

Northwest Ohio Educational Service Center

Our mission is to provide quality services and build valued partnerships through:
Specialized services; innovative programs; responsiveness; collaboration

Independence Education Center

Independence Education Center aims to provide a therapeutic environment where students feel safe to take healthy chances and feel good about themselves.

IEC Program
Parent/Student Handbook
2023-24 School Year

Kerri Weir, Superintendent
Jill Gilliland, Director of Special Education
Jestine Curry, IEC Principal
Mike Volkert, Head Teacher
Kris Ritter, Curriculum Support

Compliance Officers for Civil Rights, Section 504, ADA
Female Rep. – Jill Gilliland; ph. 567-444-4800 ex. 4660
Male Rep. – Andy Hunter; 567-444-4800 ex. 4649

Compliance Officers for Title IX
Female Rep. – Jill Gilliland; ph. 567-444-4800 ex. 4660
Male Rep. – Andy Hunter 567-444-4800 ex. 4649



Northwest Ohio Educational Service Center
205 Nolan Parkway
Archbold, OH 43502
567-444-4800
567-444-4801 (fax)

Independence Education Center
06950 Independence Rd
Defiance, Ohio 43512
567-444-4825
567-444-4826 (fax)

Board Approved **07/25/2023**

IEC Staff and Students,

The City of Defiance Water Division tests the IEC water regularly for water quality. Because of the presence of certain chemical contaminants in the water, the IEC has had to have its water retested on multiple occasions. Upon inquiry, we were informed that the cause for this is high use of personal fragrance products such as perfumes, cosmetics and hand lotions that enter the IEC's water system and impact the testing results.

As a result, we respectfully request that students and staff refrain from excessive use of products containing fragrances, which may enter into the IEC's water system through hand washing or any other type of water use. Below is a sample list of products:

- Hand lotions with any type of fragrance
- Perfumes that are applied to the hands or wrists
- Scented sunscreens
- Hand soaps and detergents that contain a fragrance

We appreciate your cooperation with this important issue.

Sincerely,

Kerri Weir

Kerri Weir, NwOESC Superintendent

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**INDEPENDENCE EDUCATION CENTER/NORTHWEST OHIO OPPORTUNITY SCHOOL
2023-2024 SCHOOL CALENDAR**

| August | | | | |
|--------|----|----|----|----|
| M | T | W | TH | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| September | | | | |
|-----------|----|----|----|----|
| M | T | W | TH | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| October | | | | |
|---------|----|----|----|----|
| M | T | W | TH | F |
| | | | | |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| November | | | | |
|----------|----|----|----|----|
| M | T | W | TH | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

| December | | | | |
|----------|----|----|----|----|
| M | T | W | TH | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| August | |
|--|-------|
| ESC Fall Staff Meeting | 8 |
| Teacher Workday (Float Day) | 18 |
| Teacher Workday/PD - No School | 21-22 |
| First Day for Students | 23 |
| September | |
| Labor Day - No School | 4 |
| Mid-term | 22 |
| October | |
| Teacher Inservice - No School | 13 |
| End of 1st 9 weeks | 20 |
| November | |
| Mid-term | 17 |
| Parent/Teacher Conference - No School | 20 |
| Teacher Inservice - No School | 21 |
| Thanksgiving Break - No School | 22-24 |
| December | |
| End of 2nd 9 weeks | 20 |
| Teacher Workday/PD - No School | 21 |
| Christmas Break - No School | 22-29 |
| January | |
| Christmas Break - No School | 1-2 |
| Martin Luther King Day - No School | 15 |
| February | |
| Mid-term | 16 |
| Parent/Teacher Conference - No School | 16 |
| President's Day - No School | 19 |
| March | |
| End of 3rd 9 Weeks | 15 |
| Teacher Workday/PD - No School | 15 |
| Spring Break | 28-29 |
| April | |
| Spring Break | 1 |
| Mid-term | 19 |
| May | |
| Last Student Day/End of 4th 9 Weeks | 23 |
| Teacher Workday | 24 |
| Memorial Day - No School | 27 |
| Grading Periods | |
| 1st Qtr. August 23 - October 20th | 42 |
| 2nd Qtr. October 23rd - December 20th | 40 |
| 3rd Qtr. January 3rd - March 15th | 50 |
| 4th Qtr. March 18th - May 23rd | 46 |
| Student Days (6 hour day) | 178 |
| Teacher Work Days | 185 |
| Vacation Days - No School | |
| Teacher Work Days - No School | |
| Parent/Teacher Conferences - No School | |
| Teacher Inservice - No School | |
| Mid-term | |

| January | | | | |
|---------|----|----|----|----|
| M | T | W | TH | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| February | | | | |
|----------|----|----|----|----|
| M | T | W | TH | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | |

| March | | | | |
|-------|----|----|----|----|
| M | T | W | TH | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| April | | | | |
|-------|----|----|----|----|
| M | T | W | TH | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

| May | | | | |
|-----|----|----|----|----|
| M | T | W | TH | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

*Make Up Days if Needed
May 24, 28, 29*

Approved: 4/25/23

Independence Education Center Staff

567-444-4825

School Hours:

8:10 a.m. – 2:30 p.m.

It is important to always try to contact your child's teacher first, whenever you have a question or concern. Your child's teacher knows your child and will be in the best position to answer your questions.

Principal/Supervisor of Independence Education Center

Jestine Curry

jcurry@nwoesc.org

NwOESC 567-444-4800 ext. 4677

IEC 567-444-4825 ext. 2

Head Teacher

Mike Volkert

mvolkert@nwoesc.org

School Navigator

Sara Fogt

sfogg@nwoesc.org

School Social Worker

Raegan Keller

rkeller@nwoesc.org

IEC Administrative Assistant

Tammy Johnston

tjohnston@nwoesc.org

Maintenance/Custodial

Chuck Lero

clero@nwoesc.org

| <u>Teachers</u> | <u>Grade(s)</u> | <u>Email</u> |
|-------------------------|-----------------|--|
| Hanna Jeffers | K-2 | hjeffers@nwoesc.org |
| Heather Merritt | 3 | hmerritt@nwoesc.org |
| Susan Mabee | 4 | smabee@nwoesc.org |
| Hillary Moore | 5 | hmoore@nwoesc.org |
| TBD | 5 | @nwoesc.org |
| Madison Gentit | 6 | mgentit@nwoesc.org |
| Cathy Gribler | 6 | cgribler@nwoesc.org |
| Deb Mutzfeld | 7 | dmutzfeld@nwoesc.org |
| Skeat Hug | 8 | shug@nwoesc.org |
| Scott Nixon | 9-12 | snixon@nwoesc.org |
| Robert McMullin-Ruppert | 9-12 | rmcmullin-ruppert@nwoesc.org |

Project MORE, Reading Mentor Coordinator

Melody Thompson (Hope) mthompson@nwoesc.org

Transition/Behavioral Services

Jill Fouts: jfouts@nwoesc.org

Northwest Ohio Educational Service Center

Vision

Providing Quality Services – Building Valued Partnerships

Mission

Our mission is to provide quality services and build valued partnerships through:
Specialized services; innovative programs; responsiveness; collaboration

Values & Beliefs

- Partnership: We believe that partnership is the ongoing process of forming relationships between our NwOESC family and our customers and community.
- Credibility: We believe that anyone representing our organization will be honest, professional, trustworthy and accountable.
- Respect: We believe in each person by respecting and valuing individual beliefs and points of view as they relate to the goals of the organization.
- Student Success: We believe student success is nurtured by the joint cooperation of students, educators, parents and the community.
- Communication: We believe that timely and purposeful communication among all members of the organization and our partners is vital.

Independence Education Center

Philosophy

Independence Education Center strives to provide students with opportunities to succeed and grow as individuals. Independence Education Center aims to provide a therapeutic environment where students feel safe to take healthy chances and feel good about themselves.

Goals

- Independence Education Center will provide a supportive environment to students in order to encourage positive behavioral growth and development.
- Independence Education Center will provide opportunities for students to encourage development of life and employment skills, therefore providing increased opportunities for post-school employment and independent living.
- Independence Education Center will use community resources to provide students and their families' access to family and community support.
- Independence Education Center will provide each student with a curriculum based on the Ohio Content Standards, yet that meets each student's needs based on his/her Individualized Education Plan.
- Independence Education Center will provide every student the opportunity to work with a behavior/mental health agency of their choice.

PBIS – Positive Behavior Intervention System

- ✓ **We are SAFE.**
- ✓ **We are RESPECTFUL.**
- ✓ **We are RESPONSIBLE.**

Transportation Telephone Numbers and Contact Person by School District

Remember: Your child is transported to their special education program by the district you live in. Parents need to listen to delay/cancellation announcements for their **Home District** and **Independence Education Center**. If your home school is delayed or closed, transportation will follow that schedule. There is more information about this policy listed under Weather Guidelines of this handbook.

