

5460.01 - **DIPLOMA DEFERRAL**

Social graduation is an opportunity for students with individualized education programs ("IEPs") to participate in high school graduation ceremonies without obtaining an official diploma. Students with IEPs who have completed all academic requirements for high school graduation, but **could benefit, as determined by their IEP teams, from continued work on the student's** ~~who have not yet completed their~~ transition-related IEP goals, may be eligible for social graduation. Students may participate in social graduation only upon the recommendation of their respective IEP teams. If social graduation is recommended, the student may engage in all aspects of the graduation celebration (e.g., wearing a cap and gown; sitting with the graduating class; having ~~the student's~~ **his/her** name printed in the program and read aloud at the ceremony; walking across the stage to receive a faux diploma). Instead of receiving an official diploma, however, the student will receive an unsigned diploma or a certificate of participation.

~~Ordinarily, the~~ **The** determination of whether social graduation is recommended for any particular student will be done on an individual basis during the first semester of any year in which the student's chronological peer group is eligible to receive a high school diploma. The IEP team may raise the issue or the student and/or ~~his/her the student's~~ **his/her** parent may raise the issue. The IEP team members should consider whether social graduation is appropriate to further the student's progress with regard to IEP goals. The team may also consider any objectives the student will be required to accomplish before ~~his/her the student's~~ **he** is eligible to participate. Finally, the team should determine additional arrangements or preparations, if any, that will need to be made to enable the student to participate in the ceremony. If the team determines that social graduation is recommended, the Superintendent or designee shall be notified. The IEP team makes the final decision with regard to social graduation, in accordance with the student's IEP goals, and Federal and State laws and regulations, and local Board policies. Students for whom participation in graduation ceremonies is precluded for disciplinary issues (when the discipline was not a manifestation of the student's disability) or nonpayment of school fines may not participate in social graduation.

After participating in the ceremony, the student is expected to continue working on ~~his/her the student's~~ **his/her** ~~transition-related IEP~~ transition-related IEP goals and objectives. The student will also continue to receive services to address ~~his/her the student's~~ **his/her** transitional, vocational, and/or independent living skills as delineated in ~~his/her the student's~~ **his/her** IEP. An official high school diploma will be granted to the student when the IEP team determines that the **student has made sufficient progress on the student's transition-related IEP goals and/or the student reaches the age of twenty-two (22), whichever occurs first** ~~transition goals have been met.~~

~~[-]~~ When the student turns twenty-two (22) during the school year, ~~t/he/she he students/he~~ **he** will be permitted to complete the current ~~(-) quarter (-) semester~~ **[END OF OPTION]** before services cease.

**REVISED POLICY - VOL. 41, NO. 1**

**8320 - PERSONNEL FILES**

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The Board of Education requires that accurate, necessary, and relevant records exist concerning an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and job performance including, but not limited to, completed evaluations of the employee. Such records will be kept in compliance with the laws of the State of Ohio.

The Board delegates the maintenance of an employee personal information system to the ~~( ) Superintendent~~ ~~( ) Business Manager~~ ~~( ) Assistant Superintendent for Personnel~~ ~~( ) \_\_\_\_\_~~ **[END OF OPTIONS]**.

A single central file shall be maintained, and subsidiary records shall be maintained for ease in data gathering only.

Employees asked to supply information for a personnel file shall be informed whether the requested information is legally required. If it is not, ~~he/she~~ ~~the employees/he~~ may decline to supply the information.

~~[ ]~~ Only that information which pertains to the professional role of the employee may be placed in an employee's official record file by duly authorized Board personnel.

~~[ ]( )~~ A copy of each such entry shall be given to the employee upon request.

~~[ ]( )~~ A copying cost will be charged for each copy given to the employee at ~~his/her~~ ~~the employee's~~ ~~his/her~~ request at the rate determined by the ~~Treasurer~~ \_\_\_\_\_.

~~[ ]~~ The employee shall have access to ~~his or her~~ ~~their~~ ~~his/her~~ file upon request.

**Personnel wishing to review their own records shall:**

- A. **request access in writing;**

- B. review the record in the presence of the administrator designated to maintain said records, or designee;
- C. make no alterations or additions to the record nor remove any material therefrom;
- D. sign a log attached to the file indicating date and person reviewing.

Personnel wishing to appeal material in their record as to its accuracy, completeness, relevance, or timeliness shall make a request in writing to the administrator delegated to maintain the records and specify therein:

- A. name and date
- B. material to be appealed
- C. reason for appeal

The responsible shall hear the appeal and make a determination within ninety (90) days of the appeal in accordance with statute,

Personnel records are predominantly public records and to that extent must be made available for inspection and copying in accordance with State and Federal laws pertaining to same. In accordance with the Federal Privacy Act and case law, the Board shall refrain from disclosing an employee's social security number when releasing personnel records. Further, if an employee presents to the District a valid confidentiality program authorization issued by the Secretary of State certifying that the employee is a participant in the Safe at Home/Address Confidentiality Program administered by the Secretary of State, the Board shall refrain from including the employee's actual/confidential residential address in any personnel records, personnel files, or staff directories (including electronic records and files) or disclosing the employee's actual/confidential residential address when releasing personnel records. The Board shall only list the address designated by the Secretary of State to serve as the employee's address in any personnel records, personnel files, or staff directories. Further, the Board shall use the employee's designated address for any and all communications and correspondence between the Board and the employee. The employee's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any employees without a legitimate purpose. Additionally, if applicable, the employee's school, institution of higher education, business, or other place of employment (as specified on an application to be a program participant or on a notice of change of name or address) shall be maintained in a confidential manner. The intentional disclosure of an employee's actual/confidential residential address is prohibited. Any violations could result in disciplinary action or criminal prosecution.

Personnel records shall be monitored regularly to assure compliance with this policy and the law. Records deemed no longer accurate, relevant, or necessary under this policy may be submitted to the District Records Commission for disposal in accordance with law.

## 8600 - TRANSPORTATION

It is the policy of the Board of Education to provide transportation for those students whose distance from their school makes this service necessary within the limitations established by State law. Such laws and rules shall govern any question not covered by this policy.

School buses shall be purchased, housed, and maintained by the Board for the transportation of resident students between their home areas and the schools of the District to which they are assigned or to their nonpublic or community schools. The Superintendent may substitute smaller buses for reasons of economy or efficiency of operation.

~~Children living beyond the following walking limits shall be entitled to bus transportation:~~

- A. ~~Kindergarten at Noon \_\_\_\_\_ mile~~
- B. ~~Kindergarten in Morning, or afternoon \_\_\_\_\_ mile~~
- C. ~~Grades 1 through 6 \_\_\_\_\_ mile~~
- D. ~~Grades 7 through 12 \_\_\_\_\_ mile~~

~~Exceptions to the foregoing limits may be made in the case of a temporarily or permanently disabled child who has been so certified by a physician and in the case of adverse safety conditions. Transportation for students who are not entitled to transportation under State law will not be reduced after the start of the school year.~~

Transportation of eligible vocational or special education children between their home areas and schools outside the District shall be arranged through the use of Board-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner. The governing authority of a community school shall provide or arrange for transportation free of charge for any eligible special education student enrolled in the community school for whom the student's individualized education program specifies transportation.

