BUCYRUS CITY SCHOOL DISTRICT

Draft - Policy Manual

special update - October 19

22 policies

November 11, 2026

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SPECIAL UPDATE - OCTOBER 19

00 - Overview

Overview - Special Update - School Support Organizations - October 2026

LOCAL SPECIAL UPDATE - SCHOOL SUPPORT ORGANIZATIONS

OCTOBER 2026

OVERVIEW AND COMMENTS

These update materials were created with coordination between Neola and Givebacks (a content expert regarding Student Fundraising and School Support Organizations) and have been reviewed by Gingo & Bair Law, LLC for consistency with Federal and State law.

Why Are These Policy Revisions Important for School Districts to Consider:

Student Protection - These policies ensure fundraising is voluntary, age-appropriate, and does not coerce or exploit students. They also prohibit unsafe practices (like raffles or unapproved advertising) and protect students from exposure to inappropriate content.

Financial Transparency & Legal Compliance - All fundraising activities—whether student-led, parent-run, or externally supported—must follow strict financial controls, comply with GASB 84, and meet state and federal reporting standards (e.g., F-33 Federal Financial Report). This promotes accountability, reduces the risk of fraud, and ensures donor confidence.

Equity & Integrity - Policies ensure that gifts, grants, and donations support educational equity and are distributed fairly. They protect schools from accepting contributions that may impose future obligations, create conflicts of interest, or lead to favoritism.

Community Involvement with Boundaries - While encouraging engagement from PTAs, booster clubs, and donors, the policies clearly define the autonomy and responsibilities of these groups, ensuring they operate independently while aligning with District values.

District Branding and Liability Protection - Policies restrict the use of the District's name, logo, facilities, or personnel in unauthorized fundraising or promotional efforts, guarding against misrepresentation, reputational harm, or unintended political/ideological association.

Support for Student Leadership - By allowing students to manage their own activity funds (with oversight but without adult control), these policies encourage real-world learning, leadership, and financial responsibility.

Policy Revisions

Policy 5830 - Student Fundraising (Revised)

This policy governs student fundraising activities within the school district. It ensures that fundraising is conducted in a controlled, ethical, and educationally appropriate manner. Fundraising must be for school-related purposes, approved by the Principal (and Superintendent if above a certain threshold), and comply with Federal dietary and financial regulations.

This policy protects students from coercion, ensures transparency and accountability in fund management, aligns fundraising with educational goals, and ensures compliance with legal and health

standards. It also maintains the integrity of the school environment and prevents misuse of school resources.

The revision has technical corrections, financial requirements, additional oversight options, and cross-references to other policies. These revisions are recommended but not required.

Policy 6605 - Crowdfunding (Revised)

This policy regulates the use of online crowdfunding platforms to raise money or resources for district-approved educational activities, classrooms, or school-related programs. It ensures that crowdfunding activities align with the District's educational mission, maintain financial transparency, and protect student privacy. It also prevents misuse of school branding and resources, ensures legal compliance, and protects donors by requiring the use of secure, low-fee platforms.

The revision adds crowdfunding platforms and additional monitoring requirements. These revisions are recommended but not required.

Policy 6608 - Accountability And Oversight of Fundraiser and Crowdfunding Disbursements (New)

This policy states that all funds raised through student, parent, or private group-led fundraising and crowdfunding efforts—whether managed by the District (custodial) or by outside groups (non-custodial)—are properly documented, reported, and aligned with State and Federal financial standards, including GASB 84 and Federal reporting requirements. It requires detailed profit-and-loss reports, receipts, and records of how funds are spent or donated to the district. The policy also outlines consequences for non-compliance. This helps protect the integrity of school financial operations and maintains trust with the public and donors.

This new policy provides additional accountability for fundraising and crowdfunding activities. It is strongly recommended but not required for adoption.

Policy 6610 - Student Activity Fund (Revised)

This policy allows the creation and maintenance of student activity accounts for approved activities that do not receive financial support from the District. While the District holds these funds in custodial accounts (per GASB 84), students are fully responsible for managing the funds—including budgeting and spending—without any financial control or approval from District staff. Staff advisors may supervise but cannot make or influence financial decisions. These activities must follow established guidelines for fundraising, accounting, and use of District resources. The policy requires that student-led, self-funded activities be managed independently but responsibly, with proper safeguards in place to comply with legal and financial regulations.

The revision adds an accounting requirement and includes technical corrections. These revisions are recommended but not required.

Policy 7230 - Gifts, Grants, and Bequests (Revised)

This policy outlines how the District accepts and manages gifts, grants, and bequests from individuals or organizations. The Board retains the right to approve, reject, or define the use of any donation. Accepted gifts become the property of the District and must align with Board policies and applicable laws. The policy also cites non-discrimination in the acceptance of donations and establishes reporting, tax acknowledgment, and transparency requirements. This helps create a process that handles donations ethically, legally, and transparently, protecting both the District and the donor. Additionally, it helps prevent the acceptance of gifts that could create liability, favoritism, or conflicts of interest, maintaining the trust of the school community.

The revision includes additional accountability and protections for the Board and District. These revisions are recommended but not required.

Policy 9210 - Parent Organizations (Renumber/Rescind)
Policy 9211 - District-Support Organizations (Renumber/Rescind)

Policy 9215 - School Support Organizations (Renumber/Replacement)

This policy establishes the standards, responsibilities, and oversight for school support organizations (SSOs)—such as PTAs, PTOs, Booster Clubs, and educational foundations—that raise funds or donate resources to support District schools and activities. The policy defines what constitutes an SSO, outlines approval and documentation requirements, and ensures transparency and accountability in financial activities. The policy protects the District's integrity, financial transparency, and legal compliance while supporting valuable community involvement. It ensures SSOs operate independently yet responsibly, aligning their goals with those of the District without creating liability for the school system. It also ensures donations and fundraising are managed ethically, helping to maximize benefits to students while safeguarding public trust.

This policy has been redrafted by Neola legal counsel. Its re-adoption is strongly recommended, as it contains important text that satisfies state and federal accountability requirements.

Policy 9700 - Relations with Special Interest Groups (Revised)

This policy sets clear rules for how non-school-affiliated (outside) groups may interact with students, staff, and District facilities. It prohibits the use of District resources—including names, logos, facilities, or personnel—for advertising, promotion, or fundraising. The policy balances the value of community involvement with the need to safeguard educational priorities and legal responsibilities.

Neola is reissuing this policy with one revision. The policy is referenced in several of the update policies in this special update, and clients may desire to confirm their original choices as a part of this update process.

Policy 9700.01 - Advertising and Commercial Activities (Revised)

This policy outlines the rules and limitations for advertising and commercial activities involving students, staff, or District property. It defines advertising broadly and establishes strict controls over when, where, and how commercial messages or promotions may appear in schools. By balancing community involvement with strict oversight, the policy ensures any commercial presence aligns with the District's mission and public trust.

The policy contains expanding restrictions in the option for political advertising. In addition, this policy is referenced in several of the update policies in this special update, and clients may desire to confirm their original choices as a part of this update process.

Administrative Guideline Revisions

AG 5830 - Student Fundraising (Revised)

This procedure sets clear rules for how student fundraising activities must be planned, approved, and supervised to ensure they are safe, voluntary, educationally appropriate, and do not disrupt learning or school operations. It protects students' safety, academic focus, and well-being, ensures accountability for money and materials, and prevents misuse of District resources or identity.

The revision has technical corrections, clarified language, and new cross-references to other policies. These revisions are recommended but not required.

AG 6605 - Crowdfunding (Revised)

This procedure sets clear rules for how staff, students, and school-affiliated groups may use crowdfunding to raise money for school-related projects. It requires pre-approval, transparency, legal compliance, and protection of student privacy. This protects the District from legal risks and ensures that fundraising supports education ethically and effectively.

The revision adds an option for detailed crowdfunding/management platform requirements, technical corrections, and legal compliance to State gaming regulations. These revisions are recommended but not required.

AG 6610 - Student Activity Fund (Revised)

This guideline outlines how student activity funds—used for school-sponsored student groups and events—must be managed, approved, tracked, and audited. It includes rules for budgeting, fundraising, spending, and financial reporting to ensure proper use and legal compliance. This protects both the students' interests and the District from financial and legal risks.

This revision includes technical corrections and additional clarifying language. These revisions are recommended but not required.

AG 7230 - Public Gifts to the District (Revised)

This procedure sets the rules for accepting donations or gifts to the District, ensuring they align with educational goals, do not impose burdens, and become District property. All gifts must be formally approved and acknowledged. This protects the District from unintended liabilities and maintains the integrity of its operations.

This revision includes technical corrections and additional clarifying language. These revisions are recommended but not required.

AG 9211 - District-Support Organizations (Renumbered/Rescind)
AG 9215 - School Support Organizations (Renumbered/Revised)

These procedures outline the rules and expectations for school support organizations (like PTOs and booster clubs), including bylaws, fundraising plans, financial accountability, and coordination with the District. This protects students, staff, and the District while promoting responsible community involvement.

This revision includes technical corrections, additional options, and additional clarifying language. These revisions are recommended for consideration, but not required.

AG 9700 - Fundraising by Charitable Organizations (Revised)

This procedure sets rules for outside charitable organizations that wish to raise funds on school property or use District assets. It requires written approval, ensures strict criteria are met, and limits student involvement. This ensures charitable activities align with District values and safeguard students and staff.

This revision includes technical corrections and references to related policies and guidelines. These revisions are recommended for consideration, but not required.

These documents may be imported to your Draft - Policy Manual book from the Local Policy/AG Update menu in the Subscriptions tab in your NPPT console. If you have questions about any of these Special Update materials, contact your Neola Associate.

All production-related materials and questions should be directed to the Production Office - Coshocton at 632 Main Street, Coshocton, Ohio 43812 (phone: 800-407-5815, email: production@neola.com). Billing and other questions should be directed to the Business Office - Stow at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone: 330-926-0514, fax: 330-926-0525, email:accounts@neola.com).

SPECIAL UPDATE - OCTOBER 19

00 - Overview

Special Update - October 2026 Overview

ADOPTED Oct 19, 2026

LOCAL SPECIAL UPDATE

OCTOBER 2026

OVERVIEW AND COMMENTS

This Special Update is issued to Neola Clients in response to some of the provisions in S.B. 19 (June 2026) and to questions regarding expanded use of service animals in the schools. In addition, in response to H.B. 462, nasal inhalers have been added to the provisions for epinephrine delivery systems. Guidance regarding disposal of used auto-injectors has been added.

Policies in this update have been reviewed by either Gingo & Bair Law, LLC or Peters Kalail & Markakis Co., L.P.A. for consistency with Federal and State law.

This Update includes the following documents:

03 - Legal Alert - Service Animals, Assistance Dogs, Emotional Support Animals, Therapy Dogs, and Facility Dogs

Policy 2623.01 - Academic Intervention (Replacement)

Policy 2623.02 - Third Grade Reading Guarantee (Revised)

Policy 2623.03 - K-3 Mathematics Diagnostic Assessments (New)

Policy 2675 - Advanced Mathematics Learning Opportunities (New)

Policy 5330.02 - Procurement and Use of Epinephrine Devices in Emergency Situations (Revised)

Policy 5460 - Graduation Requirements (Revised)

Policy 8390 - Animals on District Property (Revised)

AG 2675 - Advanced Mathematics Placement and Promotion (NEW)

AG 5330 - Use of Medications (Revised)

AG 5330.02 - Epinephrine Delivery Systems: Maintenance and Use (Revised)

AG 8390 - Use of Service Animals (Revised)

These documents may be imported to your Draft - Policy Manual book from the Local Policy/AG Update menu in the Subscriptions tab in your NPPT console. If you have questions about any of these Special Update materials, contact your Neola Associate.

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Special Update - October 2026 Policy Disposition Sheet

DISPOSITION OF NEW/REVISED/REPLACEMENT
POLICIES FOR BOARD ADOPTION

Special Update - October 2026

Coding for District-Specific Edits
*1 = drafted by District staff
*2 = if the material was a work for hire, that is, material the District paid someone else to develop but from whom the District purchased the rights to publish
*3 = if the material is copyrighted to someone else from whom the District has secured permission to publish the material
(No code is needed for accepting Neola's vetted material)

Policy Number	Date Adopted	District-Specific Edits (1, 2, or 3)	Date Tabled	Date Rejected
po2623.01 Replacement	11/23/2026			
po2623.02	11/23/2026			
po2623.03 New	11/23/2026			
po2675 New	11/23/2026			
po5330.02	11/23/2026			
po5460	11/23/2026			
po8390	11/23/2026			

SPECIAL UPDATE - OCTOBER 19

02 - Policy Disposition Sheet

Special Update - School Support Organizations - October 2026 Policy Disposition Sheet

ADOPTED Nov 23, 2026

DISPOSITION OF NEW/REVISED/REPLACEMENT
POLICIES FOR BOARD ADOPTION

Special Update - School Support Organizations - October 2026

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po5830	11/23/2026			
po6605	11/23/2026			
po6608 New	11/23/2026			
po6610	11/23/2026			
po7230	11/23/2026			
po9210 Renumbered/Rescind				11/23/2026
po9211 Renumbered/Rescind				11/23/2026
po9215 Renumbered/Replacement	11/23/2026			
po9700	11/23/2026			
po9700.01	11/23/2026			

SPECIAL UPDATE - OCTOBER 19

03 - Legal Alert

Special Update - October 2026 - Service Animals, Assistance Dogs, Emotional Support Animals, Therapy Dogs, and Facility Dogs

LEGAL ALERT

To:	Neola Clients
From:	Peters Kalail & Markakis Co., L.P.A.
Re:	Service Animals, Assistance Dogs, Emotional Support Animals, Therapy Dogs, and Facility Dogs
Date:	October 2026

Board Policy 8390 and Administrative Guideline 8390 address the presence of service animals and other animals on school property, recognizing their different purposes and the different legal standards applicable to each. Specifically, the documents cover service animals authorized by Federal law; assistance dogs, including qualifying dogs in training, protected under Ohio law; emotional support animals ("ESAs") that are considered through an individualized disability-accommodation process; and District-authorized therapy dog and facility dog programs. Correctly identifying an animal's category is important because access rights, permissible inquiries, documentation requirements, responsibility for costs and care, and grounds for removal differ substantially depending on the animal's purpose for being on school property.