Transportation Directors by School District:

If you have questions regarding your child's transportation, please call the Transportation Director in the school district in which you are living.

| | | |
|----------------------------|---------------------|---------------------|
| Archbold Area Local | Linda Schmidt | 419-446-2728 |
| Ayersville Local | Mark Giesige | 419-395-1111 |
| Bryan City | Ryan Eberly | 419-633-6232 |
| Central Local | Phillip Hetrick | 419-658-2378 |
| Defiance City | Mark Widenhammer | 419-782-7091 |
| Edgerton Local | Joe Beck | 419-298-2112 |
| Edon Northwest | Steve Livensparger | 419-272-3213 |
| Evergreen Local | Carrie Brown | 419-644-1375 |
| Fayette Local | Chris Becker | 419-237-2573 |
| Hicksville Exempted | Anita Daniels | 419-542-7665 |
| Holgate Local | Kendra Hoops | 419-264-5141 |
| Liberty Center Local | Sheri Stacey | 419-533-5031 |
| Millcreek West Unity | Gwyn Livensparger | 419-924-2365 |
| Montpelier Exempted | Nate Siegel | 419-485-6720 |
| Napoleon Area City | Jeff Nicely | 419-592-2403 |
| Northeastern Tinora | Angie Bussing | 419-497-3461 |
| North Central Local | Eric Moreland | 419-737-3406 |
| Patrick Henry | Mike Meyers | 419-274-6937 |
| Pettisville Local | Deb Graber | 419-446-2705 |
| Pike-Delta-York Local | Jim Wolpert | 419-822-3391 |
| Stryker Local | Tracy Frank | 419-682-6961 |
| Swanton Local | Jeff Bella | 419-826-8891 |
| Wauseon Exempted | Jill Shehorn | 419-335-6616 |

Weather Guidelines

School delays and cancellations during inclement weather tend to cause some confusion because the weather does not affect all school districts in the same way. In order to avoid this confusion, the following procedures will be followed concerning school delays and/or cancellations.

- A. Watch for closings and delays in your Home District and Independence Education Center. If your home school is delayed or closed, transportation will follow that schedule. If Independence Education Center is delayed or closed, then Independence Education Center will follow that schedule and transportation will override home districts.
- B. The following radio and television stations carry school cancellations and delays between 6 a.m. and 7 a.m. for your information. The announcements will be listed under the heading of the local school districts and/or Independence Education Center.

WTVG Toledo 13 TV News

WNWO Toledo 24 TV News

WDFM 98.1 FM Defiance Radio

WTOL Toledo 11 News

- C. Remind alert system is available to our families. Please contact, Tammy Johnston, (tjohnston@nwoesc.org or 567-444-4825) office specialist, at the IEC to sign up to receive a text or voice mail to your cell phone, should the school be delayed or cancelled.

Parent Mentor

The Parent Mentor program is a support network to parents of children with disabilities.

The Parent Mentor:

- Is available to any participating district at no cost to the district or parents.
- Is available to explain special education policies and procedures in understandable language.
- Provides support to parents, answers questions and listens to concerns.
- Researches and provides information on specific disabilities.
- Organizes and conducts workshops for parents and educators.
- Helps parents find and access community resources.
- Maintains a lending library of resource materials available to parents and educators. The lending library is located at the Northwest Ohio Educational Service Center. There is no fee for borrowing materials.

For more information about the Parent Mentor services, please contact:

Nichol Herold – Northwest Ohio Educational Service Center
567-444-4800 ext. 4814

Independence Education Center General Information

Arrival/Dismissal Times

School hours are from 8:10 am to 2:30 pm. All students must be supervised by an adult for arrival and departure. Students are not allowed to walk or drive themselves to school. Students are not to arrive any earlier than 8:00 am and are to be picked up between 2:30 and 2:45 pm. If students are going to be picked up from school, or anything other than their normal routine, they must have a written note stating who will pick them up, what time they will leave and/or return back to school. In case of a 2-hour delay, students may not arrive any earlier than 10:00 am. Any student who is transported by their parent/guardian will be expected at school by their normal arrival and departure times as if they were riding the bus or they will be counted at tardy or partial absence.

Emergency Phone Numbers/Illness or Accidents at School

If a student becomes ill or involved in an accident making it necessary for the child to go home, the parent/guardian will be contacted. We will contact you and send an incident report home when your child receives an injury (for example: a scratch, bruise or bump) at school. In addition, the teacher is likely to call you at work or at home when this happens. In the case of a head or other serious injury, you will be immediately phoned. If the parent/guardian cannot be reached, the emergency medical and emergency phone numbers will be used to contact someone. Since many of the students in the program have serious physical or emotional problems that may require immediate attention, parents are asked to provide the names and telephone numbers of three people who would be willing and able to take responsibility for the child in a crisis situation. A copy of the Emergency Phone Number Forms is located at the back of this packet. In the event that a parent cannot be reached, it may be necessary to contact the Children's Services Section of the Department of Human Services in order to secure supervision beyond the school day.

Injury at home or away from School

Please write a note if your child has been hurt at home or away from school. It is very common for children to get bumped and bruised while playing or moving from one place to another. This is especially true for children with impaired sensory and movement skills. Since the children in our program may not tell us how a bruise or injury occurred, we are required to call or contact you and ask you about it. It is not our intention to offend you by asking and it will be a great help to us if you can write a note or call when your child has been injured away from school. The staff is required by law to report any suspicion of child abuse or neglect to the authorities. In the Four County area, this report would be directed to Job and Family Services departments of Fulton County (419-337-0010), Henry County (419-592-0946), Defiance County (419-782-3881) or Williams County (419-636-6725).

Free and Reduced Breakfast and Lunch Programs

The application for free and reduced breakfast and lunch program is included in your packet. If you would like to apply, you will need to complete the application and return it within a specified period of time (typically before September 30th) to your child's teacher. All student will receive a free breakfast and lunch for the 21-22 school year.

Breakfast Costs: Regular - \$1.75 Qualified Reduced - \$0.30
 Regular - \$1.80

Lunch Costs: Regular - \$3.00 Qualified Reduced - \$0.40

Milk Cost: \$0.60

Breakfast and lunch are provided to students at Independence Education Center from the Northeastern Tinora Local School District. In the event that Independence Education Center is in attendance on a day when Northeastern Tinora is not, IEC will provide your child with a healthy meal. Lunches must be ordered by 9:00 AM, if student is arriving late, please call ahead to let us know if you want to order lunch.

Playground/Free Time

IEC students have the opportunity to use playground equipment during recess and free time as designated by each teacher. It is important that appropriate dress will be necessary. This includes shoes or sneakers. Please send jackets, gloves, hats,

and boots required for the weather we are experiencing. During this time, students are under the supervision and direction of assigned personnel.

School Pictures

School pictures will be taken in the Fall. Notices will be sent out to all parents notifying all of the date and time of pictures.

Field Trips

Independence Education Center may host off-site field trips. Eligibility for participation is based on each student's behavior over the course of the 9 weeks leading up to the field trip. Participation in the field trip is a privilege, not a right. The administration reserves the right to revoke this privilege at any time and without warning if the administrator feels the student's behavior will impede the safety and/or positive experience for other participants. All students will be required to have a permission slip to attend any field trip. One comprehensive permission form will be sent home at the beginning the school year. In addition, the administration reserves the right to make attendance decisions on a case-by-case basis. FCCC students must have a 90% attendance rate for their lab and mainstreamed students must have a "C" or better class average along with the teacher's permission to miss class.

Visitor Policy

In order to maintain confidentiality for the program, we ask that all visits/observations be approved and scheduled with the principal or head teacher. Please notify your child's teacher before your visit and remember to report to the school office of Independence Education Center and request that an Independence Education Center staff member escort you to the classroom. Community Agencies that are connected to the student are welcome to visit/observe during school hours with approval from administration.

Athletic and Extracurricular Activities

Students are encouraged to participate in activities at their home school district whenever possible. Students who wish to participate in team or club sports should contact their Home District Principal to find out about participation and try-outs. The family will need to make transportation arrangements for students needing special transportation to a sport or after-school event. To make transportation arrangements, contact the Transportation Director of your Home School District.

Parent-Teacher Conferences and Communications

Please remember that a teacher's most important job is the safety and well-being of your child. They are the leaders of instruction in the classroom and it is essential that they spend as much of their time as possible within the classroom working with your child and guiding the paraprofessionals to create maximum learning opportunities for each student.

Confidentiality

- This staff respects the confidentiality of information regarding the physical, emotional and educational needs of each child. Information given to the teacher and paraprofessionals will be shared with the supervisor and staff who work directly with your child.
- Please do not ask for personal information regarding other children or staff. The staff cannot share any information or discuss other children and/or adults with you. For this reason, the teacher/staff cannot provide the names, addresses, telephone numbers or personal information of other children in the class.
- If you wish to help with a class event or celebrate your child's birthday at school, please contact your child's teacher to make arrangements. All treats should be individually wrapped. The teacher will be aware of any concerns regarding diet and allergies and can offer you appropriate suggestions for treats.
- If you have any questions regarding this policy, please contact your child's teacher.