Transportation to and from school shall be provided for each student residing in the District and attending a State-chartered nonpublic school ~~that is located within the thirty (30) minute travel limitation established by State law~~ on the same basis as established for resident students as set forth above, **subject to the following limitation. Transportation will only be provided if it requires thirty (30) minutes or less of direct travel by a school bus during normal travel times as measured from the school building to which the student would be assigned in the District.** Transportation shall be provided each day in which the nonpublic school is open with students in attendance (excluding Saturdays and Sundays except by agreement between the entities

entered into by July 1st in any year). Chartered nonpublic school students who are transported by the Board may be assigned to ride on buses upon which resident students are also assigned.

Furthermore, transportation to and from school shall be provided for each native student (i.e., student entitled to attend school in the District under R.C. 3313.64 or R.C. 3313.65) attending a chartered and approved community school for each day in which the school is open and students are in attendance (excluding Saturdays and Sundays except by agreement between the entities entered into by July 1st each year). However, if that community school is located outside the District, the Board will only provide transportation if it requires thirty (30) minutes or less of direct travel by a school bus during normal travel times as measured from the school building to which the student would be assigned in the District. ~~transportation will only be provided consistent with the thirty (30) minute travel limitation established by State law.~~ Native students attending an approved community school located within the District will be provided transportation on the same basis as established for resident students set forth above. Students transported to an approved community school may be assigned to ride on buses upon which resident students are also assigned.

Transportation of eligible nonpublic or community school children between their home areas and schools shall be arranged through the use of District-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner. The Board will not provide or arrange for transportation of students enrolled in kindergarten through eighth grade using mass transit system vehicles unless the Board and the community/nonpublic school have entered into an agreement authorizing this mode of transportation which is approved by both entities in advance. Students enrolled in ninth grade or above may be transported on vehicles operated by a mass transit system provided that the route does not require more than one (1) transfer.

Upon receipt from the community/nonpublic school of the official start and end times of school for the upcoming year, the District will develop and provide a transportation plan which includes transportation routes and schedules for eligible students. The plan will be provided within sixty (60) days after receiving the start and end time, or when possible, by the first day of August in the event the Board is not notified of start and end times by the deadline of April 1st. For eligible students who enroll after July 1st but before the start of the school year, a transportation plan will be developed within fourteen (14) business days after receiving a request for transportation. The transportation plan provided to community/nonpublic schools pursuant to this policy and State law is tentative and subject to change.

The Superintendent may determine that it is impractical/impracticable to transport a student to a community or nonpublic school after considering the factors enumerated under State law. The determination for payment-in-lieu of transportation will be made at least thirty (30) calendar days prior to the District's first day of student instruction, or no later than fourteen (14) calendar days if a student is enrolled less than thirty (30) days prior to the first day of instruction or after the start of the school year, and must be formalized through a resolution passed by the Board at its next scheduled meeting. If transportation is determined to be impracticable, the Board will issue a letter to the student's parent/guardian, the community or nonpublic school, and the State Board of Education detailing the reason(s) why the determination was made. Parent(s)/guardians shall be provided payment-in-lieu of transportation at the amount established by State law unless otherwise directed by action of the State Board of Education. Parents/guardians may authorize the community or nonpublic school where their student is enrolled to act on their behalf at any time after requesting transportation.

The Board will not be required to provide transportation for any native student enrolled in a community school if the Board has entered into an agreement with the governing authority of the community school that designates the community school as responsible for providing or arranging the transportation of the District's native students to and from the community school and is certified by the State Board of Education as having met certain requirements established by State law. The governing authority of a community school must provide or arrange for transportation in a manner that is comparable to the transportation that the District provides or arranges for its native students of the same grade level and distance from school who are enrolled in the District. Also, the governing authority must provide or arrange for the transportation under such agreement free of charge for each of its enrolled students who are eligible to be transported in accordance with R.C. 3327.01 or who would otherwise be transported by the District under the District's transportation policy. If the Board enters into an agreement with the governing authority regarding the transportation of the District's native students, the State Board of Education shall make payments to the community school in accordance with the terms of the agreement for each student actually transported.

Likewise, the Board will not be responsible for providing transportation for any native student enrolled in an approved community school if the governing authority of the community school submits a written notification to the Board, by a date prescribed by the State Board of Education, stating that the governing authority will accept responsibility for providing or arranging for the transportation of the District's native students to and from the community school. The governing authority's unilateral acceptance of the responsibility to provide transportation must cover the entire school year and shall remain in effect for subsequent school years unless the governing authority submits written notification to the Board relinquishing the transportation responsibility. However, the governing authority cannot relinquish the transportation responsibility before the end of the school year and shall submit such notice by a date prescribed by the State Board of Education in order to allow the District a reasonable period of time to prepare for the transportation of its native students enrolled in the community school. If the governing authority unilaterally accepts the transportation responsibility, the State Board of Education shall make payments to the community school for each student actually transported calculated in accordance with existing State law governing the calculation of transportation payments to the District from the State and any rules implemented by the State Board of Education and that otherwise would be paid to the District.

Bus routes shall be established so that an authorized bus stop is available within reasonable walking distance of the home of every transported resident student. The Board shall approve the bus routes annually. The Superintendent is authorized to make any necessary changes in the approved route and shall inform the Board at the next regular meeting. Students receiving transportation will be delivered to school no sooner than thirty (30) minutes before the start of school and will be picked up no later than thirty (30) minutes after dismissal.

The Board authorizes the installation and use of video recording devices in the school buses to assist the drivers in providing for the safety and well-being of the students while on a bus.

Students meeting the Federal definition of homeless will be transported from their temporary place of residence to their school of assignment, at the request of the parent, guardian, or unaccompanied minor, to the same extent as all other students of the District and consistent with this Policy. If the homeless student's temporary residence is located outside the boundaries of the District, the Liaison for Homeless Children will coordinate with the Director of Transportation to contact the district in which the student temporarily resides to arrange for joint transportation of the student and to seek inter-district agreement on a method for apportioning the cost of such joint transportation. In no event will a homeless student be denied enrollment based on issues related to student transportation.

The Superintendent shall be responsible for developing and implementing appropriate administrative guidelines for this policy.

#### **2412 - HOMEBOUND INSTRUCTION PROGRAM**

The Board of Education may provide individual instruction to students who are unable to attend classes because of accident, illness, or disability.

Documentation of the medical condition shall be done through a physician licensed to practice in this State who shall:

- A. certify existence of a medical condition requiring homebound instruction;
- B. state the probable duration of the confinement.

~~Applications must be approved by the \_\_\_\_\_.~~ Applications for individual instruction shall be made by a physician licensed to practice in this State and shall certify the nature of the handicap and state the probable duration of the confinement and must be approved by the Superintendent.

The Board will provide home bound instruction only for those confinements expected to last a minimum of ten (10) school days but exceptions may be made by the building administrator as s/he deems advisable and so recommends.