Pursuant to the Americans with Disabilities Act ("ADA"), a service animal is typically a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability.[1] The types of tasks that service animals perform include pulling a wheelchair, retrieving dropped items, alerting a person to sounds or an impending seizure, reminding a person to take medication, and interrupting disability-related behaviors associated with psychiatric or neurological disorders. The work or tasks that a service animal performs must be directly related to an individual's disability. Federal law and regulations provide clear guidance concerning when an individual with a disability is entitled to have a service animal on school property.

An ESA, on the other hand, is an animal that provides emotional support, comfort, well-being, or companionship but is not individually trained to perform disability-related work or tasks. As such, ESAs are not service animals.

Therapy dogs and facility dogs are also not service animals, but they differ from ESAs because they participate in a District-authorized program intended to benefit multiple students or members of the school community rather than serving as one individual's personal accommodation. A psychiatric service animal that is trained to perform disability-related work or tasks is a service animal and should not be treated as an ESA.

Ohio law separately protects "assistance dogs." Effective March 20, 2026, House Bill 247 renumbered former R.C. § 955.011 as R.C. § 955.021. Under current law, an assistance dog is a guide dog, hearing dog, or service dog trained by a nonprofit or for-profit special agency, and the definitions of guide dog, hearing dog, and service dog include qualifying dogs that are still in training. Of particular importance to schools, the statutory definition of a person with a mobility impairment expressly includes a person with a seizure disorder and a person diagnosed with autism. R.C. § 955.43 affords covered individuals accompanied by assistance dogs, as well as qualifying trainers accompanied by assistance dogs in training, full and equal access to institutions of education, including public elementary and secondary schools. Updated Policy 8390 and AG 8390 address both Federal service-animal requirements and the separate access rights created by Ohio law.

Service Dogs, ESAs, and Students

A student with a disability who uses a qualifying service animal generally is entitled to be accompanied by the animal in all areas of District facilities where students are permitted to be, subject to the narrow grounds for exclusion permitted by law. Service animal access ordinarily does not depend on advance approval by an IEP or Section 504 team, and the District may not require certification, training records, a special identification card, liability insurance, or other documentation establishing that the animal is a service animal. When the animal's status is not apparent, school personnel generally may ask only whether the animal is required because of a disability and what work or task the animal has been trained to perform. While an IEP or Section 504 team may still need to address logistics, related services, or other supports necessary for the student to access the educational program, the District should consult legal counsel before characterizing the animal itself as a service or accommodation the District must provide.

Turning to ESAs, a student does not have an automatic right to bring an ESA to school merely because the animal provides comfort or a healthcare provider recommends it. A disability-related request for an ESA should be evaluated under the Individuals with Disabilities Education Improvement Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as applicable. If the student is not eligible under either law, the student ordinarily has no disability-based right under those statutes to have an ESA at school, although the District may separately determine whether its generally applicable policies permit the animal's presence.

When a student with an IEP or Section 504 Plan makes a request for an ESA that is disability-related, the District should refer it for individualized consideration through the appropriate IDEA or Section 504 process rather than summarily treating it as a request to bring a pet to school. The IEP or Section 504 team should determine, based on current information and the student's individual needs, whether the ESA is necessary for the student to receive a free appropriate public education ("FAPE")[2] or constitutes an otherwise appropriate disability-related accommodation. The team may request documentation sufficient to understand the student's functional limitation, the need for the requested accommodation, and how the animal would enable the student to access the educational program, while avoiding unnecessary requests for the student's complete medical or mental health records.

Notwithstanding the preceding, given the increasing number of students who are presenting with mental health problems (e.g., anxiety, depression, panic attacks, school phobia, etc.), schools are facing ever more requests for ESAs to accompany students.[3] If an IEP or Section 504 team determines that an ESA is not necessary for the student to receive FAPE, the District should separately determine whether it will permit the animal as a discretionary accommodation or under generally applicable District procedures. Any discretionary approval should be documented in a written agreement that identifies the animal as the family's responsibility and addresses control, supervision, care, relief needs, transportation, field trips, costs, duration of approval, and the circumstances under which permission may be withdrawn. In the agreement, the parties may want to document that the IEP team or Section 504 team (as applicable) has already determined that such an accommodation is not required for FAPE.

Before an IEP or Section 504 team decides whether a student requires an ESA at school as an accommodation listed in the student's IEP or Section 504 Plan, the team should consider whether any alternative accommodations would be equally effective in addressing the student's needs. If a team is unsure whether having an ESA will be effective, it might consider authorizing the ESA on a trial basis and then collecting data for a period of time to compare the student's performance and ability to access their

education with the ESA as compared to before the ESA was present. The team should encourage the student's healthcare provider who is "prescribing" the ESA to participate in the team meeting(s).

Other factors a Section 504 team or the administration should consider when determining whether a student should be permitted to have an ESA at school are: (1) whether the student can control and care for the animal; (2) whether the animal is properly trained and housebroken; and (3) whether the animal would disrupt the school environment. If an IEP or Section 504 team determines that an ESA is necessary for the student to receive FAPE, the team must identify the supports needed to implement that determination; however, the District should consult legal counsel before agreeing that it will provide, control, supervise, or care for the animal. If the ESA is permitted but is not necessary for FAPE, the written approval should state that the animal belongs to the student or family, that the family remains responsible for all associated costs, care, supervision, and liability, and that the District is not providing the animal. Because listing an ESA as necessary for FAPE may create significant implementation and financial obligations, an IEP team should do so only when supported by the student's individualized needs and the available information.

The applicable IEP or Section 504 team and the building administration should also identify whether the animal's presence may affect other students or employees, including individuals with allergies, asthma, phobias, or other disability-related needs. If the animal is required for the student to receive FAPE or is otherwise legally protected, the District generally should not resolve the conflict by automatically excluding the animal. Instead, it should conduct an individualized assessment and consider measures that accommodate the competing needs of the affected individuals, such as scheduling, separation, cleaning protocols, or alternative routes and/or room assignments. If the ESA is not required for FAPE and has no independent right of access, the District may consider its effect on others when deciding whether to grant or continue discretionary permission.

ESAs and Employees

An employee's request to use a service animal or an ESA at work should be evaluated under the ADA as a request for a reasonable accommodation that would enable the employee to perform the essential functions of the employee's position or otherwise obtain equal access to the benefits and privileges of employment. If the disability or need for accommodation is not obvious, the District may request appropriate documentation sufficient to establish that the employee has a disability and needs an accommodation. The District should then engage in the interactive process to identify the employee's disability-related limitations, the workplace barriers at issue, and potentially effective accommodations.

If the employee is having difficulty completing the individual's job duties because of their disability, the employer is responsible for providing a reasonable accommodation, but it does not have to be the preferred accommodation that the employee is proposing (e.g., permission to have a service animal or ESA accompany the employee at work); rather, it just needs to be an effective accommodation that addresses the situation. As noted above, the District's responsibility is to provide a reasonable accommodation that allows the employee to perform the essential functions of their job. This duty to provide accommodation can be overcome if providing the accommodation would create an undue hardship (e.g., the proposed action requires significant expense or difficulty, materially alters the nature of the job or the work environment, or poses a direct threat to others).

District-Authorized Therapy Dogs and Facility Dogs

An increasing number of school districts are studying and/or implementing programs that bring trained dogs into schools to support student well-being, school climate, counseling, reading, attendance, crisis response, or other approved educational purposes. Interest in these programs reflects, in part, schools' efforts to respond to student mental health and behavioral needs (e.g. depression, anxiety, excessive stress, etc.). These initiatives generally involve either therapy dogs or facility dogs.[4]

Therapy dogs are ordinarily privately owned pets that, together with their handler, have been evaluated and registered by a recognized credentialing organization and visit or work in a school for limited periods; the handler generally bears the dog's costs and liability insurance. Facility dogs, on the other hand, are ordinarily owned by or placed with the school district, assigned to trained staff handlers, and are integrated into the handlers' schedule, student services, lesson plans, or other approved programming;

the district generally bears the costs and liability insurance associated with a facility dog unless community partners provide funding.

Therapy dogs and facility dogs operate under the guidance and direction of their handlers and may be incorporated into approved educational, counseling, school-climate, or crisis-response activities. For example, a dog may be used in structured activities intended to reinforce appropriate interaction, empathy, reading practice, or social skills. Neither therapy dogs nor facility dogs have an independent right of access under the ADA merely because the dog is trained or works in a school, and these programs ordinarily are not limited to students with disabilities. Some schools and research sources report benefits such as reduced school-related stress, increased engagement, improved attention, and greater motivation to read; however, Districts should identify the intended outcomes of their own program and periodically evaluate whether those outcomes are being achieved.

Districts considering a therapy dog or facility dog program should address the following topics before implementation:

- The program's educational or operational purpose (i.e., the District needs to be clear on how the dog will be used on a daily basis, including the specific activities and tasks the dog will be expected to perform) and whether a therapy dog or facility dog model best fits that purpose;
- Ownership, funding, housing outside school hours, retirement, and responsibility for veterinary care and other costs;
- Credentialing, temperament evaluation, handler qualifications,[5] and continuing training;
- Liability coverage and review by the District's insurance carrier;
- The dog's schedule, assigned activities, rest periods (the dog will require adequate downtime to recover since it can be physically and emotionally draining for the dog to constantly interact with students), relief area, and limits on student interaction (including making sure students are appropriately trained on how to interact with the animal);
- Advance notice to families and staff and a process for identifying allergies, asthma, phobias, religious or cultural concerns, or other disability-related needs;
- Assurance that no student or employee will be required to interact with the dog and that appropriate alternatives will be available;
- Control, sanitation, vaccination, licensing, grooming, and incident-reporting requirements;
- Emergency, evacuation, transportation, and substitute-handler procedures;
- Immediate removal or program suspension when warranted by aggression, loss of control, lack of housebreaking, illness, injury, or interference with the educational environment; and
- Periodic review of program effectiveness, safety, animal welfare, and continued authorization.

The preceding summary identifies the principal areas that every District should address. The following additional drafting points illustrate how those areas may be implemented in Board policy, administrative guidelines, approval forms, and written agreements, with the applicable requirements adjusted to reflect whether the District is considering a privately owned therapy dog or a District-owned or District-placed facility dog:

- Clarify whether the dog is the personal property of the handler, or District property that is assigned to a specific staff member with whom the animal will live during non-school time.
- The procedures to be followed if a staff member is seeking to bring a therapy dog to school, as opposed to the procedures that will be followed if the District is initiating the facility dog program, including the possible creation of a committee to oversee the program.
- Expressly state that the Superintendent (or Principal) will have final authority to authorize having a therapy dog on school property (in a particular school building), including the ability to withdraw such consent at any time.
- The certification/documentation needed to establish the animal is appropriately trained and licensed, is in good health (including is current on its vaccinations/immunizations, is free of fleas, ticks, and other external parasites), is housebroken, is well groomed, and does not pose a danger to the well-being of students or staff.
- If a staff member is initiating the request for a therapy dog to be allowed at school, the staff member will need to present documentation that they have an insurance policy that provides primary liability insurance for the therapy dog while the dog is on school property – nevertheless, the District's general liability carrier should still be placed on notice so it can serve as secondary

coverage; likewise, if the district contracts with an outside provider to obtain the animal, the outside vendor should be required to provide appropriate documentation of primary insurance coverage for the animal; and if the dog is owned by the district, the district will need to maintain primary insurance coverage related to the facility dog program.

- If a therapy dog's handler is not a regular employee of the district, the handler should be required to complete a satisfactory criminal background check consistent with Board policy and affirm that they will abide by school rules and any specific rules associated with the therapy dog being on school property.
- Handlers will need to affirm they are prepared to be solely responsible for the animal, including its care, cleaning, feeding, and cleanup while on school property, and they understand they are responsible for any damages caused by the dog.
- The handler should further affirm the therapy dog/facility dog will remain under the handler's control while on school property, including being on a harness or leash/tether (of no more than four (4) feet).
- Explain the notification that will be provided to students, parents, and staff in the building concerning the therapy dog/facility dog being in the school or at school activities/events. The notification should identify the process for a person to express their wish to avoid the dog. It should further state that no student or staff member will be required to have contact with the dog, including ensuring an alternative learning experience is offered to a student if their class is otherwise engaged in activities with the animal.
- A commitment to cover the financial costs associated with having the therapy dog or facility dog program.
- The circumstances under which the dog will be removed from school property, or the therapy dog/facility dog program suspended – e.g., the dog is the source of an allergic reaction, causes discomfort or distress of a student or staff member, shows aggression or disruptive behavior (i.e., the dog is determined to pose a threat to the health or safety of students and staff), relieves itself inappropriately, or otherwise interferes with or detracts from the learning environment (e.g., vocalizing unnecessarily – barking, whining, etc.). If a dog is removed from school property or the therapy dog/facility dog program is suspended, the Superintendent will need to approve its reinstatement.

Revised Policy 8390 and AG 8390 provide a framework for addressing the preceding topics. Policy 8390 distinguishes legally protected service animals and assistance dogs from emotional support animals and from discretionary therapy dog and facility dog programs. AG 8390 supplies more detailed procedures concerning permitted inquiries, individualized planning, transportation, competing disability-related needs, documentation, staff training, program approval, handler responsibilities, animal health and control, insurance, notice, incident response, removal, and periodic review. A District that elects to authorize a therapy dog or facility dog program should select and complete the applicable optional provisions and adopt District-specific procedures before the animal begins working on school property.

Districts should also consult with local legal counsel and their insurance carrier before establishing a therapy dog or facility dog program and when addressing a disputed or unusual request involving a service animal, assistance dog (including a dog in training), or ESA. The District's analysis should begin by identifying the animal's correct category because Federal access rights, Ohio statutory rights, individualized accommodation duties, and discretionary program requirements are not interchangeable and will be controlled by the type of animal a party is seeking to bring onto school property.

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[1] Under certain circumstances, a trained miniature horse may be recognized as a service animal.

[2] Pursuant to the IDEA, FAPE means special education and related services that (a) are provided at public expense, under public supervision and direction, and without charge; (b) provide access to the general education curriculum and meet State grade-level standards; and (c) are provided in conformity with an individualized education program (IEP) (i.e., the educational program is individualized to fit the specific needs of the child).

Pursuant to Section 504 regulations, FAPE means education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met

and the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability.

[3] While the majority of the requests are for dogs and cats, some students request permission to bring lizards, potbellied pigs, ferrets, guinea pigs, etc. to school.