Parents are encouraged to communicate often with their child's teacher through email, notes, communication logs, daily point sheets, and by leaving phone messages in the school office or on an individual staff member's voicemail. A teacher will return non-emergency phone messages as soon as possible. Teachers will respond to written notes and phone messages on the same day they are received, if possible. Changes in a student's routine, (i.e. transportation) should be communicated via note to the child's teacher, or call the office prior to 1:30 p.m.

Parent-Teacher Conferences will be scheduled during the school year as marked on the school calendar. The purpose of the conference is to allow parents and teachers the opportunity of discussing student progress in a personal and informal

setting. Please plan to attend conferences, as this is a great time to touch base with your child's teachers and discuss any concerns you have about your child with the IEC staff.

An annual review of your student's IEP will be scheduled before the anniversary date of the IEP. District representatives will be invited to attend this meeting, as well. Parents and/or IEC staff may request an IEP review meeting at any time. Parents are encouraged to set up conferences and/or observations at other times, if concerns arise/continue. As a courtesy to the teacher, and to minimize classroom disruption, conferences and observations should be set up in advance at a mutually convenient time by contacting your child's teacher. Remember, when you are visiting the school, it is best to discuss your child's educational progress and to voice your questions and concerns either before or after school hours, or during a scheduled meeting.

Curriculum

The Independence Education Center's curriculum follows the Ohio Department of Education Content Standards. Students are presented with grade-level expectations. Some students may have specific identified IEP goals and objectives that specifically outline specialized educational programming. Behavior/social goals are typically written in each IEC student's IEP as part of their daily educational programming. If there are questions regarding your child's curriculum, please contact the IEC principal.

Grades and Progress Reports

IEP Progress Reports are issued four times a year at approximately 9-week intervals with your child's grade card. IEP Progress Reports will also be sent home following the home districts schedule. Parents are welcome to schedule an appointment with the teacher, related service provider, and/or administration to discuss a child's progress at any time. Teachers appreciate parents' interest in their child's progress. Many of our teachers write notes home and appreciate it when a parent is able to respond in writing or by phone before or after school.

Statewide Assessments

According to Federal Guidelines, each state is required to test the academic achievement of all children. This information is used by the Ohio Department of Education to identify students needing intervention and to rate each school district's ability to meet state standards set for Ohio's Public Schools. Your child will be administered the same high stakes testing as he/she would take at their home school. Their results will be counted for the school district of residence. The IEP team must decide whether the student will participate in the state achievement tests or whether they will take an Alternate Assessment. The Alternate Assessment is an alternate testing format based on extensions of the Ohio Revised Common Core Standards that demonstrates the student's progress toward the Ohio Department of Education State Standards.

Transition from Independence Education Center

A student may transition back to his/her home school or to another school program when he/she has gained and internalized the needed skills to be successful in that educational setting. This is a team decision based on documentation collected by the student's teachers and other building staff, as well as on parent and home district input. It is important that the newly acquired behavioral skills are well integrated into the student's repertoire of behaviors in order that they can use them independently in the new educational environment. The transition plan is based on the individual strengths and skills of the student and considered and/or discussed when the student has consistently displayed behaviors that are acceptable in a traditional school setting. This typically occurs when a student reaches and maintains Level 4. As the student is able to earn/add mainstream classes, he/she will be expected to will follow the discipline guidelines within each classroom and within the district of mainstream. Once the student has earned the top level of the classroom point system and the frequency, duration and intensity of focal behavioral issues have diminished, the IEP team will meet with the parent, the student (if appropriate), and the home district administrator to begin the transition process back to the home district if appropriate.

Policies Governing the NwOESC and IEC

2416 - STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

The Board respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the Center's curriculum, without prior written consent of the student (if an adult, or an emancipated minor or, if a non-emancipated minor), or his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

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

The Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

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

No survey or evaluation containing one or more of the items listed in A-H above will require student signatures. The supervisor will inform parents of such a survey/evaluation or of a survey/evaluation created by a third party prior to disbursement by sending notification of such surveys/evaluations home with the students. The parent may contact the supervisor if s/he wants to preview the survey/evaluation beforehand, or deny participation by his/her child.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is receiving by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

5136.01 - ELECTRONIC EQUIPMENT

While in some instances that possession and use of electronic equipment or devices by a student at school may be appropriate, often the possession and use of such equipment or devices by students at school can have the effect of distracting, disrupting and/or intimidating others in the school environment and leading to opportunities for academic dishonesty and other disruptions of the educational process. Consequently, the Governing Board will supply any electronic equipment or devices necessary for participation in the educational program. Students shall not use or possess any electronic equipment or devices on school property or at any school-sponsored activity without the permission of the classroom teacher and/or building administrator.

Examples of prohibited devices include, but are not limited to cameras (photographic and/or video), laptops, tablets (e.g., iPad-like devices), smartphones, e-readers (e.g., Kindle-like devices), personal digital assistants (PDAs), lasers, laser pens or pointers, radios, "boom-boxes", headphones, portable CD/MP3 players, portable TV's, electronic games/toys, pagers/beepers, other paging devices and/or recording devices, or other devices with one- or two-way audio communication technology.

Distracting behavior that creates an unsafe environment will not be tolerated.

Students are prohibited from using electronic equipment or devices in a manner that may be physically harmful to another person (e.g. shining a laser in the eyes of another student). Further, at no time may any camera or other electronic equipment/device be utilized by a student in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using a camera or other electronic equipment/device to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex (including sexual orientation/transgender identity), age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are prohibited from using cameras and other electronic equipment/devices to capture, record or transmit test, information or any other information in a manner constituting fraud, theft, or academic dishonesty. Similarly, students are prohibited from using cameras and other electronic equipment and devices to capture, record or transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture and/or recording of such words or images. Using a camera or other electronic equipment/devices to capture, record or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Cameras and electronic equipment/devices are expressly banned from and may not be possessed, activated, or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a camera or other electronic equipment/device is absolutely prohibited.

Unauthorized electronic equipment and devices will be confiscated from the student by school personnel and disciplinary action taken.

Students are personally and solely responsible for the care and security of any electronic equipment or devices they bring to school. The Board assumes no responsibility for theft, loss, damage, or vandalism to electronic equipment and devices brought onto its property, or the unauthorized use of such devices.

5200 - ATTENDANCE

The educational program offered by this Center is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the Center during the days and hours that the Center is in session or during the attendance sessions to which s/he has been assigned.

A student in grades nine (9) through (12) may be considered a full-time equivalent student provided the student is enrolled in at least five (5) units of instruction, as defined by State law, per school year.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from the Center or from class for any reason, a written statement of the cause for such absence. The Governing Board reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.

The Board considers the following factors to be reasonable excuses for time missed at the Center:

- A. personal illness (a written physician's statement verifying the illness may be required)
- B. appointment with a health care provider
- C. illness in the family necessitating the presence of the child
- D. quarantine of the home
- E. death in the family
- F. necessary work home due to absence or incapacity of parent(s)/guardian(s)
- G. observation or celebration of a bona fide religious holiday
- H. out-of-state travel (up to a maximum twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a Center-approved enrichment or extracurricular activity

Any classroom assignment missed due to the absence shall be completed by the student.

If the student will be absent for twenty-four (24) or more consecutive hours that the student's school is open for instruction, a classroom teacher shall accompany the student during the travel period to provide the student with instructional assistance.

- I. such good cause as may be acceptable to the Superintendent
- J. medically necessary leave for a pregnant student in accordance with Policy 5751
- K. service as a precinct officer at a primary, special or general election in accordance with the program set forth in Policy 5725
- L. college visitation
- M. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status
- N. absences due to a student being homeless

The Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

Attendance shall be taken at the commencement of the school day in all buildings. Attendance for students arriving late or leaving early must be tracked and recorded to the nearest full hour.

Contacting the Parent/Guardian of an Absent Student

When a parent, guardian, or other person having care of a student has failed to initiate a telephone call or other communication notifying the school or building administration of the student's excused or unexcused absence within 120 minutes after the beginning of the school day, the attendance officer or designee for each school building shall make at least one (1) attempt to contact the parent, guardian, or other person having care of any student who is recorded as absent without legitimate excuse within 120 minutes after the beginning of each school day by a method designated by the Superintendent in accordance with Ohio law (see AG 5200).

Excessive Absences

When a student of compulsory school age is absent from school with combined nonmedical excused absences and unexcused absences in excess of thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year, that student is considered "excessively absent" from school. The Center or school shall notify the child's parent or guardian of the child's absences, in writing, within seven (7) school days after the date of the absence that triggered the notice requirement. At the same time written notice is given, any appropriate intervention action listed herein may be taken.

The following "medical excuses" will not count toward a student's excessive absence hours: (1) personal illness; (2) illness in the family necessitating the presence of the child; (3) quarantine of the home; (4) health care provider appointments (doctor, dentist, mental health provider, etc.); (5) medically-necessary leave for a pregnant student in accordance with Policy 5751; (6) death in the family; or (7) other set of circumstances the Superintendent deems on a case-by-case basis to be a good and sufficient cause for medical absence from school.