Prior to a student on an IEP being placed in the homebound instruction program under this policy, the IEP team shall meet ~~to temporarily amend the student's IEP.~~ The program of homebound instruction for students with disabilities shall be in accordance with the terms of the student's ~~amended IEP.~~ In accordance with R.C. 3323.12, five (5) hours of home instruction shall be equivalent to attendance for five (5) school days. ~~IEP.~~

Teachers providing homebound instruction shall hold an Ohio teaching license appropriate for the level of instruction for which the assignment is made. ~~Ordinarily, the District will provide one (1) hour of instruction for each school day that the student is participating in a homebound instruction program. The Superintendent may approve additional instructional time, on a case-by-case basis, when the circumstances warrant it.~~ ~~The amount of instructional time shall be limited to five (5) hours per week for non-disabled students, and shall be in accordance with the revised IEP for students with disabilities.~~

~~[-]~~ Instruction will not be provided when:

- A. ~~( )~~ the instructor's presence in the place of a student's confinement presents a hazard to ~~his/her~~ ~~his/her~~ ~~their~~ health;
- B. ~~( )~~ a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. ~~( )~~ the condition of the student is such as to preclude ~~his/her~~ ~~his/her~~ ~~their~~ benefit from such instruction.

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## 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 of Education 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 ~~his/her~~ ~~his/her~~ ~~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.~~ ~~fulfill the requirements of one (1) graduation pathway that has been approved by the State.~~ ~~( ) Ohio law provides two (2) additional options to earn a high school diploma for students in the Class of 2020.~~

### Course Credits Required for Graduation

#### ~~[CHOOSE OPTION #1 OR OPTION #2]~~

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

~~The requirements for graduation from high school include earning \_\_\_\_\_ ( ) [minimum of 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.~~

~~[END OF OPTION #1] However, 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.~~



**[OR]**

**[ ] [OPTION #2]**

The requirements for graduation from high school include earning twenty-two (22) ~~[minimum of 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. To graduate, students must earn twenty-two (22) ~~[minimum of twenty (20)]~~ units of credit in grades nine (9) through twelve (12) as follows:

**[NOTE: Adjust "Units Required" numbers up from statutory minimum listed if District has additional requirements.]**

Subject	Units Required
English Language Arts <del>[Minimum of four (4) credits]</del>	<u>4</u>
Health <del>[Minimum of one-half (1/2) credit]</del>	<u>0.5</u>
Physical Education <del>[Minimum of one-half (1/2) credit]</del>	<u>0.5</u>
Mathematics <del>[Minimum of four (4) credits]</del> (must include one (1) unit of algebra II or equivalent of algebra II or one (1) unit of advanced computer science. Parents must sign a written statement acknowledging that not taking algebra II might negatively impact college admissions decisions before a student may substitute advanced computer science for algebra II. Students who are enrolled in a career technical program may complete a career-based pathway math course as an alternative to algebra II or advanced computer science.)	<u>4</u>
Science <del>[Minimum of three (3) credits]</del> (must include one (1) unit physical sciences, one (1) unit of life sciences, and one (1) unit advanced study in one (1) or more of: chemistry, physics, other physical science, advanced biology or other life science, <u>astronomy</u> , physical geology, or other earth or space science, computer science.)	<u>3</u>

Social Studies ~~[Minimum of two (2) credits]~~ ((for students entering ninth grade after July 1, 2017, must include at least one-half (1/2) unit in world history and civilizations.)

3 \_\_\_\_\_

History and Government ~~[Minimum of one (1) credit]~~ (must include one-half (1/2) unit of American history, one-half (1/2) unit of American government.)

Technology: Students must take one unit of computer science, technology, or any other class approved by administration. Any Career Technical Education (CTE) program fulfills this requirement.

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Electives ~~[Minimum of five (5) credits]~~ (must include one (1) or any combination of a foreign language, computer coding, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, a junior reserve officer training corps (JROTC) program approved by the U.S. Congress, or English Language Arts, Mathematics, Science, or Social Studies courses not otherwise required.)

5.5 \_\_\_\_\_

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

#### ~~[NOTE: END OF OPTIONS]~~

All students must receive instruction in economics and financial literacy during grades ~~9—12~~ **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 ~~9—12~~ **nine (9) through twelve (12)**, unless the student is exempted from such training due to a disability or by written request of the parent.

#### ~~[NOTE: Credit requirements in State law must still be met]~~

~~Students who achieve an industry credential or license that requires an examination shall not be required to take additional technical assessments. If the student does not participate in licensure or license examination, the student shall take the applicable technical assessments. Students must attain specified scores on assessments as required to demonstrate workforce readiness on a nationally recognized job skills assessment in order to obtain a diploma.~~

~~Certain students are not required to take the college and career readiness assessments administered to all eleventh (11th) grade students:~~

- A. ~~students who demonstrate they are remediation free on the English, math and reading nationally recognized assessments prior to the administration of the college and career readiness assessments;~~

- B. ~~students with significant cognitive disabilities who take an alternative assessment and students with intellectual disabilities in accordance with State guidance, and~~
- C. ~~Limited English proficient students enrolled in United States schools for less than two (2) years for whom no appropriate accommodations are available.~~

~~Students may take the assessment even if they are not required to do so.~~

~~[ ] The Board shall affix the State of Ohio Seal of Biliteracy to the diplomas of students who achieve all the requirements in an eligible language as established by the Ohio Department of Education. A student may be required to pay a fee to demonstrate proficiency in a language, which may include the cost of a standardized test.~~

### **[ ] 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 student handbook, while enrolled in grades nine (9) through twelve (12), and as documented by the appropriate administrator ~~[athletic director, assistant principal, guidance counselor, etc.]~~, 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. ~~( )~~ A student who has participated in the junior reserve officer training corps for at least two (2) full school years while enrolled in grades nine (9) through twelve (12) may be excused from the high school physical education requirement and may use credit for such participation to satisfy the requirement to complete one-half (1/2) unit in another course of study. ~~[END OF OPTION]~~

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 ~~Center'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.

### **Competency Requirements**

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:

- A. Obtain a remediation-free score in the math or English subject areas on the ACT or SAT.
- B. 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.
- C. Enlist in the military and present evidence of a signed contract to enter a branch of the U.S. armed services upon graduation.
- D. 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.

### **State Graduation Requirements**

The District will comply with State Board of Education requirements for graduation. Students shall earn required credits for graduation in the appropriate subject areas, and achieve one (1) of the pathways as summarized below (available pathways change and are specific to each graduating class):

#### **Class of 2019 through Class of 2022**

Students who have entered ninth grade before July 1, 2019 shall earn required credits for graduation in the appropriate subject areas, and achieve one (1) of three (3) pathways:

- A. earning a State Board of Education approved, industry-recognized credential or group of credentials and achieve the required score on a workforce readiness assessment selected by the State; or

- B. ~~earning a cumulative score on subject-specific end-of-course exams equal to State Board requirements for the year of graduation; or~~
- C. ~~earning remediation-free scores in English language arts and math on a nationally recognized college admission exam such as ACT or SAT.~~

~~Students in the graduating classes of 2019 and 2020 may be eligible for graduation by completing two (2) additional alternative pathways.~~

