fails to provide impressions of the applicant's fingerprints, the board of education of a school district, governing board of an educational service center, or governing authority of a chartered non-public school shall not employ that applicant for any position.

3. Except as provided in rules adopted by the Department of Education in accordance with state law, the Board shall not employ a person if the person previously has been convicted of or pleaded guilty to any of the following:

(a) A violation of Section 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2903.13, 2903.16, 2903.21, 2903.34, 2905.01, 2905.02, 2905.05, 2907.02, 2907.03, 2907.04, 2907.05, 2907.06, 2907.07, 2907.08, 2907.09, 2907.21, 2907.22, 2907.23, 2907.25, 2907.31, 2907.32, 2907.321, 2907.322, 2907.323, 2911.01, 2911.02, 2911.11, 2911.12, 2919.12, 2919.22, 2919.24, 2919.25, 2923.12, 2923.13, 2923.161, 2925.02, 2925.03, 2925.04, 2925.05, 2925.06, or 3716.11 of the Revised Code, a violation of Section 2905.04 of the Revised Code as it existed prior to July 1, 1996, a violation of Section 2919.23 of the Revised Code that would have been a violation of Section 2905.04 of the Revised Code as it existed prior to July 1, 1996, had the violation been committed prior to that date, a violation of Section 2925.11 of the Revised Code that is not a minor drug possession offense, or felonious sexual penetration in violation of former Section 2907.12 of the Revised Code;

(b) A violation of an existing or former law of this state, another state, or the United States that is substantially equivalent to any of the offenses or violations described in paragraphs 3(a) above.

4. The Board may employ an applicant conditionally until the criminal records check required by this section is completed and the Board receives the results of the criminal records check. If the results of the criminal records check indicate that the applicant does not qualify for employment, the Board shall release the applicant from employment.

5. The Board shall not employ a teacher who previously has been convicted of or pleaded guilty to any of the offenses listed in Section 3319.31 of the Revised Code.

6. State law requires subsequent criminal records checks every five years for all school employees except bus drivers. Professional staff members with a license, certificate or permit issued by the Ohio Department of Education must undergo a criminal background check at the time of the renewal of same or, in the case of a permanent teaching certificate, no less than every five (5) years on or before September 5th of the fifth (5th) year.

7. Reporting requirements: Professional staff members determined to have pled guilty or have been convicted of any offense enumerated under O.R.C. 3319.39 (B)(1), or who are otherwise determined to have engaged in conduct unbecoming the teaching professional are subject to mandatory state reporting requirements in addition to the termination of their employment.

8. Suspension From Duties Involving Care, Custody or Control of a Child: In accordance with State law, the Superintendent shall immediately suspend a staff member from all duties that require the care, custody, or control of a child during any pending criminal action for which that staff member has been arrested, summoned and/or indicted for any crimes set forth in R.C. 3319.39(C) or 3319.31, as applicable.

9. Volunteers: Current and prospective volunteers who have or will have unsupervised access to students on a regular basis may, at any time, be subject to a criminal record check.

10. Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Ohio Public Records Act.

Legal R.C. 109.57, 109.572, 2950, 2953.32, 3301.541, 3319.291, 3319.39, 3319.40

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**6010 COMPUTER/NETWORK ACCEPTABLE USE POLICY FOR CLASSIFIED AND
CERTIFIED STAFF**

Staff members are required to check their email on a daily basis. Staff members may use the internet as a means to locate information for use in the classroom as well as the development of curriculum. All school employees will adhere to applicable laws, school district policy, copyright laws, and rights of software publishers, license agreements and privacy, such as confidentiality of student data created by federal and state law. The district reserves the right to access all computers including any software programs and data files and/or creations of any descriptions which reside on district computers and/or storage media. The following are strictly prohibited by all school employees:

1. Any offensive messages.
2. Personal, commercial or religious messages.
3. Installation of unauthorized hardware or software.
4. The streaming of audio/video not pertaining to legitimate educational use.
5. Use of email at any time for any purpose other than school-related business.
6. Giving any student passwords for access to emails, access to any server or restricted programs within the district except as authorized by the superintendent.
7. Accessing of any obscene, pornographic or otherwise inappropriate material.
8. Purchasing, ordering or selling of items or services by anyone unless for district business.
9. The use of E-Bay or similar sites for buying, selling or bid notification other than school business.
10. Engaging in hacking or other attempts to otherwise compromise any computer or network system security.
11. Engaging in any illegal activities on the internet.
12. Violation of any copyright laws.
13. Unauthorized use for solicitation or proselytization for commercial, religious, political, personal or any other non-school related activities. Staff members shall not view any internet sites other than accidental pop-ups or accidental linking for anything other than school related business during the normal school staff hours. Guidelines for using the internet outside the school hours are subject to prohibited items listed above. School employees may forward any non-school related emails received at a school business address to his/her personal email address. Forwarding to a list-serve or any other addresses is prohibited.