A medically excused absence occurs any time a student is out of school due to illness or medical visit (physician, dentist, mental health, etc.). A medical excuse for personal illness will be accepted in the form of a doctor's note within five (5) school days of the absence or parent call-in on the day of the absence due to illness or doctor's visit. A student may have up to ten (10) medically excused absences without a doctor's note, but with a phone call from a parent/guardian. Medical excuse absences will be accepted through this process for students participating both in-person and remotely. This policy will be extended beyond ten (10) days if the student or someone in the student's family is in quarantine due to a recognized pandemic/epidemic (e.g., COVID-19) or experiencing symptoms of the pandemic/epidemic.

Habitually Truant

A student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or for seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student who is otherwise habitually truant include but are not limited to:

- A. the student was enrolled in another school district;
- B. the student was excused from attendance in accordance with R.C. 3321.04; or
- C. the student has received an age and schooling certificate.

Intervention Strategies

In order to address the attendance practices of a student who is habitually truant, the intervention team may, as part of an intervention plan, take any of the following intervention actions:

- A. may require habitual truant to undergo appropriate counseling
- B. request or require the student's parent to attend a parental involvement program
- C. request or require a parent to attend a truancy prevention mediation program
- D. notify the Registrar of Motor Vehicles of the student's absences
- E. take appropriate legal action
- F. assignment to an alternative school (Note: If the Center has established an alternative school, it must appear as an alternative intervention strategy.)

The Superintendent is authorized to establish an educational program for parents of truant students which is designed to encourage parents to ensure that their children attend school regularly. Any parent who does not complete the program is to be reported to law enforcement authorities for parental education neglect, a fourth-class misdemeanor if found guilty.

Whenever any student of compulsory school age has sixty (60) consecutive hours in a single month or a total of ninety (90) hours of unexcused absence from school during the school year, s/he will be considered habitually absent under R.C. 3321.13(b)(2). The Board authorizes the Superintendent to inform the student and his/her parents, guardian, or custodian of the record of absences without legitimate excuse as well as the Center's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's unexcused absences and habitually absent status.

If a student who is habitually truant violates the order of a juvenile court regarding the student's prior adjudication as an unruly child for being a habitual truant, s/he may further be adjudicated as a delinquent child.

This policy was developed after consultation with the judge of the juvenile court of Defiance County, with the parents, guardians, or other persons having care of the students attending school in the Center, and with appropriate State and local agencies.

Tracking Remote Attendance

Consistent with the Center's remote learning plan (e.g., Blended Learning, On-Line Learning, etc.), the Center will provide a variety of instruction models, including both teacher-led remote learning and self-directed remote learning.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data.

In addition to the reasons listed at the beginning of this policy, absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with a notice from a parent/guardian:

- A. temporary internet outage for individual students or households;
- B. unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led remote learning lesson;
- C. computer/device malfunction;
- D. malfunction of a Center-owned device for which the Center is providing technical assistance, repair, or replacement.

Attendance in self-directed remote learning (asynchronous) shall be tracked by evidence of participation, which may include, but is not limited to:

- A. daily logins to learning management systems;
- B. daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats, or other formats that enable teachers to engage with students; and
- C. assignment completion.

The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. A teacher may adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge.

5230 - LATE ARRIVAL AND EARLY DISMISSAL

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the Independence Education Center. The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day. Tardy/Early Dismissal is anything that is 15 minutes later or prior to the home district's bus to the IEC. A Full Day is 6 hours – 8:10-2:30. Attendance is counted to the minute. See Page 10 for the details.

As the agent responsible for the education of the children of this Center, the Board shall require that the school be notified in advance of such absences by written or personal request of the student's parent, which shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the building administrator.

If one (1) parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the noncustodial parent. Absent such notice, the school will presume that the student may be released into the care of either parent. No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her. No student shall be released to anyone who is not authorized such custody by the parents.

5310 - HEALTH SERVICES

The Board may require students of the Center to submit to periodic health examinations:

- A. to protect the school community from the spread of communicable disease;
- B. to ensure that each student's participation in health, safety, and physical education courses meets the student's individual needs;
- C. to ensure that the learning potential of each child is not lessened by a remediable physical disability.

The Center may provide or require parents to provide:

- A. dental examinations;
- B. tests for communicable disease;
- C. vision and/or audiometric screening;
- D. scoliosis tests

Preschool requirements:

- A. The parent shall provide, prior to the date of admission or not later than thirty (30) days after date of admission, and annually from the date of examination thereafter, a report from a licensed physician affirming that the child is in suitable condition for enrollment in the program. 'Prior to the date of admission' means:
 1. for children younger than three (3) years old at the time of admission, the examination shall occur within six (6) months prior to the date of an admission;
 2. for children three (3) years old or older at the time of admission, the examination shall occur within twelve (12) months prior to the date of admission.
- B. A preschool staff member shall annually complete fifteen (15) hours of inservice training in child development or early childhood education; child abuse recognition and prevention; first aid; and/or in prevention, recognition, and

management of communicable diseases, until a total of forty-five (45) hours has been completed, unless s/he holds an associate or higher degree in child development or early childhood education from an accredited college, university, or technical college, a prekindergarten associate certificate issued by the State Board of Education, or a prekindergarten teaching certificate.

Any student who has been removed from a physical education class by a teacher because the student is exhibiting signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall not be permitted to return to any physical education class for which the teacher is responsible on the same day the student is removed. Thereafter, the student shall not be permitted to return to the activity for which the teacher is responsible until both of the following occur:

- A. The student's condition is assessed by (1) a physician; (2) a licensed healthcare professional authorized by the Board, in accordance with requirements set forth in R.C. 3313.539(E)(2), to assess such a student; or (3) a licensed health care professional, each of whom must meet the minimum education requirements established by rules adopted under R.C. 3707.521 by the professional's licensing agency.
- B. The student receives written clearance that it is safe to return to physical education class from the physician or the licensed healthcare professional who assessed the student's condition.

5330 - USE OF MEDICATIONS

The Board shall not be responsible for the diagnosis and treatment of student illness. With the exception of diabetes care covered under Policy 5336, the administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or if the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a licensed health professional authorized to prescribe drugs and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from a licensed health professional authorized to prescribe drugs accompanied by the written authorization of the parent. Before any nonprescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the Center for the administration of the medication and made available to the persons designated by this policy as authorized to administer medication or treatment. No student is allowed to provide or sell any type of over-the-counter medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct/Discipline Code.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. The Superintendent shall determine a location in each building where the medications to be administered under this policy shall be stored, which shall be a locked storage place, unless the medications require refrigeration in which case they shall be stored in a refrigerator in a place not commonly used by students, and unless the medication to be administered is diabetes medication, which must be kept in an easily accessible location pursuant to Policy 5336.

Parents may administer medication or treatment, with the exception of diabetes care covered under Policy 5336.

Additionally, students may administer medication or treatment to themselves, if authorized in writing by their parents and a licensed health professional authorized to prescribe drugs.

However, students shall be permitted to carry and use, as necessary, an asthma inhaler or other emergency medication(s), provided the student has prior written permission from his/her parent and physician.

Additionally, students shall be permitted to carry and use, as necessary, an epinephrine autoinjector to treat anaphylaxis, provided the student has prior written approval from the prescriber of the medication and his/her parent/guardian, if the student is a minor, and has submitted written approval to the principal and any school nurse assigned to the building. The parent or the student shall provide a back-up dose of the medication to the principal or school nurse. This permission shall extend to any activity, event, or program sponsored by the school or in which the school participates. In the event epinephrine is administered by the student or a school employee at school or at any of the covered events, a school employee shall immediately request assistance from an emergency medical service provider (911). Students with diabetes authorized to attend to their diabetes care and management may do so in accordance with Policy 5336.

Students shall be permitted to possess and self-administer over-the-counter topical sunscreen products while on school property or at a school-sponsored event.

With the exception of diabetes care covered under Policy 5336, only employees of the Board who are licensed health professionals or who have completed a drug administration training program conducted by a licensed health professional and are designated by the Board may administer prescription drugs to students in school.

With the exception of diabetes care covered under Policy 5336, provided they have completed the requisite training, the following staff are authorized to administer medication and treatment to students:

- A. director
- B. teacher
- C. school nurse
- D. building secretary
- E. aide (paraprofessional)
- F. others as designated by student's IEP and/or 504 plan

With the exception of diabetes care covered under Policy 5336, the Board shall permit the administration by a licensed nurse or other authorized staff member of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a licensed health professional authorized to prescribe drugs and the nurse/staff member has completed any and all necessary training.

Students who may require administration of an emergency medication shall have such medication in their possession upon written authorization of their parent(s) and physician or, such medication, upon being identified as aforementioned, may be stored in an area designated by the building administrator and administered in accord with this policy and Policy 5336.

All dental disease prevention programs, sponsored by the Ohio Department of Health, and administered by school employees, parents, volunteers, employees of local health districts, or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the administrative guidelines of the Ohio Department of Health are exempt from all requirements of this policy.

5500 - STUDENT CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community. The

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in all programs of the District. It is the responsibility of students, teachers and administrators to maintain a classroom environment that:

- A. allows teachers to communicate effectively with all students in the class;

- B. allows all students in the class the opportunity to learn;
- C. has consequences that are fair and developmentally appropriate;
- D. considers the student and the circumstances of the situation; and
- E. enforces the student Code of Conduct/Student Discipline Code accordingly.