- A. ~~Academic Pathway. Take all end-of-course examinations and retake examinations in English Language Arts or Math at least once if the student received a score lower than a three (3), plus meet at least two (2) of the following conditions:~~
  - 1. ~~attain an attendance rate of at least ninety-three percent (93%) during twelfth-grade year (not available for students who enter ninth grade after July 1, 2016)~~
  - 2. ~~take at least four (4) full-year or equivalent courses during twelfth grade and obtain a grade point average of 2.5 on a 4.0 scale during twelfth grade (students who entered ninth grade between July 1, 2016, and June 30, 2017, must obtain this GPA during eleventh grade as well)~~
  - 3. ~~complete a capstone project during twelfth grade in accordance with District administrative guidelines (capstone projects for students who entered ninth grade between July 1, 2016, and June 30, 2017, must comply with guidance to be developed by the State)~~
  - 4. ~~complete 120 hours of work in community service in accordance with District administrative guidelines (community service approved for students who entered ninth grade between July 1, 2016, and June 30, 2017, must comply with guidance to be developed by the State and be both approved and verified by the District)~~
  - 5. ~~earn three (3) or more transcribed credit hours under the College Credit Plus Program at any time during high school~~
  - 6. ~~pass an Advanced Placement or International Baccalaureate course and receive a score of three (3) or higher for an AP examination or four (4) or higher for an International Baccalaureate examination during high school~~
  - 7. ~~earn a level three (3) score for each of "reading for information," "applied mathematics," and "locating information" components of the job skills assessment selected by the State Board~~
  - 8. ~~obtain an industry-recognized credential or a group of credentials equal to at least three (3) total points~~
  - 9. ~~satisfy conditions required to receive an OhioMeans Jobs readiness seal~~
- B. ~~Career Technical Pathway~~

~~Take all end-of-course examinations; complete a career technical training program approved by ODE that includes at least four (4) career technical courses, and meet one (1) of the following conditions:~~

- 1. ~~demonstrate successful workplace participation with 250 hours of workplace experience and evidence of regular, positive evaluations from the employee or supervisor and a~~

~~representative of the School District~~

- ~~2. obtain an industry recognized credential or group of credentials equal to at least twelve (12) points~~
- ~~3. attain a cumulative score of at least proficient on career technical education assessments or test modules required for the program~~

### **Class of 2023 and Beyond**

### **Readiness Requirements**

~~Students who enter ninth grade after July 1, 2019, must satisfy the following two (2) requirements. ( ) The Board of Education permits students who enter ninth grade before July 1, 2019, to earn a diploma if they meet these requirements as an additional pathway to graduation. [DRAFTING NOTE: A District has the option of permitting students to earn a diploma by meeting the requirements.]~~

~~Earn at least two (2) State diploma seals, one (1) of which must 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~~Readiness Seal; ~~or~~
- C. ~~State Diploma Seal in one (1) of the following areas:~~ Industry-~~recognized~~Recognized Credential Seal;
- D. College-~~ready seal~~Ready Seal;
- E. Military Enlistment Seal;
- F. Citizenship ~~seal~~Seal;
- G. Science Seal;
- H. Honors Diploma Seal;
- I. Technology Seal.

The Board offers the following additional seal(s) in accordance with adopted administrative guidelines: ~~( ) Community Service Seal; ( ) Fine/Performing Arts Seal; ( ) Student Engagement Seal. [DRAFTING NOTE: A District must offer at least one (1) of these seals and develop guidelines for awarding the seal(s)].~~

- B. ~~Attain a competency score on each of the Algebra 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:~~

- ~~1. earn course credit through College Credit plus in that subject~~
- ~~2. provide evidence of enlistment in a branch of the armed services of the United States; or~~
- ~~3. complete two (2) of the following options, with at least one (1) of the options being a foundational option~~
  - ~~a. **Foundational Options:** earning a score of proficient or higher on three (3) or more State technical assessments; obtaining an industry recognized credential; completing a 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.~~
  - ~~b. **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.~~

An honors diploma shall be awarded to any student who meets the established requirements for graduation or the requirements of ~~his/her~~ **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.**

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

## 5610 - REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS

The Board of Education recognizes that exclusion from the educational program of the schools, whether by emergency removal, out-of-school suspension, expulsion, or permanent exclusion, is the most severe sanction that can be imposed on a student in this District, and one that cannot be imposed without due process. However, the Board has zero tolerance of violent, disruptive, or inappropriate behavior by its students.

No student is to be removed, suspended out-of-school, expelled and/or permanently excluded unless his/her/his/hers/his/hers behavior represents misconduct as specified in the Student Code of Conduct/Student Discipline Code approved by the Board. The Code shall also specify the procedures to be followed by school officials when implementing such discipline. In determining whether a student is to be suspended or expelled, District administrators shall use a preponderance of evidence standard. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, additional procedures and considerations shall apply to students identified as disabled under the IDEA, ADA, and/or Section 504 of the Rehabilitation Act of 1973. (See Policy 5605 - Suspension/Expulsion of Students with Disabilities.)

Students may be subject to discipline for violation of the Student Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but where such conduct is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a District official or employee, or the property of such official or employee.

For purposes of this policy and the Student Code of Conduct/Student Discipline Code, the following shall apply:

- A. "Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going ongoing threat of disrupting the educational process provided by the District. (See Policy 5610.03 - "Emergency Removal")
- B. "Suspension" shall be the temporary exclusion of a student by the Superintendent, Principal, assistant Principal principal, or any other administrator from the District's instructional program for a period not to exceed ten (10) school days. Suspension shall not extend beyond the current school year; if, at the time a suspension is imposed, fewer than ten (10) days remain in the school year.

[-] The Superintendent may instead require a student to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension. The student shall be required to begin such community service program or alternative consequence during the first full week day of summer break. [END OF OPTION]

[-] The Superintendent may develop a list of appropriate alternative consequences, and set forth



such list in the applicable guidelines. ~~[END OF OPTION]~~

In the event, the student fails to complete the required community service or the assigned alternative consequence, the Superintendent may determine the next course of action. Such course of action, however, shall not include requiring the student to serve the remaining time of the suspension at the beginning of the following year.

The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Policy 5611 - Due Process Rights.

A student who is suspended shall be permitted to complete any classroom assignments missed because of the suspension, and receive at least partial credit for a completed assignment. Grade reductions on account of the student's suspension are permitted; however, no student may receive a failing grade on a completed assignment solely on account of his/her his/her the student's suspension.

~~[ ] The grade for a completed classroom assignment missed because of a suspension will be reduced by ( ) ten percent (10%) ( ) twenty five percent (25%) ( ) \_\_\_\_\_ (\_\_\_\_%) [END OF OPTIONS]. [Drafting Note: Such reduction cannot result in an automatic failure on an otherwise perfect score assignment]. [END OF OPTION]~~

- C. "Expulsion" shall be the exclusion of a student from the schools of this District for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place or for one (1) year as specifically provided in this policy and the Student Code of Conduct/Student Discipline Code. Only the Superintendent may expel a student. The procedures for expulsion are set forth in the Student Code of Conduct/Student Discipline Code and Board Policy 5611 - "Due Process Rights".

When making a determination whether or not a student will be expelled or permanently excluded under this policy, the Superintendent shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - Information Management (i.e. "Litigation Hold")) created and/or received as part of an investigation.