[4] The Ohio School Safety Center maintains a "School Facility Dogs and Therapy Dogs" resource page that contains definitions and information concerning the differences between therapy dogs and facility dogs. See https://ohioschoolsafetycenter.ohio.gov/pre-k-12-schools/safe-and-supportive-materials/school-facility-dogs-and-therapy-dogs (last accessed 10/7/2026). The site also identifies potential educational and school-climate benefits and provides links to training, placement, support, research, and standards resources. The Center's materials may assist school district planning, but should not replace appropriate legal review, Policy 8390 and AG 8390, a timely insurance analysis, or individualized disability-accommodation obligations.

[5] If the District elects to have a facility dog, it will need to give particular attention to selecting the staff member with whom the dog will be living and who will be primarily responsible for its care and supervision. When the District is the one purchasing the dog, it obviously should not place the dog with a staff member who has any performance issues that might result in the staff member being nonrenewed or otherwise terminated from employment.

Information contained in this Legal Alert is provided for the general education and knowledge of its readers. It is not designed to be, and should not be used as, the sole source of information when analyzing and addressing a legal problem/issue, and it should not be substituted for legal advice, which relies on a specific factual analysis. Moreover, the laws of each jurisdiction are different and are constantly evolving.

The information in this Legal Alert is not intended to create, and receipt of it does not constitute an attorney-client relationship. If you have specific questions regarding a particular fact situation, you should obtain the services of competent legal counsel.

SPECIAL UPDATE - OCTOBER 19

po2623.01

Special Update - October 2026 Replacement ACADEMIC INTERVENTION

ADOPTED Mar 25, 2004

Replacement Policy - Special Update

2623.01 - **ACADEMIC INTERVENTION**

The Board of Education provides evidence-based academic intervention services at no cost to qualifying students in accordance with State law, as further outlined in this policy and corresponding administrative guidelines.

Qualifying Students

Any student who scores a limited level of skill in the areas of mathematics ("math"), English Language Arts ("ELA"), or both on a State math or ELA diagnostic assessment administered in grades kindergarten through three (3) (R.C. 3301.079), a state achievement test administered in grades three (3) through eight (8) (R.C. 3301.0710), or a high school end-of-course examination (R.C. 3301.0712) is considered a qualifying student, unless either of the following exceptions apply:

A. The student has an individualized education plan ("IEP") that includes services related to traumatic brain injury or a significant cognitive disability (unless the student's parent or guardian and District have determined the services would be appropriate for the student); or
B. A student attends a dropout prevention and recovery community school as defined in R.C. 3314.02.

At its discretion, the District may elect to provide academic intervention services to students who do not otherwise qualify under this policy and State law.

Provision of Academic Intervention Services

Academic intervention services are evidence-based and aligned with a student's assessed level of skill. They provide accelerated learning and skill mastery where possible to help the student demonstrate grade-level skills in math and/or ELA. These services are provided in addition to, and not as a replacement for, existing academic instruction and other services provided to the qualifying student. Students who are placed on a reading improvement and monitoring plan ("RIMP") or who have an individual education plan ("IEP") are still eligible to receive academic intervention services. District staff will collaborate so that academic intervention services, RIMPs, and IEPs are aligned and services are coordinated to the extent practicable and appropriate.

The services will not supplant a student's core academic instruction time, except that in grades kindergarten through three (3), instruction aligned with science and social studies standards may be integrated into core math and reading instruction rather than being taught in a separate instructional period. All academic intervention services provided in ELA align with the science of reading.

The District will provide academic intervention services to qualifying students directly, through a contracted vendor, or through a combination of both.

Services may include one (1) or more of the following:

A. High-dosage tutoring, which is aligned with the student's classroom instruction through a State-approved vendor, or a locally approved option that aligns with high-dosage tutoring best practices. High-dosage tutoring will include instruction time delivered at least three (3) days per week, or at least fifty (50) hours over thirty-six (36) weeks, and may be incorporated into a student's regular classroom instruction. To the extent practicable, the District will endeavor to provide students with the same tutor.
B. Additional instruction time.
C. Extended school calendar.
D. Participation in a learning support program.
E. ~~_____.~~ **~~[DRAFTING NOTE: The law permits a district to provide any other academically-centered support service locally determined to improve the student's academic performance. Specifically identified additional services may be included in this section of the policy.]~~**
F. Any other academically centered support service that the District determines will improve the student's academic performance.

Academic intervention services may be offered in combination with integrated student supports, which is an evidence-based approach where the District intentionally and systematically leverages and coordinates resources and relationships available in the District and the surrounding community to address comprehensive student strengths, interests, and needs.

Qualifying students remain eligible for math and/or ELA intervention services until they demonstrate a proficient level of skill in that subject on either a diagnostic assessment, State achievement assessment, or end-of-course examination. A student who qualifies for intervention services in both math and ELA and who earns a proficient or higher score in one subject will continue to receive services in the subject for which a proficient level of skill has not yet been demonstrated.

Any student in grades nine (9) through twelve (12) who fails to demonstrate a level of skill that is proficient or higher on a diagnostic assessment or an end-of-course examination in math or ELA, or both, will not be required to retake the examination and will continue to qualify for academic intervention services. The District will align intervention services with the student's selected graduation pathway.

Parent Notification

Prior to providing academic intervention services, the District will notify the qualifying student's parent/guardian. Notification will include a description of the intervention(s) the student will receive and who will provide the services. The District will periodically provide updates to parents/guardians about the services provided to their student, and will also provide resources and recommendations for ways in which parents/guardians may assist the student in gaining grade-level skills.

EMIS Reporting

The District will annually report the following data through the State education management information system ("EMIS"):

A. Number of qualifying students enrolled in the District;
B. The number of qualifying students who receive academic intervention services in math, ELA, or both; and
C. The number of qualifying students receiving academic intervention services from the District directly, through a vendor, or both.

Additionally, the District reports as directed by DEW:

A. the core curriculum and instructional materials being used for ELA in grades pre-kindergarten through five (5);
B. the reading intervention programs being used in grades pre-kindergarten through twelve (12);
C. the core curriculum and instructional materials being used for math in grades kindergarten through twelve (12); and
D. the math intervention programs being used in grades kindergarten through twelve (12).

Cross References
po2623.02 - THIRD GRADE READING GUARANTEE

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Legal
R.C. 3301.079, 3301.0710, 3301.0712, 3301.0714, 3301.0715, 3301.136
R.C. 3314.02, 3313.6034, Chapter 3323

SPECIAL UPDATE - OCTOBER 19

po2623.02

Special Update - October 2026 Revised THIRD GRADE READING GUARANTEE

ADOPTED Dec 20, 2012 · REVISED Jun 20, 2024

Revised Policy - Special Update

2623.02 - **THIRD GRADE READING GUARANTEE**

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

In accordance with State law, 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. **[** x ~~x~~ **]** The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from the student. ~~**[END OF OPTIONAL SENTENCE]**~~

The District 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.

Definitions

"On track" means a student is reading at or above the student's grade level based on previous end-of-year standards expectations by September 30th.

"Not on track" means a student is reading below the student's grade level based on previous end-of-year standards expectations by September 30th.

Assessment of Reading Skills Program

A. The District will select a reading diagnostic assessment that will be administered to grades kindergarten through three (3) from the list approved by the Ohio Department of Education and Workforce ("DEW"). When selecting a K-3 reading diagnostic assessment from the State-approved list, the District will consider how well the assessment aligns with the student population and instructional needs to assist in selecting a tool that accurately and consistently identifies students who may be at risk and in need of additional supports.

Diagnostic assessments in reading ~~, as approved by the Ohio Department of Education and Workforce (DEW),~~ shall be given by September 30th of each year for students in grades kindergarten ~~one (1)~~ through three (3) . All students, including students with significant cognitive disabilities, are required to participate in the assessment ~~, with the exception of students with significant cognitive disabilities or other disabilities as authorized by the DEW on a case-by-case basis. For kindergarten students, the kindergarten readiness assessment shall be administered not earlier than the first day of July of the school year and not later than the 20th day of instruction for that school year. For students enrolled in first, second, or third grade, the diagnostic assessments in reading shall be administered at least once annually (R.C. 3313.608, 3301.0715)~~ .

The District will not administer reading diagnostic assessments from multiple providers to the same student unless one of the following apply:

1. An additional diagnostic assessment in reading is indicated by the student's individualized education program ("IEP").
2. The results of the student's diagnostic assessment in reading indicate that additional assessment is necessary to determine if the student is at risk of dyslexia.
3. Any other reason as determined appropriate by DEW.

The District will not administer reading diagnostic assessments from multiple providers to receive higher ratings on the Early Literacy Component of Ohio's School Report Card. However, the District may administer additional diagnostic assessments to inform instruction and support at the District level.

The District shall administer the ~~each applicable~~ diagnostic assessment to any student who transfers into the District or into a different school within the District who did not take a diagnostic assessment at the student's previous school during the current school year ~~unless the student is excused from taking the assessment as provided for in the preceding paragraph~~. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer and shall be the same assessment taken by all other students in the District. If the District cannot determine whether the student has already taken an approved reading diagnostic in the current school year, the District will administer the test. If a transfer student has taken a reading diagnostic assessment administered at their previous school, the District may use the diagnostic's on track/not on track results. The District may also choose to reassess the student using the reading diagnostic administered to other students in the District ~~(R.C. 3301.0715)~~.

After the administration of any diagnostic assessment, the District shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The preceding documents and information shall be included in any reading improvement and monitoring plan(s) developed with respect to the student. The District shall also submit to the DEW the results of the diagnostic assessments administered pursuant to this section ~~, except the results of the kindergarten readiness assessment shall be submitted to the Department of Children & Youth~~.

B. Diagnostic assessment results shall be translated to DEW's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".
C. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:

1. that the school has identified the student as having a substantial deficiency in reading
2. a description of current services provided to the student
3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency
4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion
5. that the student will be retained in the third grade if the student does not attain a score in the statutorily prescribed level on the third grade English Language Arts assessment unless the student is exempt as delineated below, and
6. a statement that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading

D. For each student identified to be "not on track", the District shall:

1. provide intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of a reading improvement and monitoring plan;

   The intervention services shall be aligned with the science of reading as defined under State law and include research-based reading strategies that have been shown to be successful in

improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.

2. develop a reading improvement and monitoring plan (RIMP) within sixty (60) days of learning of the reading deficiency;

   The District shall involve the student's parent/guardian and classroom teacher in developing the plan.

3. assign a teacher who has at least one (1) year of teaching experience and satisfies one (1) or more of the following criteria:

   a. holds a reading endorsement and has attained a passing score on the corresponding assessment, as applicable
   b. has obtained a master's degree with a major in reading
   c. was rated "most effective" for reading instruction consecutively for the most recent two (2) years based on assessments of student growth measures developed by a vendor and that is on the list of DEW-approved student assessments
   d. was rated "above expected value added" in reading instruction, as determined by criteria established by the DEW, for the most recent consecutive two (2) years
   e. has earned a passing score on a DEW-approved rigorous test of principles of scientifically research-based reading instruction
   f. holds an educator license for teaching grades pre-kindergarten through three (3) **or** four (4) through nine (9) issued on or after July 1, 2017

The District may alternatively assign a teacher with less than one (1) year of teaching experience, provided the teacher meets at least one (1) of the criteria (a-f) set forth above and the teacher is assigned a qualified teacher mentor. The student also may receive reading intervention or remediation services from a duly licensed speech-language pathologist.

Finally, nothing in this Policy shall prevent a teacher, other than a student's classroom teacher (i.e., teacher of record), from providing the requisite reading intervention or remediation services to the student, so long as the assigned teacher has at least one (1) year of teaching experience, satisfies at least one (1) of the criteria (a-f) set forth above, and both the classroom teacher and the building principal agree to the assignment. Such an assignment must be documented in the student's reading improvement and monitoring plan.

Reading Improvement and Monitoring Plan (RIMP)

A reading improvement and monitoring plan will be provided for all students, including students with disabilities, until the student achieves the required level of skill in reading for the student's current grade level. The RIMP developed for students identified as "not on track" shall include:

A. identification of the student's specific reading deficiency;
B. a description of supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
C. opportunities for the student's parent/guardian to be involved in the instructional services and support;
D. a process to monitor the implementation of the student's instructional services and support;
E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress;
F. a statement that if the student does not attain at least the equivalent level of achievement designated under R.C. 3301.0710(A)(3) on the assessment prescribed to measure skill in English language arts expected by the end of third grade, the student may be retained in third grade; and
G. high-dosage tutoring opportunities aligned with the student's classroom instruction through a State-approved vendor on the list of high-quality tutoring vendors, or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring shall include ~~additional~~ instruction time of at least three (3) days per week or at least fifty (50) hours over thirty-six (36) weeks, which may be incorporated into a student's regular classroom

instruction. To the extent practicable, the District will endeavor to provide the student with the same tutor.

The ~~Beginning with the 2024-2025 school year, the~~ District will utilize evidence-based reading intervention programs that focus on intensive, explicit, and systematic instruction in phonetic awareness, phonics, vocabulary, fluency, comprehension, and writing from a list developed by the DEW. The District will not use and will not seek a waiver to use the three-cuing approach to teach students in grades pre-kindergarten to five (5) who have a RIMP except as permitted by law. All students with RIMPs must be provided with intervention within a functioning integrated multi-tiered system of supports ("IMTSS"). Intervention will include remediation addressing the student's identified deficiencies, and acceleration addressing grade-level content support through high-dosage tutoring.

For students with IEPs, the IEP team will include references to the student's RIMP in the IEP where appropriate.

The District will monitor a student's progress and gather data to evaluate the effectiveness of current interventions and instructional practices. The RIMP will be reviewed regularly to determine whether the intervention is achieving the intended effect. The RIMP may be modified based on progress monitoring data. However, high-dosage tutoring and other interventions will continue to be provided through grade twelve (12) or until the student scores proficient on Ohio's state test for English Language Arts or Ohio's Alternative Assessment for Students with the Most Significant Cognitive Disabilities ("AASCD") in English language arts.

Reporting Requirements

All assessment results and determinations shall be compiled and maintained by the District. The District shall comply with all reporting requirements of Ohio's Third Grade Reading Guarantee, including high-dosage tutoring provided to students during the school year.