Students may be subject to discipline for violation of the Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but that 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 Board official or employee, or the property of such official or employee.

Student conduct shall be governed by the rules and provisions of the Student Code of Conduct/Student Discipline Code. This Code of Conduct/Student Discipline Code shall be reviewed periodically.

5511 - DRESS AND GROOMING

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the rights of students and their parents to make decisions regarding their appearance, except when their choices affect the educational program of the schools. Students have the right to dress in accordance with their gender identity, within the constraints of the dress code promulgated by the school.

Accordingly the Superintendent shall establish such grooming guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming practices which:

- A. present a hazard to the health or safety of the student or to others in the school;
- B. materially interfere with school work, create disorder, or disrupt the educational program;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving the student's educational objectives because of blocked vision or restricted movement.

The Superintendent shall develop procedures to implement this policy that:

- A. designate the building administrator as the arbiter of student dress and grooming at the building;
- B. instruct staff members to demonstrate by example and precept neatness, cleanliness, propriety, modesty, and good sense in attire and appearance;
- C. ensure that all rules implementing this policy impose only minimum and necessary restrictions on the exercise of the student's taste and individuality;
- D. direct staff to enforce the school's dress code in a nondiscriminatory and uniform manner, including without regard to whether a student is transgender or gender nonconforming.

Students who violate the foregoing guidelines will not be admitted to class and may be suspended from school.

Independence Education Center Student Dress Code

Permissible Clothing and Jewelry:

- Pants are to be worn at the waist.
 - Skirts and shorts may be no shorter than 4 inches above the knee.
 - Stretch pants and tights may be worn with blouses, skirts and shorts no shorter than 4 inches above the knee.
- Undergarments, chest and stomach must be covered at all times.
- Tank tops with shoulder straps 3 inches or wider may be worn.
- Shirts and blouses must have standard sized armholes, no cut outs.

The following items are NOT permitted as they can be a distraction to the learning process.

- T-shirts pertaining to violence, sex, drugs, alcohol or tobacco products
- Pajamas, night clothes, robes
- Hats, sunglasses
- Hoop and dangle earrings longer than 1 inch, gauges, plugs, large ear ornaments and neck chains.

Hair:

- Hair must be groomed so as not to be a distraction to the learning process.
- Hair dye and highlights are permissible but if it becomes a distraction to the educational environment, discipline action may be taken.

5512 TOBACCO USE PREVENTION

The Governing Board is committed to providing students, staff, and visitors with an indoor tobacco, nicotine, vapor/aerosol, and smoke-free environment. The negative health effects of tobacco use for both the users and nonusers, including the effects of secondhand smoke and vapor/aerosol exposure, are well established. Further, providing a non-smoking and tobacco-free environment is consistent with the responsibilities of teachers and staff to be positive role models for our students.

For purposes of this policy, 'use of tobacco' means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco or tobacco substitutes, including cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco or nicotine (including synthetic nicotine), in addition to papers used to roll cigarettes, and/or the smoking of electronic, 'vapor,' or other substitute forms of cigarettes, clove cigarettes, or other smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Board prohibits the possession, consumption, purchase or attempt to purchase, and/or use of tobacco or tobacco substitute products by students at all times (twenty-four (24) hours a day, seven (7) days a week) on Board premises, in Board-owned vehicles, within any indoor facility owned, leased, or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the Board.

Tobacco Policy

Students are not permitted to have any tobacco products on school property. This will include but is not limited to cigarettes, cigars, pipes, papers, chewing tobacco, E Cigs, lighters, and matches **(SEE ABOVE FOR LIST)**. Failure to comply with this rule will result in the following offenses:

1st Offense: Lost Level Day – Parent/Guardian will be notified.

2nd Offense: Partial/Proportional Level Drop – Parent/Guardian will be notified

3rd Offense: Proportional Level Drop – Parent/Guardian will be notified.

Please note: ALL ITEMS THAT ARE CONFISCATED WILL NOT BE RETURNED. ANY ITEM THAT MAY BE CONSIDERED ILLIGAL OR DRUG RELATED WILL FALL UNDER THE DRUG AND ALCOHOL POLICY, WHICH MAY RESULT IN SUSPENSION/EXPULSION.

5513 - CARE OF SCHOOL PROPERTY

The Board believes that the schools should help students learn to respect property and develop feelings of pride in community institutions.

The Board charges each student in the schools of this District with responsibility for the proper care of school property and the school supplies and equipment entrusted to his/her use. A reward may be offered for apprehending any person who vandalizes school property.

In accordance with law, students who cause damage to school property shall be subject to disciplinary measures and their parents shall be financially liable for such damage to the extent of the law, except that students over eighteen (18) years of age shall also be liable for damage they cause.

The Board authorizes the imposition of fines for the loss, damage, or destruction of school equipment, apparatus, musical instruments, library materials, textbooks, and for damage to school buildings, and reserves the right, to the extent permitted by law, to withhold a report card or credits from any student whose payment of such fine is in arrears.

The Board may report to the appropriate juvenile authorities any student whose damage of school property has been serious or chronic in nature. An attempt will be made to contact the parents prior to making a referral to juvenile authorities.

The Superintendent shall develop procedures to implement this policy which include:

- A. rules for the safekeeping and accounting of textbooks;
- B. preparation of a schedule of fines for lost or damaged textbooks;
- C. a report to the Board as appropriate, on the incidence of vandalism which shall include the number and kind of incident, the cost of vandalism to the District, and such related facts and comments as the Superintendent may wish to make.

The Board reserves the right to offer a reward to persons other than school employees and their immediate family for information leading to the arrest and conviction of any person who commits any violation of law on property owned or under the control or management of the Board.

5516 - STUDENT HAZING

Hazing activities of any type are inconsistent with and disruptive to the educational process, and prohibited at any time in school facilities, on school property, and/or off school property if the misconduct is connected to or associated

with Governing Board-sponsored activities (e.g., extracurricular teams, clubs, or groups) or incidents that have occurred on school property. No administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of the Center shall encourage, permit, authorize, condone, or tolerate any hazing activities. The preceding prohibition includes recklessly permitting the hazing of any person associated with the Center. Additionally, no student shall plan, encourage, or engage in any hazing.

Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any class, team, or organization or any act to continue or reinstate membership in or affiliation with any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse. No person shall recklessly participate in the hazing of another. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, employees, faculty members, teachers, or volunteers of the Center shall be alerted to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Superintendent. Additionally, no administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of the Center who is acting in an official and professional capacity shall recklessly fail to immediately report the knowledge of hazing to a law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred. Students, administrators, employees, faculty members, and teachers who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with law. Likewise, consultants, alumni, and volunteers associated with the Center who fail to abide by this policy may be prohibited from continuing their involvement and/or participation in activities associated with the Center and may be held personally liable for civil and criminal penalties in accordance with law.

The Superintendent shall distribute this policy to all students, Board employees, consultants, and volunteers, and shall incorporate it into building, staff, and student handbooks. It shall also be posted on the Center's website. This policy shall be the subject of discussion at employee staff meetings or in-service programs.

Board employees, consultants, and volunteers shall not intentionally remain ignorant of hazing or potential hazing activities.

5517 - ANTI-HARASSMENT

General Policy Statement

It is the policy of the Governing Board to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School Educational Service Center operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age (except as authorized by law), religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School Center community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School Center community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School Center property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School Center community at school-related events/activities (whether on or off Center property).

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;

- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.

- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
- H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship.
- J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
- K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- L. Inappropriate boundary invasions by a Center employee or other adult member of the School Center community into a student's personal space and personal life.
- M. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such

harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the Center's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)"):

Director of Curriculum
205 Nolan Parkway
Archbold, OH 43502-0250
567-444-4800
567-444-4802 (FAX)

Special Ed. Supervisor/Compliance Officer
205 Nolan Parkway
Archbold, OH 43502-0250
567-444-4800
567-444-4802 (FAX)

The names, titles, and contact information of these individuals will be published annually on the School Center's web site.

The Compliance Officer(s) are responsible for coordinating the Center's efforts to comply with applicable Federal and State laws and regulations, including the Center's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the Center community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School Center community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other Center-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The

Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Students and all other members of the School Center community along with Third Parties are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or other Center official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other Center employee or official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School Center community and Third Parties, which includes students, or third parties who believe they have been unlawfully harassed are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officers who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 5517 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any student who believes that they have been subjected to unlawful harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights.