~~[ ] The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) - e.g., student records and confidential medical records. [END OF OPTION]~~

~~[ ] The documents, ESI, and electronic media (as defined in Policy 8315) shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule. [END OF OPTION]~~

#### 1. Firearm or Knife

Unless a student is permanently excluded from school, the Superintendent shall expel a student from school for a period of one (1) year for bringing a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except that the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. Similarly, the Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the

Board, ~~at~~an interscholastic competition, an extra-curricular event, or ~~at~~ any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. The expulsion may extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. The Superintendent shall refer any student expelled for bringing a firearm (as defined in 18 U.S.C. 921(a)(3)) or weapon to school to the criminal justice or juvenile delinquency system serving the District.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device~~,~~ includes, but is not limited to, any explosive, incendiary, ~~or~~ poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce, mine, or other similar device.

A knife capable of causing serious bodily injury is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars) that is used for, or is readily capable of, causing death or serious bodily injury.

The Superintendent may, in ~~his/her~~ ~~his/her/their~~ sole judgment and discretion, modify or reduce such expulsion, in writing, to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. ~~Applicable~~ ~~applicable~~ State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);
- b. ~~The~~ ~~the~~ degree of culpability given the age of the student and its relevance to the misconduct and/or punishment and/or evidence regarding the probable danger posed to the health and safety of others, including evidence of the student's intent and awareness regarding possession of the firearm or knife~~,~~ capable of causing serious bodily injury; and/or
- c. ~~The~~ ~~the~~ academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

## 2. **Violent Conduct**

If a student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act:

- a. would be a criminal offense if committed by an adult;  
  
and
- b. results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6)

the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in ~~his/her~~<sup>his/her/their</sup> sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);
- or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the expulsion, the Superintendent may apply any or all of the remaining period to the following school year.

### 3. **Bomb Threats**

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in ~~his/her~~<sup>his/her/their</sup> sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, for the following reasons:

- a. for students identified as disabled under the IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973, upon recommendation from the group of persons knowledgeable of the student's educational needs;
- or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the expulsion, the Superintendent may apply any or all of the remaining

period to the following school year.

- D. "Permanent exclusion" shall mean the student is banned forever from attending a public school in the State of Ohio. (See Policy 5610.01 - Permanent Exclusion of Nondisabled Students)

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

### **Suspension or Expulsion of Students in Grades Pre-Kindergarten through 3Three (3)**

**~~[DRAFTING NOTE: Pursuant to H.B. 318, the following limitations on suspension/expulsion of students in grades pre-K through 3, will be phased in over the next three (3) school years, using data related to the 2018-2019 school year as the baseline. The phase-in works as follows to comply with Ohio law for the:~~**

- A. **~~2019-2020 school year, your District must reduce the number of out-of-school suspensions and expulsions issued to students in grades pre-K through 3 for offenses not listed in paragraphs A-D below by twenty-five percent (25%), using the numbers reported for that category for the 2018-2019 school year as a baseline.~~**
- B. **~~2020-2021 school year, your District must reduce the number of out-of-school suspensions and expulsions issued to students in grades Pre-K through 3 for offenses not listed in paragraphs A-D below by fifty percent (50%), using the numbers reported for that category for the 2018-2019 school year as a baseline.~~**
- C. **~~2021-2022 school year and thereafter, your District may only issue out-of-school suspensions and expulsions to students in grades Pre-K through 3 for the offenses listed in paragraphs A-D below.]~~**

~~Beginning with the 2019-2020 school year, except~~Except as permitted by law, suspension or expulsion proceedings shall not be initiated against a student in any of grades Pre-kindergarten through three (3) unless the student has committed the following acts:

- A. The student brings a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, or possesses a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at an interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board.
- B. The student commits an act at school, on other school property, at an interscholastic competition, an extra-curricular event, or any other school program or activity, and the act: 1) would be a

criminal offense if committed by an adult; and 2) results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6).

- C. The student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.
- D. The student engages in behavior of such a nature that suspension or expulsion is necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, and/or other school employees.

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

If a student in any of grades Pre-K through ~~three (3)~~ is suspended or expelled, the student shall be afforded the same notice and hearing, procedural, and educational opportunities as set forth in Board policy and the law. The suspension or expulsion of a student in any of grades Pre-K through ~~three (3)~~ shall not limit the Board's responsibilities with respect to the provision of special education and related services ~~for~~ such a student in accordance with Board policy and the law. Further, the Board shall not be limited in its authority to issue an in-school suspension to a student in any of grades Pre-K through ~~three (3)~~, provided that the in-school suspension is served in a supervised learning environment.

If the Superintendent determines that a student's behavior on a school vehicle violates school rules, ~~s/he or the Superintendent~~ may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Any such suspension must comply with due process and the Student Code of Conduct/Student Discipline Code.

The Board authorizes the Superintendent to provide ~~for~~ options to suspension/expulsion of a student from school which may include alternative educational options.

The Superintendent shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Board policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion. The expulsion must be imposed for the same duration it would have been had the student remained enrolled.

The Board may temporarily deny admittance to any student who has been expelled from the schools of another Ohio district or an out-of-state district, if the student's expulsion period set by the other district has not expired. The expelled student shall first be offered an opportunity for a hearing. This provision also applies to a student who is the subject of a power of attorney designating the child's grandparent as the attorney-in-fact or caretaker authorization affidavit executed by the child's grandparent and is seeking admittance into the schools of this District in accordance with Policy 5111.

The Board may temporarily deny admittance to any student who has been suspended from the schools of another Ohio district, if the student's suspension period set by the other district has not expired. The suspended student shall first be offered an opportunity for a hearing ~~before the Board~~.

When a student is expelled from this District, the Superintendent shall send written notice to any college in which the expelled student is enrolled under ~~Postsecondary Enrollment Options~~ **the College Credit Plus Program** at the time the expulsion is imposed. The written notice shall indicate the date the expulsion is

scheduled to expire ~~( )~~ and that the Board has adopted a provision in Policy 2271 under R.C. 3313.613 to deny high school credit for ~~postsecondary~~ **College Credit Plus** courses taken during an expulsion ~~[END OF OPTION]~~.

If the expulsion is extended, the Superintendent shall notify the college of the extension.

~~[ ]~~ The Superintendent may require a student to perform community service in conjunction with or in place of a suspension or expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

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

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## **8390 - ANIMALS ON DISTRICT PROPERTY**

### **Introduction**

The Board of Education recognizes that 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 ~~36.104-35.104~~, "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 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. ~~(-) "Emotional Support Animal": Emotional support animals provide comfort to individuals but are not trained to perform a specific job or tasks. This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". (See 28 C.F.R 36.104)~~
- D. ~~(-) "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).~~

#### ~~[ ] [OPTIONAL LANGUAGE]~~

~~[NOTE: The following section should be included in the policy only if the District intends to require this of any animal brought onto District property for official purposes or on a regular/recurring basis.]~~

#### **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.

#### ~~[END OF OPTIONAL LANGUAGE]~~

#### **~~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, 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 his/her 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.~~

## **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, ~~[END OF OPTION]~~ 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),<sup>7</sup> 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, that individual shall be treated as a volunteer and, as such, will be subject to Policy **8120.09**.