Promotion/Retention

No student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3301.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C), or one (1) of the following applies:

A. the student is an English Learner who has been enrolled in United States schools for less than three (3) full school years and has had less than three (3) years of instruction in English as a second language program; or
B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under State law; or
C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education and Workforce (DEW); or
D. all of the following apply:

    1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.
    2. The student has taken the third grade English language arts achievement assessment, as prescribed.
    3. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.
    4. The student previously was retained in any of grades kindergarten to three (3).

E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three (3); or

Any such student shall continue to receive intensive reading instruction in grade four (4). The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

F. a student's parent or guardian, in consultation with the student's reading teacher and building principal, requests that the student, regardless of if the student is reading at grade level, be promoted to fourth grade. Any such student will continue to receive intensive reading instruction in the same manner as a student retained until the student is able to read at grade level.

A student retained under the provisions of the Third Grade Reading Guarantee and this policy shall be considered for mid-year promotion if that student demonstrates that the student is reading at or above grade level, in accordance with the provisions of Policy 2623.02 - Third Grade Reading Guarantee and Policy 5410 - Promotion, Academic Acceleration, Placement, and Retention. Such action shall be considered in consultation with the parent/guardian and the Student Intervention Team and with the concurrence of the building principal.

Intensive Remediation Services

Remediation services for students on reading improvement and monitoring plans shall be aligned with the science of reading as defined by State law and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

If a student is retained by the Third Grade Reading Guarantee, or the student's parent/guardian, in consultation with the student's reading teacher and principal, requested that the student be promoted to fourth grade, the student must be provided intense remediation services until the student is able to read at grade level. The remediation services must include intense interventions and consist of at least ninety (90) minutes of reading instruction daily.

The District shall provide the option for students to receive reading intervention services from one (1) or more providers other than the District. Both the District and the DEW have the authority to screen and approve such providers.

Interventions for students who have been retained may include:

A. small group instruction;
B. reduced student-teacher ratios;
C. more frequent progress monitoring;
D. tutoring or mentoring;
E. transition classes containing third and fourth grade students;
F. summer reading camp; or
G. extended school day, week, or year.

Intensive remediation services shall be targeted to the student's identified reading deficiency.

Nothing in this policy shall prevent the District from assigning a teacher to teach reading to any student who is an English Learner and has been in the United States for three (3) years or less, or to a student who has an individualized education program ("IEP"), if that teacher holds a DEW-approved alternative credential or has successfully completed DEW-approved training that is based on principles of scientifically research-based reading instruction.

This policy shall be reviewed and updated periodically as necessary.

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Legal
A.C. 3301-13, 3301-35
R.C. 3301.079, .0710, .0711, .0714, .0715
R.C. 3313.608, 3313.608(D), 3313.6012, 3313.6028

SPECIAL UPDATE - OCTOBER 19

po2623.03

Special Update - October 2026 New K-3 MATHEMATICS DIAGNOSTIC ASSESSMENTS

New Policy - Special Update

2623.03 - **K-3 MATHEMATICS DIAGNOSTIC ASSESSMENTS**

The District will select a mathematics diagnostic assessment that will be administered to grades kindergarten through three (3) from the list approved by the Ohio Department of Education and Workforce ("DEW"). When selecting a K-3 mathematics diagnostic assessment from the State-approved list, the District will consider how well the assessment aligns with the student population and instructional needs to assist in selecting a tool that accurately and consistently identifies students who may be at risk and in need of additional supports.

Diagnostic assessments in mathematics shall be given by September 30th of each year for students in grades kindergarten through three (3). All students, including students with significant cognitive disabilities, are required to participate in the assessment. The District will not administer mathematics diagnostic assessments from multiple providers to the same student unless one (1) of the following applies:

A. An additional diagnostic assessment in mathematics is indicated by the student's individualized education program ("IEP").
B. Any other reason as determined appropriate by DEW.

The District will not administer mathematics diagnostic assessments from multiple providers to receive higher ratings on Ohio's School Report Card. However, the District may administer additional diagnostic assessments to inform instruction and support at the District level.

The District shall administer the diagnostic assessment to any student who transfers into the District or into a different school within the District who did not take a diagnostic assessment at the student's previous school during the current school year. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer, and shall be the same assessment taken by all other students in the District. If the District cannot determine whether the student has already taken an approved mathematics diagnostic in the current school year, the District will administer the test. If a transfer student has taken a mathematics diagnostic assessment administered at their previous school, the District may use the diagnostic's on track/not on track results. The District may also choose to reassess the student using the mathematics diagnostic administered to other students in the District.

After the administration of any diagnostic assessment, the District shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The District shall also submit to the DEW the results of the diagnostic assessments administered pursuant to this section.

Diagnostic assessment results shall be translated to DEW's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".

Students who demonstrate a limited level of skill as defined by the DEW on the mathematics diagnostic assessment will receive academic intervention services in accordance with Policy 2623.01 - Academic Intervention.

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R.C. 3301.079, 3301.0715

SPECIAL UPDATE - OCTOBER 19

po2675

Special Update - October 2026 New ADVANCED MATHEMATICS PLACEMENT AND PROMOTION

New Policy - Special Update

2675 - **ADVANCED MATHEMATICS PLACEMENT AND PROMOTION**

~~**[DRAFTING NOTE: In accordance with changes adopted through Senate Bill 19, school districts are required to adopt a policy no later than December 22nd, 2026.]**~~

The Board of Education supports development of critical mathematics skills and provides advanced mathematics opportunities for students who demonstrate an advanced level of skill in math. A qualifying student meets one (1) of the following criteria:

A. Achieves an advanced level of skill on a State mathematics achievement test, as determined by DEW; or

~~**[OPTIONAL LANGUAGE]**~~

~~**[DRAFTING NOTE: Districts are expected to select one of the options below, and are permitted to redetermine the option selected annually.]**~~

B. ~~**[ ]** Achieves an accomplished level of skill on a State mathematics achievement test, as determined by DEW, and an average of "A" or "B" in a mathematics course.~~

~~**[OR]**~~

B. **[x]** Achieves a designated score, as determined by the DEW, on a mathematics diagnostic assessment selected by the District and an accomplished level of skill on a State mathematics achievement assessment.

~~**[END OF OPTIONAL LANGUAGE]**~~

Advanced Opportunities in Grades Three (3) through Five (5)

Qualifying students in grades three (3) through five (5) will receive advanced learning opportunities in math. Advanced learning opportunities in math include courses which exceed the standard mathematics curriculum for the student's grade level, or services/curricula modifications in math, provided either in person or through electronic means, which provide additional rigor or challenge. Advanced learning opportunities may include differentiated instruction in which the depth, breadth, complexity, pacing, and acceleration are tailored to the student's particular needs and readiness, or interdisciplinary work selected by the District.

Mathematics Courses for Grades Six (6) through Eight (8)

In accordance with rules adopted by DEW, each qualifying student in sixth grade will be enrolled in a mathematics course for seventh grade that combines math standards for seventh and eighth grade into one (1) year. In eighth grade, the student will be enrolled in Algebra I, provided that the student achieves at least a proficient level of skill on the required state mathematics achievement assessment prescribed for eighth grade which will be taken at the end of seventh grade. Students who are enrolled in Algebra I will take the end-of-course examination which is required for graduation.

The Superintendent will adopt administrative guidelines that outline a curriculum plan beginning in third grade which includes both a timeline and explanation of how students will be prepared for placement in Algebra I by eighth grade. The curriculum plan will also describe how the District will provide advanced learning opportunities and accommodate each student in grade seven (7) who qualifies.

The District will notify parents/guardians of sixth grade students who qualify for enrollment in the seventh grade advanced mathematics course. Parents/guardians will be informed of the option to opt out of the course by submitting **(x)** a written request ~~( ) on the District-approved form~~ ~~**[END OF OPTIONS]**~~. Students whose parents/guardians opt out will not be enrolled in the course in seventh grade.

The District may provide any students enrolled in the District with advanced learning opportunities in mathematics, including enrollment in advanced courses such as Algebra I, if the principal, in consultation with teachers and parents, determines the student meets requirements of the course or would benefit from advanced learning opportunities.

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R.C. 3313.6032

SPECIAL UPDATE - OCTOBER 19

po5330.02

Special Update - October 2026 Revised PROCUREMENT AND USE OF EPINEPHRINE DEVICES IN EMERGENCY SITUATIONS

ADOPTED Nov 17, 2016

Revised Policy - Special Update

5330.02 - **PROCUREMENT AND USE OF EPINEPHRINE DEVICES ~~AUTO INJECTORS~~ IN EMERGENCY SITUATIONS**

In accordance with State law, the Board of Education may ~~shall~~ procure epinephrine delivery devices or products approved by the U.S. Food and Drug Administration ("FDA") that contain a premeasured dose of epinephrine ~~auto-injectors ("Epi-Pens")~~ for use in emergency situations. Collectively, epinephrine autoinjectors, nasal epinephrine, and other FDA-approved epinephrine devices or products designated by the Board are referred to as "epinephrine delivery systems". Epinephrine is a prescription drug used to treat life-threatening allergic reactions caused by insect bites or stings, foods, medications, latex, and other causes. The Superintendent shall adopt a policy and procedures, alternatively termed "Administrative Guidelines," governing the maintenance and use of epinephrine delivery systems, in accordance with the rules adopted by the Ohio State Board of Pharmacy designating devices or other products that are FDA-approved for administering a premeasured dose of epinephrine that may be used in schools ~~Epi-Pens~~. The Superintendent shall consult with a licensed health professional who is authorized to prescribe drugs ("Prescriber") when developing policy/administrative guidelines.

The Superintendent's policy/administrative guidelines shall:

A. identify the location(s) in each school building where the epinephrine delivery systems ~~Epi-Pens~~ shall be stored;
B. specify the conditions under which epinephrine delivery systems ~~Epi-Pens~~ must be stored, replaced, and disposed of;
C. specify the individuals employed by or under contract with the Board, in addition to a licensed school nurse and licensed athletic trainer, who may access and use epinephrine delivery systems ~~Epi-Pens~~ in emergency situations;
D. specify the training that Board employees or contractors (besides school nurses or athletic trainers) must complete before being authorized to access and use epinephrine delivery systems ~~Epi-Pens~~;
E. identify the emergency situations, including when an individual exhibits signs and symptoms of anaphylaxis, in which a school nurse, athletic trainer, or other trained employee/contractor may access and use an epinephrine delivery system ~~Epi-Pen~~;
F. specify that assistance from an emergency medical service provider (911) must be requested immediately after an epinephrine delivery system ~~Epi-Pen~~ is used; ~~and~~
G. specify individuals, in addition to students, employees, contractors, and visitors, to whom a dosage of epinephrine may be administered through an epinephrine delivery system ~~Epi-Pen~~ in an emergency situation; and ~~.~~
H. permit students to possess and use an epinephrine delivery system as prescribed by a licensed health professional who is authorized to prescribe drugs.

Each Building Principal shall endeavor to maintain at least two (2) epinephrine delivery systems ~~Epi-Pens~~ of both prescribed doses in their building. In procuring epinephrine delivery systems ~~Epi-Pens~~, the Board will accept donations of epinephrine delivery systems ~~Epi-Pens~~ from wholesale distributors of dangerous drugs or manufacturers of dangerous drugs, as well as donations of money from any person to purchase epinephrine delivery systems ~~Epi-Pens~~. The Superintendent shall report to the Ohio Department of Education and Workforce ("DEW") ~~("ODE")~~, in the form and manner determined by DEW ~~ODE~~, each

procurement of epinephrine delivery systems ~~Epi-Pens~~ and each occurrence in which an epinephrine delivery system ~~Epi-Pen~~ is used from the District's supply.

In order to facilitate the use of an epinephrine delivery system ~~Epi-Pen~~ in an emergency situation pursuant to this Policy and AG 5330.02, the Board will procure epinephrine delivery systems ~~Epi-Pens~~ by either (1) having a licensed health professional authorized to prescribe drugs, acting in accordance with State laws, personally furnish the epinephrine delivery systems ~~Epi-Pens~~ to the District or issue a prescription for them in the name of the District, or (2) having the Superintendent obtain a prescriber-issued protocol that includes definitive order for epinephrine delivery systems ~~Epi-Pens~~ and the dosages of epinephrine to be administered through them. If the Superintendent obtains a prescriber-issued protocol, the Superintendent ~~s/he~~ will retain the original protocol and provide a copy of it to each Building Principal of each school at which epinephrine delivery systems ~~Epi-Pens~~ are maintained in accordance with this Policy and AG 5330.02.

In accordance with Ohio law, the Board, its members, employees and contractors, and a licensed health professional authorized to prescribe drugs who personally furnishes or prescribes epinephrine delivery systems ~~Epi-Pen~~, consults with the Superintendent, or issues a protocol, shall not be liable in damages in a civil action for injury, death, or loss to person or property that allegedly arises from an act or omission associated with procuring, maintaining, accessing, or using epinephrine delivery systems ~~Epi-Pens~~ in emergency situations as provided for by this policy and AG 5330.02 ~~5330.03~~, unless the act or omission constitutes willful or wanton misconduct.

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Legal
R.C. 3313.7110, 4723.483, 4729.01,4729.51, 4730.433, 4731.96

SPECIAL UPDATE - OCTOBER 19

po5460

Special Update - October 2026 Revised GRADUATION REQUIREMENTS

ADOPTED Mar 25, 2004 · REVISED Aug 21, 2025

5460 - **GRADUATION REQUIREMENTS**

In order to acknowledge each student's successful completion of the instructional program, appropriate to the achievement of District goals and objectives as well as personal proficiency, the Board of Education awards a diploma to eligible students at a graduation ceremony.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by State law and this Board or who properly completes the goals and objectives specified in the student's individualized education program ("IEP"), including either the exemption from or the requirement to complete the tests required by the State Board of Education in order to graduate. In addition to earning course credits, each student must show competency and readiness.

Graduation requirements consist of three (3) components, specifically: 1) completing required courses and earning course credits; 2) demonstrating competency in the foundational areas of English language arts and mathematics, or through alternative demonstration; and 3) demonstrating readiness by earning graduation seals.

Course Credits Required for Graduation

The requirements for graduation from high school include earning twenty (20)**,** units of credit in grades nine (9) through twelve (12) as established in State law and this Board and fulfilling the requirements of one (1) graduation pathway that has been approved by the State. All students must complete at least two (2) semesters of fine arts.

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

Physical Education Waiver

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons, as defined in the Bucyrus Secondary Schools handbook, while enrolled in grades nine (9) through twelve (12) and as documented by the Guidance Counselor, may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements.