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

Students who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complainants involving a Center employee, any other adult member of the School Center community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the alleged harassing conduct is unwelcome and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator in the school the student attends; 2) to the Superintendent or other Center-level employee; and/or 3) directly to one of the Compliance Officers.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide students who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.
- B. Distributing a copy of this anti-harassment policy as a reminder to the individuals in the school building or office where the Respondent works or attends.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, principal, or other Center employee at the student's school, the Compliance Officer, Superintendent, or another Center official who works at another school or at the Center level. Due to the sensitivity surrounding complaints of unlawful harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other Center employee at the student's school, Superintendent, or other Center official, either orally or in writing, about any complaint of harassment, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer/designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;

- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer/designee, the Superintendent must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. At the conclusion of the additional investigation, the Superintendent shall issue a written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's decision. The written statement of appeal must be submitted to the Treasurer/CFO.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the student alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The Center will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School Center community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School Center community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person from making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanction/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed professional staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School Center community related to the implementation of this policy and shall provide training for Center students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by Center personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the Center's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;

- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and/or procedures/guidelines used by the Center to conduct the investigation, and any documents used by the Center at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment.

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.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation 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 Center's records retention schedule.

5517.01 - BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Governing Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the Educational Service Center, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, Center employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

- A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or
- B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal, assistant principal, supervisor, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal or supervisor should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action. The Center shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate

administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

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

Complaints

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

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal or supervisor for review, investigation, and appropriate action.

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

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The Center will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the Center web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. Center personnel shall cooperate with investigations by such agencies.

Immunity

A Center employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the Center and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the Center and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the Center community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the Center shall provide all students enrolled in the Center with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal or supervisor to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The Center shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

5530 - DRUG PREVENTION

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole school community.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Ohio statute;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. anabolic steroids;
- F. any substance containing betel nut (areca nut);
- G. any substance that is a "look-alike" to any of the above.

The Board prohibits the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia as the term is defined by law, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect on Center grounds on Center vehicles at any Center-sponsored event.

The Superintendent shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools. Such guidelines shall:

- A. emphasize the prevention of drug use;
- B. provide for a comprehensive, age-appropriate, developmentally-based drug and alcohol education and prevention program which:
 - 1. addresses the legal, social, psychological, and health consequences of drug and alcohol use;
 - 2. provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;
 - 3. assists students to develop skills to make responsible decisions about substance abuse and other important health issues;
 - 4. promotes positive emotional health, self-esteem, and respect for one's body;
 - 5. meets the minimal objectives as stated in the essential performance objectives for health education as established by the State Department of Education;
- C. include a statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- D. provide standards of conduct that are applicable to all students and which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity;
- E. include a clear statement that disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school standards of conduct and a;

The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs.

- F. provide information about any drug and alcohol counseling and rehabilitation and reentry programs available to students and provide procedures to direct students and their parents to the appropriate programs;
 - G. require that all parents and students be given a copy of the standards of conduct regarding the unlawful possession, use, or distribution of illicit drugs and alcohol by students;
 - H. require the notification to parents and students that compliance with the standards of conduct is mandatory;
 - I. provide a biennial review of the School Center's program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced;
 - J. establish means for dealing with students suspected of drug use or suspected of possessing or distributing drugs in school and ensure that the Center's policy and administrative guidelines on Search and Seizure (5771), and Suspension and Expulsion (2645), are complied with fully.
- The Superintendent shall establish administrative guidelines necessary to implement this policy.

5610.02 - IN-SCHOOL DISCIPLINE

It is the purpose of this policy to allow for an alternative to out-of-school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Governing Board to support them.

In-school discipline will only be offered at the discretion of the Special Education Supervisor or designee for offenses found in the Student Code of Conduct/Student Discipline Code.

The Superintendent is to establish administrative guidelines for the proper operation of such programs. As long as the in-school disciplinary alternatives are served entirely in the school setting, they will not require any notice, hearing or appeal rights. Any student who is issued an in-school disciplinary assignment shall serve such assignment in a supervised learning environment within the school setting and shall be permitted to complete any classroom assignments missed because of the in-school discipline.

5610.03 - EMERGENCY REMOVAL OF STUDENTS

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process taking place either in a classroom or elsewhere on school premises, then the Superintendent, Principal or assistant Principal may remove the student from curricular activities or from the school premises. A teacher may remove the student from curricular activities under the teacher's supervision, but not from the premises. If a teacher makes an emergency removal, the teacher will notify a building administrator of the circumstances surrounding the removal in writing, as soon as practicable. Because such removal is not subject to the normal suspension and expulsion procedures, no prior notice or hearing is required for any removal under this policy.

A due process hearing will be held on the next school day after the removal is ordered. Written notice of the hearing and the reason for the removal and any intended disciplinary action will be given to the student as soon as practical prior to the hearing. If the student is subject to out-of-school suspension, the student will have the opportunity to appear at an informal hearing before the Principal, Assistant Principal, Superintendent or designee and has the right to challenge the reasons for the intended suspension or otherwise explain his/her actions. Within one (1) school day of the decision to suspend, written notification will be given to the parent(s)/guardian(s) or custodian of the student. This notice will include the reasons for the suspension, the right of the student or parent(s)/guardian(s) to appeal to the Governing Board or its designee and the student's right to be represented in all appeal proceedings. If it is probable that the student may be subject to expulsion, the hearing will take place on the next school day after the date of the initial removal and will be held in accordance with the procedures outlined in the Policy 5611 - Due Process Rights. The person who ordered or requested the removal will be present at the hearing.

A student in any of grades pre-kindergarten through 3 may be removed only for the remainder of the school day, and shall be permitted to return to any curricular and extra-curricular activities on the next school day (following the day in which the student was removed or excluded). When a student in any of grades pre-kindergarten through 3 is removed and

returned to his/her curricular and extra-curricular activities the next school day, the Principal is not required to hold a hearing (or provide written notice of same).

The Principal shall not initiate suspension or expulsion proceedings against a student in any grades pre-kindergarten through 3 who was removed unless the student has committed one (1) of 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. Similarly, the Principal can initiate suspension or expulsion proceedings if the student 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 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, 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 engages in the 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, or other school employees.

If the Superintendent or Principal reinstates a student prior to the hearing for emergency removal, the teacher may request and will be given written reasons for the reinstatement. The teacher cannot refuse to reinstate the student. In an emergency removal, a student can be kept from class until the matter of the misconduct is disposed of either by reinstatement, suspension or expulsion.

5610.05 - SUSPENSION FROM SPECIAL EDUCATION PROGRAM

The Board recognizes that suspension from a special education program is the most severe sanction that can be imposed on a student with disabilities and one which shall be imposed only to protect the safety and well-being of other students.

For purposes of this policy, "suspension" shall be the temporary exclusion of a student from a special education program and/or special education transportation.

A student may be suspended by the local program authority. Such action shall be reported to the local district superintendent and the County Superintendent as soon as possible. The Placement Team shall determine if the misconduct results from the disabling condition, and, if so, an appropriate alternate educational program must be prescribed.

No student shall be deprived of the right to an education in the public schools of the District without notice of the charges to him/her and his/her parents and an opportunity to be heard in his/her own behalf before the person or body with the authority to reinstate him/her. Each student shall be afforded an informal hearing before the suspension or, if circumstances prohibit, as soon as possible after the suspension.

5630.01 - POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS AND LIMITED USE OF RESTRAINT AND SECLUSION

The Governing Board is committed to implementation of Positive Behavior Intervention and Supports (PBIS) framework on a Center-wide basis and the establishment of a school environment focused on the care, safety, and welfare of all students and staff members. Staff are directed to work to prevent the use of physical restraint and/or seclusion. The PBIS framework shall serve as the foundation for the creation of a learning environment that promotes the use of evidence-

based academic and behavioral practices aimed at enhancing academic, social, and behavioral outcomes for all students. An emphasis shall be placed on promoting positive interventions and solutions to potential crises. If a student's behavior, however, presents a threat of immediate physical harm to the student or others, staff may, as a last resort (i.e., there is no other safe and effective intervention available) and in accordance with the terms of this policy, use approved physical restraint or seclusion to maintain a safe environment.

All physical restraint and seclusion shall only be done in accordance with this policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion.

Training in methods of PBIS and the use of physical restraint and seclusion will be provided to all professional staff and support staff determined appropriate by the Superintendent. Training will be in accordance with the State's Standards. Absent an emergency, only school staff who are trained in permissible seclusion and physical restraint measures shall use such techniques.

Every use of restraint and seclusion shall be documented and reported in accordance with this policy.

The Board shall annually notify parents of this policy, which will be published on the Center's website.

DEFINITIONS

Aversive behavioral interventions mean intervention that are intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as application of noxious, painful, and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant, or taste, or other sensory stimuli such as climate control, lighting, and sound.

Behavioral Intervention Plan ("BIP") means a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain it, by strengthening replacement skills, teaching new skills and by providing positive behavior intervention and supports and services to address behavior.

Chemical restraint means a drug or medication used to control a student's behavior or restrict freedom of movement that is not:

- A. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under Ohio law, for the standard treatment of a student's medical or psychiatric condition; and
- B. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under Ohio law.

De-escalation techniques are interventions that are used to prevent violent and aggressive behaviors and reduce the intensity of threatening, violent and disruptive incidents.

Functional behavior assessment (FBA) is a school-based process for students with disabilities and students without disabilities that includes the student's parent and, as appropriate, the child, to determine why a child engages in challenging behaviors and how the behavior relates to the child's environment. Consent from the parent and, as appropriate, the child (eighteen (18) years of age or older), must be obtained at the initial Functional Behavior Assessment.