### **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 ~~demonstrated~~ **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 **his/her** ~~his/her~~ ~~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 **his/her** ~~his/her~~ ~~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 **his/her** ~~his/her~~ ~~the student's~~ parents, or eligible student, and the handler, if **s/he** ~~s/he~~ ~~the handler~~ is someone other than the student, shall meet with the ~~( )~~ Principal ~~( )~~ and Transportation Supervisor ~~( )~~ **[OTHER]** ~~\_\_\_\_\_~~ **[END OF OPTIONS]** 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 ( ) and Transportation Supervisor ( ) [OTHER] \_\_\_\_\_ [END OF OPTIONS], 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 his/her his/herthe 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 ( ) Transportation Supervisor ( ) Principal ( ) [OTHER] \_\_\_\_\_ [END OF OPTIONS].

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 as invitees, are permitted to go. 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 his/her 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, 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.

**[ ] [OPTIONAL LANGUAGE]**

## Emotional Support Animals for Students

An emotional support animal is not granted the same access to school buildings and classrooms as service animals. Unless required by a student's IEP or Section 504 Plan, the District is not required to grant a student's request that the student be permitted to bring an emotional support animal to classes or on school grounds for any purpose. ( ) The Superintendent may grant a student use of an emotional support animal on a case by case basis if necessary and not disruptive to the environment or other students.

Consistent with State and Federal law, authorization for an emotional support animal to be on District grounds may be suspended if the animal is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, behaves inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the animal to be on District grounds requires approval by the ( ) Superintendent ( ) [OTHER] \_\_\_\_\_. Authorization for an emotional support animal to be on District grounds may be withdrawn at any time by the Superintendent.

[END OF OPTIONAL LANGUAGE]

[ ] [OPTION FOR ALLOWING CERTIFIED THERAPY DOGS ON DISTRICT GROUNDS]

### Therapy Dogs

Therapy dogs are the personal property of the handler and are specially trained to help students in the assigned classroom, program, or school. Authorization for a therapy dog to be on District grounds may be granted by the ( ) Superintendent ( ) building principal ( ) [OTHER] \_\_\_\_\_. [END OF OPTIONS], provided the following conditions are met each year:

- A. Documentation of certification as a therapy dog from the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.
- B. Documentation of an educational purpose for the therapy dog and a regular appraisal period for continuation.
- C. Documentation that the therapy dog is not younger than one (1) year old and is properly licensed according to local requirements.
- D. Documentation from a licensed veterinarian that the therapy dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.
- E. Documentation of an insurance policy that provides liability insurance for the therapy dog while on District grounds.
- F. Documentation that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog and the therapy dog's care, cleaning,

~~feeding, and cleanup while on District grounds.~~

- G. ~~Agreement that the therapy dog and handler will abide by school rules and any specific rules for the therapy dog's presence on District grounds.~~

~~Authorization for a therapy dog to be on District grounds will be suspended if the therapy dog is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on District grounds requires approval by the ( ) Superintendent ( ) [OTHER] \_\_\_\_\_. Authorization for a therapy dog to be on District grounds may be withdrawn at any time by the Superintendent.~~

**[END OF OPTIONS]**

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## 8400 - SCHOOL SAFETY

The Board of Education is committed to maintaining a safe and drug-free environment in all of the District's schools. The Board believes that school crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of School District personnel, law enforcement agencies, and families. The Board further believes that ~~school administrators~~ all school employees (including administrators, professional staff, and support staff) and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

### Emergency Management Plan (EMP)

To that end, the Superintendent shall develop and adopt a comprehensive Emergency Management Plan ("EMP") for each building ~~under his/her control~~ in the District. The EMP shall be submitted on standard forms developed and made available by the Ohio Department of Public Safety (ODPS). In developing the EMP for each building, the Superintendent shall involve community law enforcement and safety officials (including, but not limited to, law enforcement, fire, emergency medical personnel, mental health providers, local health departments, school safety and security contacts, and any local divisions having county-wide emergency management), parents/guardians of students who are assigned to the building, and teachers and nonteaching employees assigned to the building (hereinafter, collectively referred to as "stakeholders"). Each EMP shall contain the name, title (if applicable), contact information, and signature of each stakeholder (i.e., person involved in development of the EMP); the signature shall affirm the stakeholder was offered the opportunity to provide feedback (it does not mean or require that the stakeholder approve the EMP).

In developing the EMP, the Superintendent shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety. The Superintendent shall further propose operating changes to promote the prevention of potentially dangerous problems and circumstances. The Superintendent shall incorporate remediation strategies into the EMP for any building where documented safety problems have occurred.

Each EMP will consist of ~~six (6)~~<sup>four (4)</sup> parts:

- A. ~~The emergency operations plan shall consist of a~~ single document to address all hazards that may negatively impact the school, including, but not limited to, active shooter, hostage, bomb threat, act of terrorism, ~~infectious diseases or pandemic, severe weather, bullying, threats of violence or threats to life, and any other natural, technological, or human-caused bullying, and any other natural or manmade~~ events that the Superintendent knew or should have reasonably known about that compromise the health or safety of students, employees, administrators, or property. The document will include:

1. a hazard identification and risk analysis (i.e., a process to identify hazards and assess the vulnerability associated with each);
2. an all-hazards emergency operations plan organized around five (5) mission areas: prevention, protection, mitigation, response, and recovery;

The plan shall be ~~compliant~~<sup>consistent</sup> with the National Incident Management System (NIMS) ~~principles~~.

3. the access and functional needs of the students, teachers, and staff;
4. education for students, staff, and administrators to avoid, deter, or stop an imminent crime or safety issue, threatened or actual;
5. procedures for notifying law enforcement, fire, EMS, emergency management, mental health ~~providers, public health officials,~~ and other outside experts who could assist in responding to and recovering from an emergency;

~~The plan shall be updated and revised at least every three (3) years from the previous date of compliance to reflect lessons learned and best practices to continually improve the plan. The emergency management test and actual emergencies at the school buildings will be a source for lessons learned.~~

6. a threat assessment plan developed as prescribed by Ohio Revised Code Section 5502.263, including a protocol for school threat assessment teams established pursuant to Ohio Revised Code Section 3313.669; ~~[DRAFTING NOTE: A building may use the model policy and protocol developed by the Department of Public Safety.]~~

~~The plan shall be updated and revised at least every three (3) years from the previous date of compliance to reflect lessons learned and best practices to continually improve the plan. The areas of improvement identified in the emergency management test and actual emergencies at the school buildings will be a source for lessons learned.~~

7. ~~(→)~~ the use of temporary ~~door locking~~<sup>door-locking</sup> devices as permitted by law.

- B. A floor plan unique to each floor of the building.
- C. A site plan that includes all building property and surrounding property.
- D. An emergency contact information sheet.
- E. Stakeholder signatures.
- F. Proof of completion of an approved threat assessment training program for each member of the building's threat assessment team.