Credit may be earned by:

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

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

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

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

No student shall be required to remain in school for any specific number of semesters or other terms if the student completes the required curriculum early.

Demonstration of Competency ~~**Competency Requirements**~~

Attain a competency score on each of the Algebra I (or integrated math I) and English Language Arts II end-of-course examinations. Students who receive a proficient score on Algebra I or English Language Arts prior to entering high school will fulfill this requirement and will not be required to retake the exams. Students who fail to attain the competency score in either subject will be offered remedial support and will be required to retake the exam(s) at least once. A student who fails to achieve the competency score a second time may demonstrate competency in the failed subject area by completing one (1) of the following: ~~To graduate, students must earn a "competency" score on the state Algebra I and English Language Arts II tests. Students who do not pass the test will be offered appropriate remediation and supports and will retake the test at least once. In lieu of attaining competency scores on the state tests, students can demonstrate competency by one (1) of the following:~~

1. earn course credit through College Credit Plus in that subject;
2. obtain a remediation-free score in math or English subject areas on the ACT or SAT;
3. provide evidence of enlistment in a branch of the armed services of the United States; or
4. complete two (2) of the following options, with at least one (1) of the options being a foundational option:

1. Foundational Options: earning a score of proficient or higher on three (3) or more State technical assessments in a single career pathway; obtaining an industry-recognized credential or group of credentials totaling twelve (12) points in a single career field; completing an approved pre-apprenticeship or apprenticeship in a chosen career field; providing evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen (18) years of age or older; or obtaining a State-issued license for practice in a vocation that requires an examination.
2. Supporting Options: completing 250 hours of a work-based learning experience with evidence of positive evaluations; obtaining an OhioMeansJobs-readiness seal; attaining a workforce readiness score selected by the State.

1. ~~Obtain a remediation-free score in the math or English subject areas on the ACT or SAT.~~
2. ~~Complete two (2) of the following options, with at least one (1) of the options being a foundational option:~~

1. ~~Foundational Options: obtain proficient scores on three (3) or more WebXams in a single career pathway, earn a twelve (12) point approved industry-recognized credential or group of credentials, or complete a pre-apprenticeship program recognized by the Ohio State Apprentice Council, a registered apprenticeship in the student's chosen career field, or show evidence of acceptance into an approved apprenticeship program restricted to participants eighteen (18) years of age or older.~~
2. ~~Supporting Options: complete a 250-hour work-based learning experience with evidence of positive evaluations, earn the required score on WorkKeys, or earn the OhioMeansJobs Readiness Seal.~~

3. ~~Enlist in the military and present evidence of a signed contract to enter a branch of the U.S. armed services upon graduation.~~
4. ~~Earn credit for a college-level math and/or college-level English course in the subject(s) not passed on the state exams through the College Credit Plus Program.~~

Demonstration of Readiness ~~**Readiness Requirements**~~

Earn at least two (2) diploma seals, one (1) of which must be State-defined, which include: ~~Students must demonstrate readiness for graduation by earning at least two (2) diploma seals, one (1) of which must include a State-approved seal from the following list:~~

A. Seal of Biliteracy;
B. OhioMeansJobs-Readiness Seal;
C. Industry-Recognized Credential Seal;
D. College-Ready Seal;
E. Military Seal;
F. Citizenship Seal;
G. Science Seal;
H. Honors Diploma Seal;
I. Community Service Seal;
J. Fine and Performing Arts Seal;
K. Student Engagement Seal;
L. Technology Seal.

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

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

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

The Superintendent shall establish whatever administrative guidelines are necessary to comply with State rules and regulations. The District shall comply with all data reporting requirements regarding graduation and post-high school outcomes.

Revised 4/20/23

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Legal
A.C. 3301-41-01, 3301-13-01 to 07
R.C. 3302.03, 3301.07, .0710, .0711
R.C. 3313.60, 3313.61, 3313.603, 3313.611, 3313.614, 3313.615, 3313.617
R.C. 3313.618, 3313.647, 3313.903, 3313.6021, 3313.6111, 3323.08

SPECIAL UPDATE - OCTOBER 19

po5830

Special Update - School Support Organizations - October 2026 Revised STUDENT FUNDRAISING

ADOPTED Mar 25, 2004 · REVISED Nov 17, 2016

Revised Policy - Special Update - SSOs

5830 - **STUDENT** **FUNDRAISING** ~~**FUND-RAISING**~~

The Board of Education acknowledges that the solicitation of funds from students by students must be limited since compulsory attendance laws make the student a captive donor and since such solicitation may disrupt the program of the schools.

For purposes of this policy , "student fundraising ~~fund-raising~~" shall include student solicitation and collection of money for any purpose including collection of money in exchange for tickets, papers, or any other goods or services. "Student fundraising ~~fund-raising~~" also includes giving away goods or services, but suggesting a monetary donation.

The Board will permit student fundraising ~~fund-raising~~ in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the school ~~schools~~.

The Principal may permit fundraising by approved school organizations, those whose funds are managed by the Board.

[x **]** Contracts with vendors for student fundraising activities shall establish the ~~profit-per-item~~ ~~(~~) **(** x ~~[~~ **)** percentage of the profit ~~END OF INTERNAL OPTION][~~ that will be earned by the sponsoring organization, regardless of whether that activity is conducted on or off school property. ~~END OF OPTION]~~

School-level fundraisers must be approved by the Principal. The Principal may permit fundraising by approved school organizations, those whose funds are managed by the Board. **[** x **]** If the fundraiser is expected to exceed 5,000 __ dollars ____ ~~[ENTER AMOU N dolT lars]~~ , it shall have Superintendent approval. **[END OF OPTION]** ~~Student fund-raising by approved school organizations, whose funds are managed by the Treasurer, may be permitted in school by the Principal.~~ For any fundraisers ~~fund-raisers~~, including those operated by student clubs and organizations, parent groups, or boosters clubs, that involve the sale of food items and/or beverages to students that will be consumed on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day), the food items and/or beverages to be sold shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, and also be consistent with requirements set forth in Policy 8550, Competitive Food Sales ~~Foods~~.

~~Student fund-raising by approved school organizations off school grounds may be permitted under administrative guidelines of the Superintendent.~~

All funds raised must be deposited in accordance with Policy 6600 - Deposit of Public Funds: Cash Collection Points.

[x **]** The fundraiser's donation and withdrawal reports must be filed with the _____ ~~(~~) Principal ~~[END OF INTERNAL OPTION]~~ , verified against deposits, and retained for audits and routed to the ___ Treasurer _____ for internal controls. ~~[END OF OPTION]~~ ~~(~~)

[x] All contributions made to the school or District through these student fundraisers, either in-kind or in cash, need to be reported in a consolidated electronic, auditable form to _____ ( ) Principal ~~[END OF INTERNAL OPTION]~~ , and also provided to the _ T reasurer _____ for proper accounting. ~~[END OF OPTION]~~ ( )

[x] Use of the name, logo, or any assets of the District including, but not limited to, facilities, technology, or communication networks is prohibited without the specific permission of the ~~( )~~ ~~Board~~ **(x)** Superintendent ~~- [END OF INTERNAL OPTION] : - [END OF OPTION]~~

~~Raffles and all games of chance are prohibited. [DRAFTING NOTE: This choice should be consistent with the choice made in Policy 9160 - Public Attendance at School Events.] [END OF OPTION] [ ]~~

~~**[DRAFTING NOTE: CHOOSE OPTION #1 OR OPTION #2]**~~

~~**[ ] [OPTION #1]**~~

~~**[ ]** The Board of Education does not permit or sanction the use of crowdfunding for District or specific school programs or activities, including co-curricular or extracurricular activities.~~

~~**[END OF OPTION #1]** -~~

~~**[OR]** -~~

~~**[ ] [OPTION #2]** -~~

~~**[ ]**~~ Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extracurricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval

(x) of the Superintendent.

~~**[OR]**~~

~~( )~~ ~~of the Board upon the recommendation of the Superintendent.~~

~~**[DRAFTING NOTE: This option should be made consistent with Policy 6605 - Crowdfunding.]**~~

All crowdfunding activities are subject to AG 6605.

~~**[END OF OPTION #2]**~~

Fundraising ~~Fund-raising~~ by students on behalf of school-related organizations whose funds are not managed by the Treasurer may be permitted on school grounds in accordance with the Superintendent's administrative guidelines.

These administrative guidelines should:

A. specify the times and places in which funds may be collected;
B. describe permitted methods of solicitation which do not place undue pressure on students;
C. limit the kind and amount of advertising for solicitation.

All other fundraising shall be done in accordance with Board Policy 9700 - Relations with Special Interest Groups.

Advisors for approved school organizations shall not accept any form of compensation from vendors that might influence their selection of a vendor that will provide a fundraising ~~fund-raising~~ activity or a product that will be sold as a fundraiser ~~fund-raiser~~. Furthermore, advisors for approved school organizations shall not accept any compensation from a vendor after a decision has been made regarding a fundraising ~~fund-raising~~ activity or a product that will be sold as a fundraiser ~~fund-raiser~~. In addition,

advisors for approved school organizations who make the selection of a vendor that will provide a fundraising ~~fund-raising~~ activity or a product that will be sold as a fundraiser ~~fund-raiser~~ shall not enter into a contractual arrangement whereby an advisor receives compensation in any form from the vendor that provides a fundraising ~~fund-raising~~ activity or a product that will be sold as a fundraiser ~~fund-raiser~~.

Such compensation includes, but is not limited to, cash, checks, stocks, or any other form of securities, and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes, and other such things of value. In the event that an advisor of an approved school organization receives such compensation, albeit unsolicited, from a vendor, the individual shall notify the Treasurer, in writing, that they ~~s/he~~ received such compensation and shall thereafter properly transmit said compensation to the Treasurer at their ~~his/her~~ earliest opportunity.

The Superintendent shall distribute this policy and the guidelines which implement it to each student organization granted permission to solicit funds.

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Legal
R.C. 1716.02, 1716.03, 3313.811
Auditor of State Bulletin 2000-006
7 C.F.R. Parts 210 and 220

SPECIAL UPDATE - OCTOBER 19

po6605

Special Update - School Support Organizations - October 2026 Revised CROWDFUNDING

ADOPTED Nov 17, 2016 · REVISED Apr 25, 2019

Revised Policy - Special Update - SSOs

6605 - **CROWDFUNDING**

This policy applies to the use of any form of crowdfunding utilizing an online service or website-based platform for the financial benefit or gain of the District – be it a specific classroom, grade level, department, school, or curricular or extracurricular activity.

For purposes of this policy, "crowdfunding" ~~"Crowdfunding"~~ is ~~defined as~~ the solicitation of funds, supplies, or other resources from individuals and/or organizations to support specific ~~identified~~ activities , projects, or programs ~~or projects that enhance the educational program or a specific cause~~ approved by the District. Crowdfunding ~~The solicitation~~ is typically from a large number of individuals/organizations utilizing internet-based technologies.

~~**[DRAFTING NOTE: SELECT OPTION #1 or OPTION #2]** -~~

~~**[ ] OPTION #1]** -~~

~~The Board of Education does not permit or sanction the use of crowdfunding for District or specific school programs or activities, including co-curricular or extracurricular activities.~~

~~No crowdfunding site may use the name, logo, mascot, or any other name or slogan that would associate an activity with the District.~~

~~**[END OF OPTION #1; END OF POLICY]** -~~

~~**[OR]**~~

~~**[ ] [OPTION #2]**~~

Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extracurricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval

(x) of the Superintendent.

~~**[OR]**~~

~~**( )** of the Board upon the recommendation of the Superintendent.~~

Such approved crowdfunding activities are authorized to use the District name, logo, mascot, or any other name or slogan that would associate an activity with the District. Unauthorized use of District branding is strictly prohibited. (See Policy 9700.01 - Advertising and Commercial Activities)

All crowdfunding activities shall align with the financial, operational, and platform standards outlined in Board policies. The **(** x **)** Princip ~~a l + ( ) _____ [END OF OPTION]~~ shall be responsible for

monitoring compliance with this policy, approving platforms, and reviewing activities for alignment with District goals. If a crowdfunding activity is found to be in non-compliance with any appropriate Board Policy, it will result in the immediate cessation of the crowdfunding activity and the ~~Board~~ **(** x **)** Superintendent may prohibit future fundraising privileges. ~~[END OF OPTION]~~ ~~(~~ ~~)~~

All approved crowdfunding activities shall protect the privacy of students, children, and young adults in accordance with Board ~~District~~ policies **(** x **)** and District administrative guidelines ~~- [END OF OPTION]~~ and applicable State and Federal law, including Family Educational Rights and Privacy Act (" FERPA ") and Individuals with Disabilities Education Act ("IDEA") ~~IDEIA~~ .

All funds raised through approved crowdfunding activities shall be disbursed in accordance with Policy 6608 - Accountability and Oversight of Fundraiser and Crowdfunding Disbursement and all other applicable Board policies.

Materials, supplies, equipment, and other proceeds of the crowdfunding activity shall become property of the District or school. Direct cash payment ~~Cash~~ or equivalent payment to District personnel is prohibited . ~~- (~~ ~~) if it exceeds $25.00 [END OF OPTION]~~ . All fiscal transactions shall comply with appropriate Board ~~District~~ policies.

Approved crowdfunding activities must be conducted through a district-approved platform that meets the following standards:

A. Systems and Organizational Controls (SOC 2) Type I Certification or equivalent standard recognized as best practice in the industry. (minimum):

   The platform must demonstrate compliance with SOC 2 or equivalent standards, ensuring strong controls for security, availability, processing integrity, confidentiality, and privacy. Compliance with this standard guarantees that the platform adheres to industry-recognized best practices for safeguarding sensitive data and financial transactions.

B. Low Fees: Platforms must not exceed a fifteen percent (15%) fee structure to ensure that the funds raised benefit the District maximally and minimize donor loss.