Mechanical restraint means any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose. Mechanical restraint does not mean a device used by trained Student Personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which the device was designed and, if applicable, prescribed, including:

- A. restraints for medical immobilization;

- B. adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
- C. vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent means:

- A. a biological or adoptive parent;
- B. a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State);
- C. an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare;
- D. a surrogate parent who has been appointed in accordance with Ohio Administrative Code 3301-51-05(E); or
- E. any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of the child.

Physical escort means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical restraint means the use of physical contact that immobilizes or reduces the ability of a student to move the student's arms, legs, body, or head freely. Physical restraint does *not* include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes to:

- A. break up a fight;
- B. knock a weapon away from a student's possession;
- C. calm or comfort;
- D. assist a student in completing a task/response if the student does not resist the contact; or
- E. prevent imminent risk of injury to the student or others.

Positive Behavior Intervention and Supports (PBIS) means a multi-tiered, school-wide, behavioral framework developed and implemented for the purpose of improving academic and social outcomes, and increasing learning for all students. PBIS includes a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

PBIS Leadership Team means the assigned team at the Center and building level that plans, coaches and monitors PBIS implementation in the Center and buildings. The PBIS Leadership Teams may include, but is not limited to, school administrators, teacher representatives across grade level and programs, staff able to provide behavioral expertise, and other representatives identified by the Center or school such as bus drivers, food service staff, custodial staff, and paraprofessionals.

Prone restraint means physical or mechanical restraint while the student is in the face-down position.

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

Student means an individual enrolled in the Center.

Student Personnel means teachers, principals, counselors, social workers, school resource officers, teacher's aides, psychologists, bus drivers, related service providers, nursing staff, or other Center staff who interact directly with students.

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

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS FRAMEWORK

The Center will implement PBIS on a system-wide basis in accordance with R.C. 3319.46 and A.C. 3301-35-15. The Center's PBIS framework involves comprehensive, school-wide data systems that enable monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms. The administration is encouraged to use data-based decision-making to select, monitor, and evaluate outcomes, practices, and systems. The PBIS framework further involves a school-wide investment in evidence-based curricula and effective instructional strategies, matched to students' needs, and data to support teachers' academic instruction. Evidence-based practices along a multi-tiered continuum of supports will be used. The Center's PBIS framework will further focus on improving staff climate and culture regarding the role of discipline in the classroom, by using positive and proactive communication and staff recognition. Finally, classroom practices shall be linked to and aligned with the school-wide system so progress monitoring can occur with fidelity and target outcomes. The PBIS framework will strive to enable accurate and sustainable implementation of practices.

As part of its implementation of the PBIS framework, the Center will provide Student Personnel with appropriate professional development, engage in explicit instruction of school-wide behavior expectation, employ consistent systems of acknowledging and correcting behavior, create teaching environments designed to eliminate behavior triggers, and promote family and community involvement.

The PBIS framework shall apply to all students and staff, and in all settings. It shall include:

- A. school staff trained to identify conditions such as where, under what circumstances, with whom, and why specific behaviors occur;
- B. functional behavior assessments that include:
 1. review of existing data;
 2. interviews with parents, family members, and students; and
 3. examination of previous and existing behavior intervention plans.
- C. development and implementation of positive behavior intervention and supports, and the teaching of appropriate behavior, including:
 1. modification of environmental factors that escalate inappropriate behavior;
 2. supporting the attainment of appropriate behavior; and
 3. use of de-escalation techniques to defuse potentially violent dangerous behavior.

PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF PBIS

In order to successfully implement the PBIS framework on a Center-wide basis, the Board shall provide for Student Personnel shall receive professional development as follows:

- A. the professional development will occur at least every three (3) years;
- B. the professional development must be provided by a building or Center PBIS Leadership Team or an appropriate State, regional, or national source in collaboration with the building or Center PBIS Leadership Team;
- C. the trained PBIS Leadership team will provide the professional development in accordance with the Center-developed PBIS training plan, which the Superintendent will develop;
- D. the Superintendent shall retain records of completion of the professional development; and
- E. the professional development will include the following topics:
 - 1. an overview of PBIS;
 - 2. the process for teaching behavioral expectations;
 - 3. data collection;
 - 4. implementation of PBIS with fidelity;
 - 5. consistent systems of feedback to students for acknowledgment of appropriate behavior and corrections for behavior errors; and
 - 6. consistency in discipline and discipline referrals.
- F. the training will be appropriately modified for the intended audience.

The Superintendent is charged with arranging for continuous training structures to be in place to provide ongoing coaching and implementation with fidelity.

SECLUSION

Seclusion may be used only when a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available. Seclusion may be used only as a last resort to provide the student with an opportunity to regain control of the student's actions. Seclusion must be used in a manner that is age and developmentally appropriate, for the minimum amount of time necessary for the purpose of protecting the student and/or others from physical harm, and otherwise in compliance with this policy and the Ohio Department of Education's (ODE) model policy.

Seclusion shall be implemented only by Student Personnel who are trained to protect the care, welfare, dignity, and safety of the student, including trained to detect indications of physical or mental distress that require removal and/or immediate medical assistance. Student Personnel must document their observations of the student during the seclusion.

Additional requirements for the use of seclusion:

If Student Personnel use seclusion, they must:

- A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use communication strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D. assess the student for injury or psychological distress after the use of seclusion, and monitor the student as needed following the incident;
- E. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. complete all required reports and document their observations of the student;
- G. ensure safety of other students and protect the dignity and respect of the student involved;
- H. combine the use of seclusion with other non-physical interventions (which are always preferred) that will diminish the need for seclusion in the future;
- I. if at any point the staff assess that the intervention is insufficient to maintain safety of all involved, contact emergency personnel;
- J. use seclusion for the last amount of time necessary.

Requirements for a room or area used for seclusion:

A room or area used for seclusion must provide for adequate space, lighting, ventilation, and clear visibility in order to allow Student Personnel to observe the student.

A room or area used for seclusion *must not be locked* or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area.

Additional prohibited seclusion practices:

Seclusion shall not be used:

- A. for the convenience of staff;
- B. as a substitute for an educational program;
- C. as a form of discipline or punishment;
- D. as a substitute for other less restrictive means of assisting a student in regaining control;
- E. as a substitute for inadequate staffing;
- F. as a substitute for staff training in positive behavior intervention and supports framework and crisis management;
- G. as a means to coerce, retaliate, or in a manner that endangers a student.

Seclusion of preschool-age children is prohibited, except that a preschool-age child may be separated from classmates, either in the classroom or in a safe, lighted, and well-ventilated space, for an amount of time that is brief in duration and appropriate to the child's age and development, if the child is always within sight and hearing of a preschool staff member.

PHYSICAL RESTRAINT

Prone restraint, including any physical restraint that obstructs the airway of the student, or any physical restraint that impacts a student's primary mode of communication, is prohibited. Student Personnel may use physical restraint only as a last resort and in accordance with this policy and the requirements of A.C. 3301-35-15.

Physical restraint may be used only when the student's behavior poses an immediate risk of physical harm to the student and/or others and no other safe or effective intervention is available. The physical restraint must be implemented in a manner that is age and developmentally appropriate, does not obstruct the student's ability to breathe, does not interfere with the student's ability to communicate in the student's primary language or mode of communication, and otherwise in compliance with this policy and the ODE's corresponding model policy.

Only Student Personnel trained in safe restraint techniques may implement physical restraint except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available. Student Personnel must be trained to protect the care, welfare, dignity, and safety of the student.

Additional requirements for the use of physical restraint:

If Student Personnel use physical restraint, they must:

- A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use communication strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;
- D. assess the student for injury or psychological distress after the use of physical restraint, and monitor the student as needed following the incident;
- E. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. complete all required reports and document their observations of the student;
- G. implement in a manner that accommodates age and body size diversity;
- H. ensure safety of other students and protect the dignity and safety of the student involved;
- I. combine with other non-physical interventions (which are always preferred) that will diminish the need for physical intervention in the future;
- J. use the least amount of force necessary for the least amount of time necessary;
- K. if at any point the staff assesses the intervention is insufficient to maintain safety for all involved, contact emergency personnel.

Physical restraint shall not be used for punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control.

Prohibited Practices

The following practices are prohibited under all circumstances, including emergency safety situations:

- A. prone restraint;
- B. any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
 - 1. involves the use of pinning down a student by placing knees to the torso, head, or neck of the student;
 - 2. uses pressure point, pain compliance, or joint manipulation techniques;
 - 3. otherwise involves techniques that are used to unnecessarily cause pain;
 - 4. causes loss of consciousness or harm to the neck or restricting respiration in any way;
 - 5. involves dragging or lifting of the student by the hair or ear or any type of mechanical restraint;
 - 6. uses other students or untrained staff to assist with the hold or restraint;
 - 7. involves securing a student to another student or fixed object;
- C. corporal punishment as defined in R.C. 3319.41;
- D. child endangerment as defined in R.C. 3319.41;
- E. deprivation of basic needs;
- F. seclusion or restraint of preschool-age students in violation of A.C. 3301-37-10(D) and A.C. 3301-35-15;
- G. mechanical restraint;
- H. chemical restraint;
- I. aversive behavioral interventions; and
- J. seclusion in a locked room or area.