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

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

The Superintendent will also file copies of updated EMPs with the Director of Public Safety and the above agencies within ten (10) calendar days after adoption of the revised EMPs. ~~ODE and the above agencies within ten (10) days after s/he adopts the revised EMPs.~~

The District's EMPs are security records and not public records. The Superintendent shall keep a copy of the District's EMPs in a secure location. ~~The EMP is not a public record.~~

The Superintendent shall annually review the District's previously developed and adopted EMPs and certify that the plan, emergency contact information sheet, floor plan, and site plan are current and accurate. The certification shall be completed through the School Safety Plan Portal between January 1 and July 1 of each year. ~~The Superintendent shall prepare and conduct at least one (1) annual emergency management test, in accordance with rules adopted by the Ohio Department of Education (ODE). By July 1st of every year, the Superintendent shall review the EMPs s/he previously developed and adopted, and certify in writing to the ODE that the EMPs are current and accurate.~~

The Superintendent shall prepare and conduct at least one (1) emergency management test each year during the three (3) year annual review cycle, in accordance with rules adopted pursuant to Ohio Revised Code Section 5502.262(F). The Emergency Management tests must meet the following requirements: (1) be a scheduled event at least two (2) of the years; one (1) actual emergency may be used during the three (3) year plan cycle if an after-action report is produced with the involvement of stakeholders (i.e., at least one (1) representative from law enforcement, fire, EMA, EMS, and a mental health provider and public health official); (2) the type of test shall be a tabletop, functional or full-scale, as defined in O.A.C. 4501:5-1, and each type shall be used once every three (3) years; and (3) the test must include at least one (1) hazard

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

**[SELECT OPTION #1 OR OPTION #2]**

**[ ] [OPTION #1]**

~~Students will not participate in the emergency management test.~~

**[ ] [OPTION #2]**

Students may participate in the emergency management test at the discretion of the Principal. In deciding whether, and to what extent, to involve students in an emergency management test, the Superintendent and Principal should consider what benefit student inclusion in the emergency management test may have on the student population's preparation for an emergency and to enhance the safety of students in the building. The Principal ~~should~~ **shall** also consider age-appropriate participation, guidance, **trauma-informed best practice**, and training in preparation for students' participation in the test.

**[END OF OPTIONS]**

**[DRAFTING NOTE: If OPTION #2 is selected, it is strongly advised that the District select the following optional language, which is only listed as an option because O.A.C 4501:5-1A.C. 3301-5-01 does not make it mandatory — however, it does state schools should obtain parental consent if students are going to participate in the emergency management test.]**

**[ ] Parental consent is required prior to student participation in the emergency management test. [END OF OPTION]**

The Superintendent shall submit an after-action report to the Department of Public Safety ~~ODE~~ no later than thirty (30) days after the emergency management test documenting the following: 1) date/time/weather/length of exercise; 2) the type of discussion/operations based exercise; 3) the scenario utilized; 4) the hazard(s) utilized (including **providing** safety data sheets, as appropriate); 5) the functional content area(s) utilized; and 6) ~~the~~ identification of at least three (3) strengths and at least three (3) improvement areas of the EMP discovered as a result of the emergency management test. **The after-action report shall be submitted on standardized forms developed and made available by the Department of Public Safety.**



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

Prior to the opening day of each school year, the Superintendent shall inform each enrolled student and the student's parent/legal guardian of the procedures to be used to notify parents in the event of an emergency or a serious threat to safety. Any student ~~that~~ enrolled in the school after the annual notification, and their parent/legal guardian, shall be notified upon enrollment. Also, see Policy 8420 - Emergency Situations at Schools.

## **Threat Assessment**

~~The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. The following threat assessment process is designed to be consistent with the process set forth in the joint U.S. Secret Service and U.S. Department of Education publication, *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* for identifying, assessing, and managing students who may pose a threat. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.~~ Behavioral threat assessment is a fact-based, systematic process designed to identify, assess, and manage potentially dangerous or violent situations. The threat assessment process shall be embedded within a comprehensive multitiered system of supports (MTSS) that involves interdisciplinary, collaborative partnerships focusing on prevention. The District will use a behavioral threat assessment model, including threat assessment teams, to address in a proactive manner the prevention of targeted violence by identifying areas of concern, gathering information, assessing the likelihood of violence, initiating appropriate interventions and violence mitigation strategies and provide ongoing evaluation to increase positive outcomes for individuals and enhance overall school safety. The aim of the process is to emphasize the provision of interventions and supports, and not just punishment. Ultimately, the primary purpose of a threat assessment is to address concerning behavior (including prohibited behaviors), respond to concerning communications, and minimize the risk of targeted violence at school.

As dictated by the Safety and Violence Education Students (SAVE Students) Act, the District will use a multidisciplinary decision-making process to conduct threat assessments and develop and implement interventions for students whose behavior indicates they may pose a risk of harm to the school community and/or themselves. Specifically, the Board directs the Superintendent to create a threat assessment team for each school building in the District serving grades six (6) through twelve (12). Each team shall be multidisciplinary, when possible; the Principal will ordinarily serve as the team's leader and the team may include school administrators, mental health professionals (e.g., school psychologists, school counselors, social workers), school resource officers (where appropriate), and other relevant personnel (e.g., instructional staff). Each member of a threat assessment team is required to complete an approved threat assessment training program upon appointment and once every three (3) years thereafter. As noted above, the District shall include proof of completion of the approved training by each team member in the EMPs and annual certifications submitted to the Director of Public Safety. Per State law, threat assessment team members are not liable for damages in a civil action for injury, death, or loss to person or property allegedly

arising from a team member's execution of duties related to school safety unless the team member's act or omission constitutes willful or wanton misconduct.

The Ohio School Safety Center (OSSC), which is part of the Ohio Department of Public Safety, has developed the Ohio School Behavioral Threat Assessment Model Policy and Protocol: A Guide for School Personnel and Law Enforcement. This protocol shall serve as the foundation of the District's efforts to identify students of concern so that their behaviors can be mitigated to the point that they no longer pose a threat.

The following individuals may be subject to a behavioral threat assessment:

- A. Students: current, former, and prospective
- B. Employees: current, former, and prospective
- C. Parents/guardians of students/non-custodial parents or relatives
- D. Persons who are (or have been) in a relationship with faculty, staff, or students
- E. Contractors, vendors, or other visitors
- F. Unaffiliated persons

Research shows that individuals who plan to commit violent acts against schools often share their plans with someone. Consequently, the District ~~[DRAFTING NOTE: Select one (1) of the following options]~~

~~( )~~ has registered with the SaferOH tip line operated by the Department of Public Safety to facilitate the receipt of anonymous reports of concerning behavior and/or communications.

**[OR]**

~~( )~~ has entered into an agreement with an anonymous reporting program that meets the following requirements:

- A. ~~operates twenty four (24) hours per day, seven (7) days per week;~~
- B. ~~forwards reported information to and coordinates with the appropriate school threat assessment teams and law enforcement and public safety agencies as required under the District's EMPs;~~
- C. ~~will be promoted in each District school to inform students about the reporting program and its reporting methods; and~~

- D. ~~complies with Ohio Revised Code Sections 149.433 and 3319.321 and the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g.~~

**[DRAFTING NOTE: If the District enters into an agreement with an anonymous reporting program provider, it must specify in the agreement that the provider must annually submit a report to the Department of Public Safety and the Department of Education identifying the number of anonymous reports made through the reporting program and the method by which they were received, disaggregated by school.]**

The Superintendent shall comply with all reporting requirements set forth in R.C. 3313.669 related to the District's ~~( )~~ participation in the SaferOH tip line ~~( )~~ use of an anonymous reporting program **[END OF OPTIONS].**

**[ ]** ~~The Board authorizes the Superintendent to determine whether to designate a student led violence prevention club for each school building in the District serving grades six (6) through twelve (12). If a student led violence club is established in a building, it shall (1) be open to all members of the student body; (2) have at least one (1) identified adult advisor; (3) implement and sustain suicide and violence prevention and social inclusion training and awareness activities in a manner consistent with R.C. 3301.221; and (4) foster opportunities for student leadership development.~~

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

~~The Board authorizes the Superintendent to create building level, trained threat assessment teams. Each Team shall be headed by the Principal and may include a school counselor, school psychologist, instructional personnel, and/or the School Resource Officer, where appropriate. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.~~

The Team will meet when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of ~~violence to a target~~ **self-harm or violence to others**. If an inquiry indicates that there is a risk of **Self-harm or** violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat ~~posed by the student in that situation~~.