All crowdfunding activities are subject to **(** x **)** AG 6605 and other ~~- [END OF OPTION]~~ applicable Board policies including, but not limited to, Policy 5830 - Student Fundraising. ~~All crowdfunding activities are subject to AG 6605.~~

~~**[END OF OPTION #2; END OF POLICY]**~~

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SPECIAL UPDATE - OCTOBER 19

po6608

Special Update - School Support Organizations - October 2026 New ACCOUNTABILITY AND OVERSIGHT OF FUNDRAISER AND CROWDFUNDING DISBURSEMENTS

~~**New Policy - Special Update - SSOs**~~

6608 - **ACCOUNTABILITY AND OVERSIGHT OF FUNDRAISER AND CROWDFUNDING DISBURSEMENTS**

The Board recognizes that the proper accounting, oversight, and transparency of all disbursements from fundraisers and crowdfunding campaigns organized by students or parent groups for the purpose of providing benefit to the District's programming or facilities must be in alignment with applicable Federal and State accounting standards. Proper documentation and reporting are essential for compliance with the Governmental Accounting Standards Board Statement No. 84 (GASB 84) and Federal reporting requirements

Fundraisers and crowdfunding campaigns conducted and organized by students, parent groups, and other private entities shall meet the compliance, accounting, and reporting requirements established herein. Parent groups may include Parent Teacher Associations ("PTAs"), Parent Teacher Organizations ("PTOs"), Educational Foundations, Booster clubs, and/or other private entities established for the benefit of the District, school, or a school organization. (See also, Policy 5830 – Student Fundraising, Policy 9215 – School Support Organizations)

Definitions

For purposes of this policy, the following terms shall be defined as:

Custodial Funds: Funds held and managed by the school district for student activities under GASB 84.

Noncustodial Funds: Funds raised and managed independently by parent groups or private organizations.

F-33 Federal Financial Form Line 19: The line on the annual, mandated Federal report that is required to detail the "Contributions and Donations From Private Sources," which includes revenue associated with private donations, stipends, or on-behalf payments through fundraising activities. (Financial Accounting for Local and State School Systems: 2014 Edition)

~~**[DRAFTING NOTE: As identified above, private sources include, but are not limited to: School Support Organizations, including Educational Foundations, PTA/PTO organizations, Booster Clubs, and any other private entity that has been established for the benefit of the District, school, or a school organization.]**~~

Accounting and Compliance Requirements – Custodial Funds

A. Student-Organized Fundraising

Funds raised by students whose funds are managed by the District are classified as custodial funds. All funds collected must be deposited into the District's custodial accounts and proper accounting and General Ledger code attribution is recommended.

Disbursements from the custodial accounts must be properly documented with receipts and expenditure records.

( ) A profit and loss report must be prepared and submitted to the ( ) Principal ( ) _____ [END OF OPTION] within ten (10) business days following the close of the fundraiser. The profit and loss report of each fundraiser shall be approved by the ( ) Superintendent ( ) _____ [END OF OPTION] :

As defined in the Financial Accounting for Local and State School Systems: 2014 Edition, all revenues and expenditures from student fundraising must be included on the F-33 Federal Financial Report. This data is collected through the District's Annual Report to the Department of Public Instruction ("DPI").

B. Parent Group-Organized Fundraising (Non-Custodial Funds)

Funds raised by parent groups and/or other private individuals are considered non-custodial funds under GASB 84.

(x) Even though the funds raised by parent groups and/or other private individuals are non-custodial, parent groups are required to prepare and submit a profit and loss report for each fundraiser, donation, or crowdfunding campaign.

( ) The report submitted shall also include:

1. Total funds raised with explanation of use of proceeds.
2. Detailed listing of expenditures with receipts.
3. Description of disbursements to School District personnel, such as stipends or payments.
4. Description of disbursements to schools directly. Reports must be submitted to the ( ) Principal ( ) school bookkeeper ( ) _____ [END OF OPTION] within fifteen (15) business days of the fundraiser's conclusion. The report of each fundraiser shall be approved by the ( ) Principal ( ) _____ [END OF OPTION] :

[END OF OPTIONS]

Any disbursements to the school or District must follow the established procedures for gifts to the District. (See also Policy 7230 – Gifts, Grants, and Bequests)

District Oversight

[x] All reports shall be available **(x)** for the _ Principal _____ [END OF OPTION] to review, approve, implement appropriate financial controls and maintain necessary record-keeping. [END OF OPTION]

[ ] These reports should be available in a format that enables web-based access and can generate reporting of financial transactions as needed, both by program, source, or group, as well as in an aggregating manner to improve transparency and facilitate compliant reporting. [END OF OPTION]

Disbursements that include payments on behalf of the school district (e.g., purchase of equipment) must also be properly categorized in required annual reporting.

Failure to comply with this policy may result in suspension or restrictions to fundraising activities of a student group, foundation, parent organization, and/or other private entity. Improper reporting will result in additional audits or financial reviews of the offending organization's financial records. The ( ) Board **(x)** Superintendent ( ) _____ [END OF OPTIONS] may impose other corrective actions that are necessary and appropriate to protect the integrity of the Board's financial operations and to meet the financial reporting standards.

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SPECIAL UPDATE - OCTOBER 19

po6610

Special Update - School Support Organizations - October 2026 Revised STUDENT ACTIVITY FUND

ADOPTED May 21, 2013 · REVISED Apr 28, 2016

Revised Policy - Special Update - SSOs

6610 - **STUDENT ACTIVITY FUND**

It is the purpose of this policy to establish financial controls for the administration of the normal, legitimate activities of the student body organization.

For purposes of this policy, a "student activity fund" may include, but not be limited to, co-curricular and approved extracurricular ~~extra-curricular~~ activities such as clubs, publications, etc.

Each activity covered by this policy must be recognized by the Board of Education before monies can be collected or disbursed in the name of said activity. Any and all proposed expenditures from a student activity fund must be approved by the Board or its designee prior to disbursement and must serve a valid and proper public purpose.

The Superintendent is directed to obtain annually ~~- (-) , prior to the start of the new fiscal year, - [END OF OPTION]~~ - a list of student activities with a brief description of their objectives, activities, and limitations of each fund.

[x **]** The Board should ~~will~~ review the list upon submission to determine if the objective of each fund serves a continuing District need. ~~- [END OF OPTION]~~

~~The Board authorizes the maintenance of approved student activity funds.~~

~~**[ ]** The Board may facilitate the student activities program by providing up to one-half of one percent (1/2 of 1%) of its annual operating budget to help defray the cost of the activities. **[END OF OPTION]**~~

The Board authorizes the ___ Traesurer _____ to act on its behalf to review and approve each expenditure from a student activity fund prior to disbursement. In approving an expenditure, the ___ Treasurer _____ shall ensure that it is related to achieving one (1) or more of the stated purposes for which the student activity has been organized and will serve a valid and proper public purpose.

~~**[DRAFTING NOTE: CHOOSE OPTION #1 OR OPTION #2]**~~

~~**[ ] [OPTION Option #1]**~~

~~An expenditure may consist of a donation to an organization or individual for a purpose deemed appropriate by the Treasurer.~~

~~**[END OF OPTION #1]**~~

~~**[ ] [OPTION Option #2]**~~

A charitable donation may be made to an organization or individual in accordance with the Treasurer's guidelines for activity fund expenditures.

~~**[END OF OPTION #2]**~~

An expenditure shall not be approved if it accrues to the personal benefit of a member of the staff or a member of the student group. Monies are not to be disbursed to a school class or group for any activity or event that will occur after the students have graduated.

~~[ ] There shall be established in the fund(s) an account for the use of needy students to be disbursed at the discretion of the _____. - [END OF OPTION]~~

[x] Fundraising ~~Fund-raising~~ for all student activities will be in accordance with Board Policy 5830 - Student Fundraising and Policy 9700 - Relations with Special Interest Groups. ~~- [END OF OPTION]~~

All monies accumulated in the account of a specific class or activity will, upon the discontinuance of the activity, be disposed of in accordance with the recommendation approved by the Superintendent.

The Superintendent shall implement administrative guidelines which will ensure that all student activity funds are managed, recorded, and deposited in accordance with law and sound fiscal practice.

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Legal
R.C. 9.39, 3313.47, 3313.51, 3313.53, 3315.01, 3315.062, 3315.12, 3315.14,
R.C. 3317.024, 5705.41, 5705.412
A.C. 117-2-18, 117-2-20

SPECIAL UPDATE - OCTOBER 19

po7230

Special Update - School Support Organizations - October 2026 Revised GIFTS, GRANTS, AND BEQUESTS

ADOPTED Mar 25, 2004

7230 - **GIFTS, GRANTS, AND BEQUESTS**

The Board of Education is duly appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

The Board shall not discriminate in the approval and administration of gifts, grants, and bequests on the basis of any Protected Class consistent with Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Complaints of discrimination in the acceptance or administration of gifts, grants, or bequests are governed by the complaint procedure outlined in Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.

All gifts, grants, or bequests shall be submitted to the Board, and if accepted, acknowledged by the Board.

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the District as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board.

Any equipment proposed to be purchased by a parent organization for use in the school or at a District-related event shall be submitted to the Board, prior to purchase, so it can determine if the District would incur any liability by its use.

The Board reserves the right to not accept such liability and thus deny the use of the equipment by students or District employees. The Board is under no obligation to replace a gift or memorial if it is lost, stolen, destroyed, or becomes unserviceable.

[x] Any gifts, equipment, materials or classroom supplies purchased on behalf of or given by school support organizations ("SSOs") should be submitted via the fundraising approval processes (See Policy 9215 - School Support Organizations) and if funds are to be collected from the community, they should be obtained through a secure, cloud-based approved crowdfunding site for transparency and oversight of gifts and donations made for proper reporting and reconciliation. ~~The approved crowdfunding site must meet the technology standards as identified in Policy 6605 - Crowdfunding. Donations collected externally to the school should be submitted alongside a donation form completed by the donor to the District (x) (see Form 7320 F1) [END OF INTERNAL OPTION]. [END OF OPTION]~~

All gifts to employees shall be consistent with the Board's adopted policy regarding employee ethics or gifts to an individual employee.

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Legal
R.C. 9.20, 9.26, 3313.36, 3313.37

SPECIAL UPDATE - OCTOBER 19

po8390

Special Update - October 2026 Revised ANIMALS ON DISTRICT PROPERTY

ADOPTED Nov 21, 2013 · REVISED Apr 20, 2023

8390 - **ANIMALS ON DISTRICT PROPERTY**

Introduction

The Board of Education recognizes animals may be present on District property for different purposes and under different legal standards. Animals may be used for curriculum-related activities; employees, students, parents, vendors, and other members of the public may be accompanied by service animals or assistance dogs as permitted by Federal or State law; and the Board may separately authorize facility dogs, therapy dogs, or emotional support animals under this policy ~~there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and this policy~~ .

This policy applies to all animals on District property, including service animals.

Definitions

A. **"Animal"**: includes any living creature that is not a human being.
B. **"Service animal"**: pursuant to 28 C.F.R. Section 35.104 ~~36.104~~, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The ~~crime deterrent effects of an animal's presence and the~~ provision of emotional support, well-being, comfort, or companionship , without trained disability-related work or tasks, does ~~do~~ not constitute work or tasks for the purposes of this definition."

   The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of the ADA.
C. **"Therapy Dog"**: Therapy dogs are dogs who go with their owners to volunteer in settings such as schools, hospitals, and nursing homes for the purpose of providing support, affection, and/or comfort. A therapy dog in a school setting may serve the function of assisting students in the learning process (e.g., improving communication and/or reading skills), helping to reduce stress, and/or providing comfort and affection to specific students or to a group of students. Therapy

dogs are not service dogs and do not have the same special access as service dogs (source: American Kennel Club/AKC).

D. **"Assistance dog"**: pursuant to Ohio Revised Code §955.021, means "a dog that has been trained by a nonprofit or for-profit special agency and that is one of the following: (1) a guide dog (i.e., a dog that has been trained or is in training to assist a blind person); (2) a hearing dog (i.e., a dog that has been trained or is in training to assist a deaf or hearing-impaired person); or (3) a service dog (i.e., dog that has been trained or is in training to assist a person with a mobility impairment). The term includes an assistance dog accompanying a person protected by ORC § 955.43 and a dog in training to become an assistance dog when accompanied by its trainer. An assistance dog may also qualify as a service animal under Federal law, but the terms are not interchangeable, and the District shall apply the access rights provided by the law applicable to the individual and dog. For purposes of this definition, "person with a mobility impairment" means "any person who is subject to a physiological impairment regardless of its cause, nature, or extent that renders the person unable to move about without the aid of crutches, a wheelchair, or any other form of support, or that limits the person's functional ability to ambulate, climb, descend, sit, rise, or perform any related function. Further, "person with a mobility impairment" includes a person with a neurological or psychological disability that limits the person's functional ability to ambulate, climb, descend, sit, rise, or perform any related function. Finally, "person with a mobility impairment" includes a person with a seizure disorder and a person who is diagnosed with autism.

Vaccination, Licensing, and/or Veterinary Requirements

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County regulation/ordinance including, but not limited to, rabies vaccination or other inoculations required to be properly licensed.

Assistance Dogs Under Ohio Law

The District shall permit a person entitled to access under ORC § 955.43, or a trainer of an assistance dog, to be accompanied by the assistance dog in District facilities and at District activities to the extent required by State law. The District shall not impose a fee or charge for the dog. A dog in training to become an assistance dog must be covered by the liability insurance required by ORC §955.43. If an assistance dog also qualifies as a service animal under Federal law, the provisions affording the greater right of access shall apply.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare, or supervision, of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means) or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, the District shall determine the handler's status and any applicable screening or access requirements based on the individual's role and applicable law. If the handler is determined to be a

volunteer, the person ~~that individual shall be treated as a volunteer and, as such,~~ will be subject to Policy 8120.ch, will be subject to Policy 8120.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal demonstrates that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal shall notify the Superintendent when a service animal is removed and/or excluded and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and their parents or an eligible student to pursue a complaint with the United States Department of Education's Office for Civil Rights or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with their service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and the student's parents, or eligible student, and the handler, if the handler is someone other than the student, shall meet with the Principal to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the Principal, an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus evacuation drills with the student.

While the bus/vehicle is in motion, the service animal shall remain positioned on the floor at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

A. the student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
B. the service animal urinates or defecates on the bus.

The student and the student's parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Principal.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals for Employees

In accordance with Policy 1623, Policy 3123, and Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA-mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs, or activities as vendors or invitees, are permitted to go. The District invites, but shall not require, advance notice when a service animal will accompany an individual during a visit. When it is not readily apparent that the animal is required because of a disability, District personnel may make limited inquiries consistent with applicable law ~~Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit~~ .

An individual with a disability who attends a school event will be permitted to be accompanied by their service animal in accordance with Policy 9160 - Public Attendance at School Events.