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6011 EMPLOYEE DISCIPLINE

Foxfire Community Schools seeks to establish and maintain standards of employee conduct and supervisory practices which will, support and promote teamwork and effective school operations. Such supervisory practices include administering corrective action when employee conduct or performance problems arise. Major elements of this policy may include:

1. Constructive effort by the supervisor to help employees achieve full satisfactory standards of conduct and job performance.
2. Correcting employee shortcomings or negative behavior to the extent required.
3. Notice to employees through communication of this policy that termination may result from violation of employee standards of conduct or unsatisfactory job performance.
4. Written documentation of warnings given and corrective measures taken.
5. Documentation of corrective action will become part of the employee's personnel record.

Options for Corrective Action:

Depending on the facts and circumstances involved in each situation, management may choose to begin corrective action at any step, up to and including immediate termination.

The following steps may be followed at the school's discretion:

1. Oral Warning. For infractions the school deems to be minor, the employee may be issued an oral warning. If the situation does not improve within a reasonable time, the supervisor may repeat the measure or implement another option.
2. Written Warning Notice. For repeated minor infractions, or a more substantial infraction, the employee may be issued a written warning notice. If the situation does not improve within a reasonable time, the supervisor may repeat the measure or take steps to terminate the employee.

The written warning notice should be prepared following a corrective action discussion with the employee. The employee will be given an opportunity to comment in writing and will be asked to sign the notice acknowledging receipt. Two (2) copies of the notice will be distributed as follows: (1) Employee; and (2) Personnel File.

3. Termination. For infractions the school deems to be sufficiently serious, or continued failure to respond appropriately to prior corrective action, or if such action is deemed in the best interest of Foxfire Community Schools.

4. Investigatory Suspension. If events compel immediate action when termination appears possible, the Superintendent may immediately suspend the employee for a specified period, pending an investigation. The employee will be required to leave the premises immediately. The suspension/investigation period will generally last no longer than one (1) work week but additional days may be taken if the investigation is incomplete. The objective of this suspension will be to determine if termination is the proper decision. If termination is appropriate, the suspension will be unpaid. If termination action is not taken, the employee shall be paid for his/her regularly scheduled hours occurring during the suspension, unless the school determines that a suspension of that length is appropriate corrective action. In no event will an exempt employee be suspended without pay in increments less than one (1) full work week for other than violations of major safety rules.

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6012 ANTI-TOBACCO POLICY

Smoking by students and all staff, including the use of e-cigarettes, vaping, or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance is prohibited on School premises and in all School vehicles.

Legal: R.C. 2923.12, 3313.20, 3313.47, 3313.751, 3794 et seq.

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6013 PUBLIC COMPLAINTS

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the Superintendent.
3. Unresolved complaints from Paragraph 1 of this section or problems concerning the school should be directed to the Superintendent's office.
4. Complaints which are unresolved at the Superintendent's level may be brought before the school Board by notifying the Governing Board in writing.

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6014 FOOD AND BEVERAGES SOLD ON CAMPUS

The Governing Board of Foxfire Community Schools (“Foxfire”) is committed to ensuring that the District complies with state and federal regulations regarding the sale of food and beverages at its schools. Thus, the Governing Board shall adopt and enforce nutrition standards governing the types of food and beverages that may be sold on the premises of its schools, and specify the time and place each type of food or beverage may be sold. In accordance with state statutes, the Governing Board shall do the following:

- consider the nutritional value of each food or beverage;
- consult with a dietitian licensed under R.C. Chapter 4759, a dietetic technician registered by the commission on dietetic registration, a school nutrition specialist certified or credentialed by the school nutrition association, or District personnel who have completed training to fulfill this requirement;
- consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

Additionally, the Governing Board shall require that all food and beverages sold shall adhere to following restrictions:

1. Foods and beverages sold to students on campus must meet the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards.
2. Foods of minimal nutritional value are prohibited from being sold on campus.
3. All food items and beverages available for sale to students for consumption on the school campus between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, including, but not limited to, competitive foods that are available to students a la carte or as entrees in the dining area (except entree items that were offered on the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu), as well as food items and beverages from vending machines, from snack bars, from school stores, or as fundraisers, including those operated by student clubs and organizations, parent groups, or boosters clubs.
4. All foods offered on the school campus during the school day shall comply with the current USDA Dietary Guidelines for Americans.

Legal: 42 U.S.C. 1751, Sec. 204, 42 U.S.C. 1771, 7 C.F.R. Parts 210 and 220, R.C. 3313.81, 3313.811-815, R.C. 3313.84, and A.C. 3301-91

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