The Board authorizes the Superintendent to create guidelines for the purpose of:

- A. identifying team participants by position and role;
- B. requiring team participants to undergo appropriate training;
- C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment, including the threshold for law enforcement;
- D. establishing assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews; ~~defining the types of information that may be gathered during the assessment;~~
- E. stating when and how parents/guardians of the student making the threat shall be notified and involved;
- F. designating the individuals (by position) who are responsible for gathering and investigating information;
- G. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation;
- H. ~~identifying risk management options (e.g., interventions and supports, and the imposition of disciplinary consequences, as appropriate) to enact once an assessment is complete, including creating an individualized management plan to mitigate identified risks;~~
- I. creating and promoting a safe school climate built on a culture of safety, respect, trust, and emotional support, and one that encourages communication and empowers students to share their concerns;
- J. providing training for all stakeholders, including school personnel, students, parents, and law enforcement (as applicable).

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Superintendent or Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence.

Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency.

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330 - Student Records, and State and Federal law.

### **Safe and Drug-Free Schools**

As a part of the EMP, the Board shall verify that it has procedures in place for keeping schools safe and drug-free that include (see also, Form 8330 F15 entitled Checklist of Policies and Guidelines Addressing Safe and Drug-Free Schools):

- A. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
- B. security procedures at school and while students are on the way to and from school;
- C. prevention activities that are designed to maintain safe, disciplined, and drug-free environments;
- D. a code of conduct or policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - 1. allows a teacher to communicate effectively to all students in the class;
  - 2. allows all students in the class the opportunity to learn;
  - 3. has consequences that are fair, and developmentally appropriate;
  - 4. considers the student and the circumstances of the situation; and
  - 5. is enforced accordingly.

### **Persistently Dangerous Schools**

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

Pursuant to the Board's stated intent to provide a safe school environment, the school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State policy, the Superintendent shall **~~{CHOOSE ONE (1) OF THE FOLLOWING OPTIONS}~~**

☒ discuss this at the annual meeting for the purpose of reviewing the EMP so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

~~☐ convene a meeting of the building administrator, representative(s) of the local law enforcement ( ) agency ( ) agencies, and any other individuals deemed appropriate for the purpose of developing a~~

~~plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.~~

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, students attending the school shall have the choice option as provided in Policy 5113.02 and AG 5113.02.

In addition, the Superintendent shall **[CHOOSE ONE (1) OF THE FOLLOWING OPTIONS]**

☒ discuss the school's designation as a persistently dangerous school at the annual meeting for the purpose of reviewing the EMP so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

~~☐ convene a meeting of the building administrator, representative(s) of the local law enforcement ( ) agency ( ) agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.~~

~~☐ If a school in a neighboring district is identified as persistently dangerous and there is not another school in that district, the District will admit students from that school in accordance with Board Policy 5113.02.~~

## Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law, the parents of the eligible student shall have the choice options provided by Policy 5113.02 and AG 5113.02.

A.C. ~~3301.5-01~~, 4501:5-1-01

R.C. ~~3313.536~~, 3313.669, 3313.6610, 3313.6611, 5502.262, 5502.263  
Ohio Department of Public Safety - Model Threat Assessment Plan

Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended  
20 U.S.C. 6301 et seq.  
Public Law 107-110

## 8462 - STUDENT ABUSE AND NEGLECT

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Every Board official and employee who, in connection with his/her his/hertheir position, knows or suspects child abuse or neglect must immediately report that knowledge or suspicion to a public children's services or local law enforcement agency. Such reporting is required in every case that reasonably indicates that a child under the age of eighteen (18) or a physically or mentally disabled child under the age of twenty-one (21) has been abused (physically or mentally) or neglected or faces the threat of being abused or neglected.

~~11~~ The Board official and employee making the report shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect ~~( )~~ and shall secure prompt medical attention to any such injuries reported ~~[END OF OPTION]~~.

Each Principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent. Board officials and employees must report suspected abuse to a public children's services or local law enforcement agency even when the suspected abuser is another official or employee.

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

In accordance with law, the Board will provide appropriate instruction on personal safety and assault prevention to all students in grades K-6, and also will provide developmentally appropriate instruction in child sexual abuse prevention to all students in grades K-6 ( ) annually. Instruction for students in grades seven (7) through twelve (12) will include developmentally appropriate instruction in sexual violence prevention education. The parents/guardians of students who receive instruction related to dating violence prevention and sexual violence prevention will be notified that it is required curriculum, that they may examine the instructional materials upon request, and that a student may be excused from the instruction at the parent's/guardian's written request.

In addition, the Superintendent shall provide a program of in-service education for all nurses, teachers, counselors, school psychologists, mental health providers, and administrators who work in the District's elementary, middle, and high schools and any other personnel that the Board determines appropriate. The in-service education program will include school safety, violence prevention including human trafficking content, youth suicide awareness, and prevention, prevention of child abuse, substance abuse, promotion of

positive youth development, and a review of Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior. The program shall include training on child sexual abuse prevention presented by law enforcement officers or prosecutors who have experience in handling cases involving child sexual abuse or child sexual violence.

The Board shall adopt or adapt an evidence-based awareness and prevention curriculum approved by the Ohio Department of Education (ODE), or alternatively will utilize a suicide awareness and prevention curriculum that has been developed in consultation with public or private agencies/persons involved in youth suicide awareness and prevention and that has been approved by the ODE.

The in-service education provided to middle and high school employees shall include training in the prevention of dating violence.

All newly-employed mental health providers, nurses, teachers, counselors, school psychologists, and administrators who work in the District's elementary, middle, and high schools shall complete at least four (4) hours of in-service training within two (2) years of the date of employment.

Additional training must occur every two (2) years thereafter for suicide awareness and prevention, and every five (5) years thereafter for school safety, violence prevention, prevention of child abuse, prevention of substance abuse and promotion of positive youth development.

The District shall be registered with the SaferOH tip line operated by the Department of Public Safety, or shall enter into an agreement with an anonymous reporting program selected by the Board that meets the requirements set forth in law (R.C. 3313.6610).

The District shall submit data to the Ohio Department of Education (ODE), in a manner prescribed by the Department, and to the Department of Public Safety at the end of the first full school year of the District's participation in the anonymous reporting program, and at the end of each school year thereafter, disaggregated by the school.

The data shall be considered records and are not public records under R.C. 149.433.

The Superintendent will promote and inform students about the selected program and its reporting methods.

A law enforcement officer or children's services agency investigating child abuse or neglect may interview a student on school grounds only in accordance with Board Policy 5540.