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, service animals and assistance dogs entitled to access under Federal or State law; authorized under this policy; emotional support animals required by a student's IEP or Section 504 Plan or otherwise authorized under this policy (including as a reasonable accommodation for an employee pursuant to the Americans with Disabilities Act); and other animals specifically approved by the Superintendent (e.g., Police K-9 dogs) ~~those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.~~

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

A. the staff member seeking approval to have a non-service animal in their classroom shall:

    1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;
    2. take precautions deemed necessary to protect the health and safety of students and other staff;
    3. provide that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and
    4. keep the surrounding areas in a clean and sanitary condition at all times;

B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

Revised 4/23/15

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Legal
28 C.F.R. 35.104
Section 504 of the Rehabilitation Act of 1973, as amended (Section 504)
The Americans with Disabilities Act, as amended (ADA)
The Individuals with Disabilities Education Improvement Act (IDEIA)
R.C. 955.43
R.C. 1717.01

SPECIAL UPDATE - OCTOBER 19

po9210

Special Update - School Support Organizations - October 2026 Renumber/Rescind PARENT ORGANIZATIONS

ADOPTED Mar 25, 2004

~~9210 - **PARENT ORGANIZATIONS**~~

~~The Board of Education supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parental organization thereby shares responsibility with this Board for the welfare of participating students.~~

~~Any new parent organization desiring to use the name or good offices of the District must obtain the approval of the Superintendent as a prerequisite to organizing.~~

~~Representatives and members of approved school-related organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public education in the School District.~~

~~Staff members are encouraged to join such organization(s) in their related area(s) of specialization or interest.~~

~~The Board will not tolerate any undue pressure, harassment, or intimidation designed to coerce parents or teachers into membership in one (1) organization as opposed to another.~~

~~The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.~~

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SPECIAL UPDATE - OCTOBER 19

po9211

Special Update - School Support Organizations - October 2026 Renumber/Rescind DISTRICT SUPPORT ORGANIZATIONS

ADOPTED Mar 25, 2004 · REVISED Oct 19, 2023

9211 - **DISTRICT SUPPORT ORGANIZATIONS**

The Board of Education appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, help meet the educational needs of students, and/or provide extra educational benefits not provided for, at the time, by the Board.

District support organizations are defined as any non-profit entity, group, or other organization formed and operating for the purpose of supporting District programs.

Each support organization must maintain and provide proof of general liability insurance coverage. The Board shall offer the opportunity for any authorized school support entity to receive coverage under the District's liability insurance program to protect the entity against claims resulting from damage or injury resulting from any act or omission of any school-support entity. The entity shall pay for such coverage upon written notification from the Treasurer.

Because of the connection between support organizations and the School District programs and students, and because of the common use of the School District name in connection with the organization's activities, the public perception may be that the organizations and their activities are school-sponsored and approved by the Board, notwithstanding the fact that such organizations are independent entities, are not agents of the Board, and are not under the control or authority of the Board. In order to prevent disruption to the District's educational programs and injury to the District's reputation by conduct and activities of a support organization which are inconsistent with the District's mission, only organizations formally recognized by the Board will be permitted to use the School District name, as well as any logos or other insignia or emblems associated with and used to identify the District and/or school-sponsored programs and activities.

The following rules and procedures shall govern the working relationships between the Board, administration, and any District support organization. The Board may revoke formal recognition of any support group that fails to comply with these rules:

A. School employees and Board-approved school volunteers may not be directly compensated in any manner by District support organizations.
B. In addition to parents, membership should be made available to District staff and members of the community.
C. Each District support organization shall work in cooperation with the Principal and other staff members and shall abide by the policies of the Board.
D. It shall be the responsibility of each District support organization to monitor its activities to assure compliance with Board Policy.
E. The organization shall permit the Board to review all financial books and documentation upon request and shall conduct a financial audit upon request of the Board. In addition, organizations must produce the following documents to the Superintendent and/or Treasurer upon request:

    1. A determination letter from the Internal Revenue Service that verifies the organization is a tax-exempt organization in good standing as described in Section 501(c)(3) of the Internal Revenue Code (if applicable).
    2. A copy of the Articles of Incorporation or amended Articles of Incorporation on file with the Ohio Secretary of State (if applicable).

3. A copy of any filing with the Ohio Attorney General (if applicable).
4. A copy of the support organization's Bylaws and any amendments.
5. A current list of names, addresses, and titles of each officer of the organization. No administrative employee of the School District may be an officer of the booster organization in order for the organization to obtain Board recognition.
6. A description of the projects or activities the organization intends to undertake during the ensuing school year and the objective and goals of such projects or activities.
7. The organization's balance sheet, together with an accounting of the organization's income and expenses for the preceding calendar year.
8. Copies of State and Federal tax reports for the most recent year, as well as copies of any audit reports.

F. Each District support organization is encouraged to set goals that are consistent with those of the particular programs, activities, or sports being supported as articulated by the coach/advisor and/or athletic director of such program, activity, or sport to avoid duplication of effort and to maximize the benefit to the organization or group.

G. The activities of District support organizations shall not involve the use of public funds and the District shall not assume responsibility for any purchases made on behalf of any support organization governed by this policy. The School District tax identification number shall not be used for District support organization purchases.

H. The time, date, purpose, location, and conduct of all fund-raisers on District property shall have prior approval of the administration. District support organizations are encouraged to communicate their preferred activity dates to the administration as soon as possible as consideration for dates and facilities will be given on a first-come, first-served basis.

I. Each District support organization must abide by the policies and guidelines established for the use of District facilities and grounds. Projects that require any modification or alteration to District property must be pre-approved by the Superintendent.

J. All food items and beverages available for sale to students that will be consumed on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) during the school day (the period from midnight before to thirty (30) minutes after the end of the official school day) as fund-raisers, including items sold by student clubs and organizations, parent groups, or booster clubs, shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards. Fund-raisers also include giving away goods or services, but suggesting a monetary donation. All activities must be approved by the Principal, in advance. If approved, fund-raisers that involve the sale of food items or beverages to students on campus must be consistent with regulations established in Policy 8550 - Competitive Food Sales.

K. Proceeds from District support organization fund-raisers shall not be commingled with a student activity or other Board accounts. Board employees who commingle such proceeds with a student activity or other Board account shall be subject to discipline.

L. The Superintendent shall implement administrative guidelines that require each District support organization's fund-raising activities to be in compliance with Board policies and that the funds generated by such fund-raising activities and donated to the District are used for school-related projects that have the approval of the Superintendent and Principal.

M. District support organizations are encouraged to obtain 501(c)(3) status so that community members may properly take tax deductions for donations to the organization.

N. Donations from District support organizations must be made in accordance with Board Policy 7230 - Gifts, Grants, and Bequests and any accompanying guidelines. Donations shall become the property of the Board and used in a manner determined by the Board, in accordance with its policies and administrative guidelines.

Revised 6/28/07
Revised 11/20/08
Revised 11/20/14
Revised 10/22/15

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Legal
7 C.F.R. Parts 210 and 220

~~R.C. 3313.203~~
~~Ohio Ethics Commission Advisory Opinion 2008-01~~

SPECIAL UPDATE - OCTOBER 19

po9215

Special Update - School Support Organizations - October 2026 Renumbered/Replacement SCHOOL SUPPORT ORGANIZATIONS (SS0s)

Renumbered/Replacement Policy - Special Update - SSOs

9215 - **SCHOOL SUPPORT ORGANIZATIONS (SSOs)**

~~**[DRAFTING NOTE: The more oversight the Board takes on concerning school support organizations (SSOs), the more obligation it takes on relative to the organization's activities. Boards should carefully consider the level of oversight and requirements in State or Federal law regarding such oversight, with the interests of the organization and/or the school/Board when making choices within this policy. However, many states have enacted legislation that mandates such a level of oversight, and Federal Accounting Procedures regarding appropriate donation reporting; therefore, such oversight could be considered in the Board's best interest.]**~~

The Board believes that school support organizations ("SSOs") provide invaluable assistance to the students of this District and its programs and appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students, and/or provide extra educational benefits not provided for, at the time, by the Board. The Board encourages parents and staff to participate in such organizations.

Definitions

For purposes of this policy, the following terms are defined as follows:

SSOs: include the following: Booster Club, Foundation, Parent Teacher Association ("PTA"), Parent Teacher Organization ("PTO"), Parent Teacher Support Association, or any other nongovernmental organization or group of persons whose primary purpose is to support a District, school, school club, or academic, arts, athletic or social activities related to a school, that collects or receives money, materials, property or securities from students, parents or members of the general public.

[x] A group of people who merely request that students, parents, or members of the general public make donations to a District, school, school club, or academic, arts, athletic, or social activity related to a school or assist in the raising of funds for a specified purpose under the sponsorship of a school employee where the funds are turned over to the school to be used for the specific purpose for which the funds were raised, shall not be considered a SSO. ~~**[END OF OPTION]**~~

Donation: Any gift or contribution of money, materials, property, or securities from any nongovernmental source received by a school official or employee for the benefit of a District, school, school club, or academic, arts, athletic, or social activity related to a school.

Internal School Funds: Any and all money received and accounted for at individual schools by school administration, and specifically include, but are not limited to: (a) Any donation or grant made to the school, a school club, or any academic, arts, athletic or social activity related to a school; (b) Funds for cafeteria services operated at the school; (c) Fees collected by the school; (d) Funds transferred to the local school from the School Board that are to be accounted for at the local school level; (e) Funds raised through cooperative agreements with outside organizations; (f) Rental fees charged outside entities for use of school facilities; and (g) Student activity funds.

The ~~( ) Superintendent~~ **(x)** Principal ~~- **[END OF OPTION]**~~ is authorized to provide support and assistance as appropriate upon the request of such an organization.

[x] Prior Approval Process

Before the SSO may begin soliciting, raising, or collecting money, materials, property, or securities to support a District, school, school club, or any academic, arts, athletic, or social activity or event related to a school, the SSO shall submit documentation to the District that, at a minimum, documents the following:

A. The SSO's status as a nonprofit organization, foundation, or a chartered member of a nonprofit organization or foundation established in accordance with State and Federal law and regulations; **(x)** which is required as a condition of being approved by the Board **(x)** provided, however, that nothing in this section shall require that the organization be a 501(c)(3) organization under the Internal Revenue Code, codified in 26 U.S.C. 501(c)(3); ~~**[END OF OPTIONS] [DRAFTING NOTE: State law does not require an entity to be a nonprofit corporation or to obtain nonprofit status to operate in Ohio. However, entities which do not obtain this important designation may be required to pay income taxes and penalties for any fund raised, and donors may not be able to claim a tax deduction. Additionally, individuals who operate the entity may increase their risk of being personally liable in some circumstances. Because of these risks, Boards may wish to require that an entity be registered as a nonprofit and obtain 501(c)(3) tax-exempt status from the IRS.]**~~
B. ~~The goals and objectives of the SSO; and~~
C. ~~The telephone number, address, and position of each officer of the organization.~~

[x] Additionally, prior to approving an SSO, the Superintendent shall:

A. review the objectives of the SSO to determine that relevant educational needs are being addressed;
B. monitor the plans and activities of the SSO for compliance with laws, Board policies, and any administrative guidelines;

~~**[END OF OPTION]** -~~

[x] Annual Requirements

[x] The SSO shall annually, before the beginning of the school year, submit documentation to the District verifying its continued existence as a nonprofit organization ~~. The digital form shall document, at a minimum~~ :

A. the goals and objectives of the organization; and
B. the current telephone number, address, and position of each officer of the organization.

[x] The SSO shall file a statement of total revenues and disbursements at the end of the school year.

~~**[ ]** The SSO shall also annually provide a digital record of an annual remittance of insurance coverage.~~

[x] Approval is required before an SSO undertakes any fundraising activity that will raise funds for a school purpose to ensure there will be minimal conflicts in the scheduling of fundraisers. This approval shall not make the fundraising activity a school-sponsored activity.

~~**[ ]** The District shall post or publish a list of organizations that have complied with State law and the requirements detailed in this policy. This posting or publication will be published by _____ on the District's website.~~

~~**[ ]** Any SSO that has met the requirements of this policy and is officially listed on the District's website, the Board will provide annual training to, at a minimum, the officers of the SSO to aid in full compliance with these established standards.~~

~~**[END OF OPTIONS]**~~

[x] Recordkeeping Requirements

All SSOs shall maintain, at a minimum, the following:

A. detailed statements of receipts and disbursements;
B. minutes of any meetings; and
C. a copy of its charter, bylaws, State or Federal filings and registrations, and documentation of its recognition as a nonprofit organization by the IRS and the State of Ohio.

[x] The SSO records shall be maintained for a period of at least four (4) years and be available upon request by any member of the District community.

[x] Upon request, the SSO shall provide to the District, or any authorized and appropriate Auditor, access to all books, records, and bank account information for the organization.

~~**[END OF OPTIONS]**~~

[x] SSO Officer Responsibilities

The SSO officers shall be responsible for the following:

A. safeguarding the SSO funds;
B. ~~assuring that the funds are spent only for purposes related to the goals and objectives of the SSO; and~~
C. adopting and maintaining appropriate written policies for the SSO specifying reasonable procedures for accounting, controlling, and safeguarding any money, materials, property, or securities collected or disbursed by it.

[x ~~x~~] SSO officers who become aware of a potential violation of board policy or the law, or become aware of circumstances which might threaten an organization's good standing with a state or federal government agency or the school community, shall promptly report their concerns to the Superintendent.

[x] All the voting members of any SSO board shall not be District staff members.

[x] A District staff member may not be a treasurer or bookkeeper for an SSO. Further, a staff member shall not be the signatory on the checks of an SSO.

~~**[END OF OPTIONS]**~~

[x] Limitation of Liability

The Superintendent shall require each SSO's fundraising activities comply with all applicable Board policies including, but not limited to, the requirement that, if approved, fundraisers that involve the sale to students of food items or beverages to be consumed on campus can only be conducted from thirty (30) minutes following the close of the last lunch period until thirty (30) minutes after the end of the school day.

All disbursements of donations shall comply with State and Federal law as well as the provisions in Policy 6608 - Accountability and Oversight of Fundraiser and Crowdfunding Disbursements. Staff members and Board-approved volunteers shall not receive any compensation from an SSO.

[x] SSOs shall indemnify and hold the Board harmless from and against any and all claims and causes of action arising out of or related to the SSOs' acts and omissions in carrying out their activities. The District, Board, or any Board staff member shall not incur any liability for the recognition of an SSO or the SSO's failure to safeguard school support organization funds.

[x] SSOs shall purchase liability insurance (riders – self-insured) to cover such indemnification and to protect the SSO and Board against claims for damage or injury resulting from any act or omission on the part of the SSO. The amount of insurance coverage shall not be less than $1,000,000, and the SSO shall

provide the Board with sufficient digital documentation demonstrating that the Board is named as an additional insured on the policy.

~~[ ] The Board may require additional coverage for on-site events.~~

~~[ ] The Board may offer the opportunity for any authorized SSO to receive coverage under the Board's liability insurance program to protect the entity against claims resulting from damage or injury resulting from any act or omission of the SSO. The SSO shall pay for such coverage.~~

~~**[END OF OPTIONS]**~~

[x] Required Compliance Measures

~~[ ] Any organization described in this policy must obtain an advance written cooperative agreement from ( ) the Superintendent ( ) Building Principal or Superintendent ( ) the Board **[END OF OPTION]** before using any of the District's logos or name ( ) as well as the District's or school's slogans, specifically: _____, _____ **[DRAFTING NOTE: Identify any specific slogans or taglines that would identify a connection to the District or a school] [END OF OPTION]** for the purpose of describing or promoting the organization or any activity of the organization.~~

[x] By the start of each year, each group shall submit its tentative goals and objectives along with its fundraising plans for the next school year to the Superintendent for review by the Board. Should the goals and objectives or fundraising plans change during the school year, the Superintendent is to be advised before any final revisions are made.

~~[ ] The Superintendent shall ensure that the Board receives an annual accounting of each group's receipts and expenditures by no later than _____ of each year.~~

~~**[END OF OPTIONS]**~~

Nondiscrimination

SSOs shall allow participation by parents, staff, and community members. All meetings should be communicated to the District and/or school and be open to the public. SSOs shall not discriminate on the basis of a class of individuals protected by State and/or Federal law (collectively "Protected Classes").

Persons shall not be excluded from participation in SSOs based upon the extent or level of their past participation. Additionally, no individuals shall be threatened or pressured to join an SSO or encouraged to not join a particular group.

Other Rules and Procedures

The following additional rules and procedures shall govern the working relationships between the Board, staff, and any approved SSO. The Board may revoke formal recognition and suspend fundraising privileges of any SSO that fails to comply with these rules:

A. The Board relies upon approved SSOs to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from any outside support organization that violates the bounds of community taste, including violating the law or board policies.
B. Membership should be available to staff, as appropriate, and members of the community in addition to parents.
C. SSOs shall work in cooperation with the Principal and other staff members and shall abide by the policies of the Board. It shall be the responsibility of each outside support organization to monitor its activities to ensure compliance with Board policy.
D. SSOs are encouraged to set goals that are consistent with those of the particular programs, activities, or sports being supported as articulated by the coach/advisor and/or athletic director of such program, activity, or sport, to avoid duplication of effort and to maximize the benefit to the organization or group.

E. SSOs must abide by the policies and procedures established for the use of Board facilities and grounds. Projects that require any modification or alteration to Board property must be pre-approved by the Superintendent.

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I.R.C. 170(f)(8)
I.R.C. 170(f)(12)
Title VI, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
Section 504, Rehabilitation Act of 1973
Americans with Disabilities Act

SPECIAL UPDATE - OCTOBER 19

po9700

Special Update - School Support Organizations - October 2026 Revised RELATIONS WITH SPECIAL INTEREST GROUPS

ADOPTED Mar 25, 2004 · REVISED Nov 17, 2016

9700 - **RELATIONS WITH SPECIAL INTEREST GROUPS**

Any request from civic institutions, charitable organizations, or special interest groups which involve such activities as patriotic functions, contests, exhibits, sales of products to and by students, sending promotional materials home with students, graduation prizes, fund - raising, and free teaching materials must be carefully reviewed to ensure that such activities promote student interests.

It is the policy of the Board of Education that students, staff members, and District facilities not be used for promoting the interests of any nonschool agency or organization, public or private, without the approval of the Board or its designee; and any such approval, granted for whatever cause or group, shall not be construed as an endorsement of said cause or group by this Board.

~~Youth membership organizations as defined in State law are permitted to display materials and speak with students in accordance with Policy 5224 - Youth Membership Organization Access.~~

Youth membership organizations as defined in State law are permitted to display materials and speak with students in accordance with Policy 5224 - Youth Membership Organization Access.

A. **Political Interests**

All materials or activities proposed by outside political sources for student or staff use or participation shall be reviewed by the Superintendent on the basis ofthe proposed activities or materials, educational contribution to part or all of the school program, benefit to students, and no such approval shall have the primary purpose of advancing the special interest of the proposing group.

The Board shall permit the use of educational materials, programs, and equipment that contain ~~which contains~~ commercial messages provided ~~providing~~ the content of such messages and the manner of presentation have ~~has~~ been approved by the Superintendent and are ~~is~~ in compliance with the District's administrative guidelines.

In addition, the Board shall permit school organizations and/or school-affiliated groups to sell space in District facilities, on District property, or in District publications for the express purpose of advertising the products or services of a commercial organization, providing the content of such advertisements and the manner of their presentation has been approved by the Superintendent and is in compliance with the District's administrative guidelines.

B. **Contests/Exhibits**

The Board recognizes that contests, exhibits, and the like may benefit individual students or the District as a whole, but participation in such special activities may not:

1. make unreasonable demands upon the time and energies of staff or students or upon the resources of the District;

2. involve any direct cost to the District;

3. interrupt the regular school program unless the student body as a whole derives benefit from such activities;

4. cause the participants to leave the School District, unless:

    a. the Board's Policy 2340 - Field and Other District- Sponsored Trips - has been complied with in all aspects;

    b. the Board has granted special permission;

    c. the parents of a minor student have granted their permission.

C. **Distribution/Posting of Literature**

No outside organization other than a youth membership organizationor staff member or student representing an outside organization may distribute or post literature on that organization's behalf on District property either during or after school hours without the permission and prior review of the Superintendent.

The Superintendent shall develop administrative guidelines that:

1. establish criteria concerning distribution or posting of student materials;

2. address distribution or posting of materials employees wish to distribute on behalf of an employee organization in compliance with the terms of negotiated collective bargaining agreements;

3. prohibit the use of the District or school mail system by the community, students or staff for distribution of nonschool-related materials unless authorized by the Superintendent;

4. prohibit distribution of materials from any profit-making organization to students to take home to their parents unless authorized by the Superintendent;

5. permit flyers and notices from outside non-profit organizations to be made available for students to pick-up at the literature distribution rack/table by the school building's office, under the following circumstances:

    a. the flyer/notice publicizes a specific community activity or event that is age-appropriate for the students that attend the school;

    b. if the event or activity is religious in nature, the flyer may not contain a proselytizing message (i.e., a message that promotes and/or advocates the benefits of the specific religion);

    c. the organization submits the number of copies of the flyer that it wants placed in the literature distribution rack/table;

6. establish and clearly communicate the time, place, and manner restrictions concerning the distribution of all nonschool-related materials;

D. **Solicitation of Funds**

Any outside organization or staff member representing an outside organization desiring to solicit funds on school property must receive permission to do so from the Superintendent.

Permission to solicit funds will be granted only to those organizations, individuals, or staff members who meet the permission criteria established in the District's administrative guidelines. Solicitation must take place at such times and places and in such a manner as specified in the administrative guidelines. In accordance with Board Policy 5830, no District student may participate in the solicitation without the Superintendent's approval.

The Board disclaims all responsibility for the protection of, or accounting for, such funds.

Solicited funds are not to be deposited in any regular or special accounts of the District.

A copy of this policy as well as the relevant administrative guidelines shall be given to any individual granted permission to solicit funds on District property.

This policy does not apply to the raising of funds for District-sponsored or school-sponsored activities.

Use of the name, logo, or any assets of the District, including, but not limited to facilities, technology, or communication networks, is prohibited without the specific permission of the Superintendent.

Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extracurricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval of the Superintendent.

All crowdfunding activities are subject to the procedures/guidelines in AG 6605.

E. **Prizes/Scholarship**

F.

~~**In the administration of scholarships and/or prizes, the District shall not discriminate on the basis of any Protected Class, consistent with Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity, in any of its student programs and activities.**~~

The Board of Education is appreciative of the generosity of organizations which offer scholarships or prizes to deserving students in this District.
But, in accepting the offer of such scholarships or prizes, the Board directs that these guidelines be observed:

1. No information either academic or personal shall be released from the student's record for the purpose of selecting a scholarship or prize winner without the permission of the student who is eighteen (18), or the parents of a student who is younger in accordance with the Board's policy on student records.

2. The type of scholarship or prize, the criteria for selection of the winner, and any restrictions upon it shall be approved by the principal.

3. The principal, together with a committee of staff members designated by the principal, may be involved in the selection of the recipient and, if agreeable to the sponsoring organization, the selection shall be left entirely to the principal and staff committee.

G. **Sale of School Supplies**

In determining the appropriateness of the sale of school supplies by organizations other than the School District, the Board requires that:

1. the organization have a purpose which will benefit the School District and its students;

2. the organization's planned activities are clearly in the best interest of the School District and its students;

3. the organization has submitted the following information and assurances on the form provided by the District: a statement noting the purpose of the organization, financial

accountability assurances, and use of facility assurances.

All funds generated by the sale of such school supplies shall be kept separate from other activity funds or other transactions of the Board.

H. **Surveys and Questionnaires**

Neither District-related nor nondistrict-related organizations shall be allowed to administer a survey or questionnaire to students or staff unless the instrument and the proposed plan is submitted, in advance, to the Superintendent. If approved, a copy of the results and the proposed manner of their communication are to be provided to him/her for review and approval before they are released.

Students shall not be required to complete surveys to provide marketing information to vendors, or distribute to vendors any personal information of students, including but not limited to names, addresses, and telephone numbers, except as may be required by law. In addition, the District shall not enter into any contract for products or services, including electronic media services, where personal information will be collected from the students by the providers of the services.

See also Policy 2416 and AG 2416.

Revised 6/28/07
Revised 11/21/13

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R.C. 3313.75-.78

SPECIAL UPDATE - OCTOBER 19

po9700.01

Special Update - School Support Organizations - October 2026 Revised ADVERTISING AND COMMERCIAL ACTIVITIES

ADOPTED Jun 28, 2007

9700.01 - **ADVERTISING AND COMMERCIAL ACTIVITIES**

The purpose of this policy is to provide guidelines for the appropriate and inappropriate use of advertising or promoting of commercial products or services to students and parents in the schools.

"Advertising" comes in many different categories and forums and is defined as an oral, written or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public's attention to arouse a desire to buy, use or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos or tags for product or service identification purposes are not considered advertising.

The Board of Education may permit advertising in school district facilities or on school district property in the following categories or forums in accordance with the guidelines set forth herein:

A. **Product Sales:**

1. product sales benefiting a district, school or student activity (e.g., the sale of beverages or food within schools);

2. exclusive agreements between the District and businesses that provide the businesses with the exclusive right to sell or promote their products or services in the schools (e.g. pouring rights contracts with soda companies);

3. fundraising activities (e.g., short term sales of gift wrap, cookies, candy, etc.) to benefit a specific student population, club or activity where the school receives a share of the profits;

B. **Direct Advertising/Appropriation of Space:**

1. signage and billboards in schools and school facilities;

2. corporate logos or brand names on school equipment (e.g., marquees, message boards or score boards);

3. ads, corporate logos, or brand names on book covers, student assignment books, or posters;

4. ads in school publications (newspapers and yearbooks and event programs);

5. media-based electronic advertising (e.g., Channel One or Internet or web-based sponsorship);

6. free samples (e.g., of food or personal hygiene products).

C. **Indirect Advertising:**

1. corporate-sponsored instructional or educational materials, teacher training, contests, incentives, grants or gifts;

2. the Board approves the use of instructional materials developed by commercial organizations such as films and videos only if the education value of the materials outweighs their commercial nature.

   The films or material shall be carefully evaluated by the school principal for classroom use to determine whether the films or materials contain undesirable propaganda and are in compliance with the guidelines as set forth above.

It is further the policy of the Board that its name, students, staff members and District facilities shall not be used for any commercial advertising or otherwise promoting the interests of any commercial, political, nonprofit or other non-school agency or organization, public or private, without the approval of the Board or its designee.

Any commercial advertising shall be structured in accordance with the General Advertising Guidelines set forth below.

General Advertising Guidelines

The following guidelines shall be followed with respect to any form of advertising on school grounds:

A. When working together, schools and businesses must protect educational values. All commercial or corporate involvement should be consistent with the District's educational standards and goals.

B. Any advertising that may become a permanent or semi-permanent part of a school requires prior approval of the Board.

C. The Board reserves the right to consider requests for advertising in the schools on a case-by-case basis.

D. No advertisement shall promote or contain references to alcohol, tobacco, drugs, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, X or R rated movies, or gambling aids.

E. No advertisement shall promote any specific religion or religious, ethnic or racial group, political candidate or ballot issue and shall be non-proselytizing.

F. No advertisement may contain libelous material.

G. No advertisement may be approved which would tend to create a substantial disruption in the school environment or inhibit the functioning of any school.

H. No advertisement shall be false, misleading or deceptive.

I. Each advertisement must be reviewed in advance for age appropriateness.

J. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district, inappropriate, or inconsistent with the guidelines set forth in this policy.

K. All corporate support or activity must be consistent with the Board's policies prohibiting discrimination on the basis of any Protected Class, consistent with Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity in any of its student programs and activities ~~on the basis of race, color, national origin, religion, sex, disability, or age, and must be age-appropriate~~ .

L. Students shall not be required to advertise a product, service, company or industry.

M. Advertising will not be permitted on the outside or the inside of school buses.

N. The Superintendent or designee is responsible for screening all advertising.

O. The Superintendent or designee may require that samples of advertising be made available for inspection.

P. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity.

Q. Final discretion regarding whether to advertise and the content and value of the materials will be with the Superintendent.

In addition to the guidelines set forth in this policy, the Superintendent shall prepare administrative guidelines addressing the Criteria for Commercial Messages and the process by which advertising shall be accomplished. (See At 9700B.)

Accounting

Advertising revenues must be properly reported and accounted for.

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