CONTACT LAW ENFORCEMENT AND/OR EMERGENCY RESPONSE PERSONNEL

In accordance with the Board's Emergency Management Plan (see Policy 8400), Center personnel shall contact law enforcement and/or appropriate emergency response personnel if at any point they determine that an intervention (either a physical restraint or seclusion) is insufficient to maintain the safety of all involved.

MULTIPLE INCIDENTS OF RESTRAINT AND/OR SECLUSION - CONDUCTING A FUNCTIONAL BEHAVIOR ASSESSMENT AND DEVELOPING A BEHAVIOR INTERVENTION PLAN

After a student's third incident of physical restraint or seclusion in a school year, a meeting must occur within ten (10) school days of the third incident as follows:

For a student who has been found eligible for special education services or has a 504 plan, the student's individualized education program or 504 team must meet to consider the need to conduct or develop an FBA or BIP, or amend an existing FBA or BIP.

- A. For all other students (i.e., students not described in the preceding paragraph), a team, consisting of the student's parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members must meet to discuss the need to conduct or review an FBA and/or develop a BIP.
- B. For all other students (i.e., students not described in the preceding paragraph), a team, consisting of the student's parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members must meet to discuss the need to conduct or review an FBA and/or develop a BIP.
- C. Nothing in this section is meant to prevent the completion of an FBA or BIP for any student who might benefit from these measures, but has fewer than three (3) incidents of restraint or seclusion.
- D. Nothing in this section is meant to prevent the Center from conducting any evaluations or other obligations the staff feel are appropriate under the Individuals with Disabilities Education Improvement Act.

TRAINING AND PROFESSIONAL DEVELOPMENT FOR USE OF CRISIS MANAGEMENT AND DE-ESCALATION TECHNIQUES

The Center shall provide training and professional development for the use of crisis management and de-escalation techniques that includes the use of restraint and seclusion. Specifically, the Center shall annually train an appropriate number of personnel in each building in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion. At a minimum, the training will cover the following topics:

- A. proactive measures to prevent the use of seclusion or restraint;
- B. crisis management;
- C. documentation and communication about the restraint or seclusion with appropriate parties;
- D. the safe use of restraint and seclusion;
- E. instruction and accommodation for age and body size diversity;
- F. directions for monitoring signs of distress during and following physical control; and
- G. debriefing practices and procedures.

The training will occur face-to-face and allow for a simulated experience of administering and receiving physical restraint so that participants can demonstrate proficiency in the topics identified above.

The Superintendent is charged with maintaining written or electronic documentation concerning the training provided that includes the following:

- A. the name, position, and building assignment of each person who has completed training;
- B. the name, position, and credentials of each person who has provided the training;
- C. when the training was completed; and
- D. what protocols, techniques, and materials were included in training.

As part of the required training, Student Personnel shall be trained to perform the following functions:

- A. identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
- B. use preventative assessments that include at least the following:
 - 1. a review of existing data;
 - 2. input from parents, family members, and students; and
- C. examination of previous and existing behavior intervention plans.

Only individuals trained in accordance with this policy in the appropriate use of restraint and seclusion may use those techniques.

MONITORING AND COMPLAINT PROCEDURES

The Superintendent shall monitor the implementation of A.C. 3301-35-15 and this policy, and annually conduct a review of A.C. 3301-35-15 and this policy related to the use of PBIS, physical restraint, and seclusion. Additionally, the administration will annually notify parents of the Center's policy and procedures related to the requirements of PBIS, physical restraint, and seclusion, including the following complaint process.

Any parent of a child enrolled in school in the Center may submit a written complaint to the Superintendent regarding an incident of restraint or seclusion. The Superintendent shall investigate each written complaint and respond in writing to the parent's complaint within thirty (30) days of receipt of the complaint. The Superintendent will make reasonable efforts to have an in-person follow-up meeting with the parent.

A parent may also file a complaint with local law enforcement, the county department of job and family services, or the office of integrated student supports within the Ohio Department of Education. The procedures and timeline for filing a complaint with the Ohio Department of Education are outlined in A.C. 3301-35-15(L).

REQUIREMENTS FOLLOWING AN INCIDENT OF SECLUSION OR PHYSICAL RESTRAINT

Each use of physical restraint or seclusion shall be:

- A. reported to the building administration immediately;
- B. reported to the parent immediately; and
- C. documented in a written report (see Ohio Department of Education's Model Restraint and Seclusion Debriefing Form).

A copy of the written report shall be issued to the student's parent or guardian within twenty-four (24) hours of the use of restraint or seclusion. The Center shall maintain the written report, including placing a copy of the written report in the student's file.

All written documentation of the use of restraint or seclusion are educational records pursuant to the Family Educational Right to Privacy Act (FERPA), and Center personnel are prohibited from releasing any personally identifiable information to anyone other than the parent, in accordance with FERPA's requirements.

The Superintendent shall develop a process for the collection of data regarding the use of physical restraint and seclusion.

The administration shall develop a support plan for substitute teachers if they need assistance with PBIS or crisis management and de-escalation (including restraint and seclusion).

The Superintendent shall report information regarding the Center's use of restraint and seclusion annually to the Ohio Department of Education in the form and manner prescribed by the Department as requested by that agency and make the Center's records concerning PBIS, restraint and seclusion available to the staff of the Ohio Department of Education upon request.

* Adapted from the Ohio Department of Education's Positive Behavior Intervention and Supports, and Restraint and Seclusion Model Policy and Procedures, issued July 2021.

5771 - SEARCH AND SEIZURE

The Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Such spaces remain the property of the Board and, in accordance with law, may be the subject of random search. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by Center personnel.

Building administrators are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, they may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of Center rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the building administrator who shall seek the freely-offered consent of the student to the inspection. Whenever possible, a search will be conducted by the building administrator in the presence of the student and a staff member other than the administrator. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

The building administrator shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The building administrator shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

5772 - WEAPONS

The Governing Board prohibits students from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under the control and supervision of the Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

The term "weapon" includes any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons.

Weapons include, but are not limited to, firearms, guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, incendiary devices, explosives, and other objects defined as dangerous ordinances under State law.

Policy exceptions include items pre-approved by the building principal as part of a class or individual presentation under adult supervision, if used for the purpose and in the manner approved (working firearms and any ammunition will never be approved as a part of a presentation); and/or theatrical props used in appropriate settings.

Students shall report any information concerning weapons and/or threats of violence by students, staff members, or visitors to the supervisor. Failure to report such information may subject the student to disciplinary action.

This policy shall be implemented through the Code of Conduct/Student Discipline Code, Policy 5610, and Policy 5610.01, and through administrative guidelines.

The Superintendent is authorized to establish instructional programs on the weapons and the requirement that students immediately report knowledge of weapons and threats of violence by students and/or staff to the supervisor. Failure to report such knowledge may subject the student to discipline.

The Superintendent will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

This policy will be published annually in all Center staff handbooks. Publication is not a precondition to enforcement of this policy.

6152 - STUDENT FEES, FINES, AND CHARGES

The Governing Board will provide the necessary textbooks and/or electronic textbooks required by the course of study free of charge for its students. The Board may charge fees for any additional materials used in the course of instruction. The Board may furnish these additional materials free of charge to students determined to have a serious financial need.

The Board will not charge a fee to a student who is eligible for a free lunch under the National School Lunch Act and the Child Nutrition Act of 1966 for any materials needed to enable the student to participate in a course of instruction. However, the Board may nonetheless charge a fee for materials needed for a student to participate in any extracurricular activity or student enrichment program.

Fees

For the purposes of this policy, "school fees" or "fees" means any monetary charge collected by the Center from a student or the parent(s) or guardian of a student as a prerequisite for the student's participation in any curricular or extra-curricular program of the Center.

A charge shall not exceed the combined cost of the material used, freight and/or handling charges, and nominal add-on for loss. Money received from resale of such material shall be returned to the Treasurer with an accurate accounting of all transactions.

Fines

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines.

Any fees, fines, and/or other charges collected by members of the staff that total more than \$1,000.00 or that cannot be safeguarded shall be turned in to the Treasurer within one (1) business day after collection. Any fees, fines, and/or charges

collected by members of the staff that total less than \$1,000.00 and that can be safeguarded shall be turned in to the Treasurer within three (3) business days after collection. A place such as the building safe or a locked file cabinet shall be used for securing these monies until they are deposited with the Treasurer. At no time shall any staff member place public monies in his/her own banking accounts or commingle public monies with their own. Except in cases of extenuating circumstances, i.e., the inability to access the secure place in the building, public monies should not be taken to a person's place of residence.

In accordance with R.C. 3313.642, failure to pay fees and fines may result in the withholding of grades and credit. In the event the above course of action does not result in the fee being collected, the Board authorizes the Treasurer to take the student and/or his/her parents to Small Claims Court for collection. Under no circumstances will the Board withhold the grades, credits, official transcripts, diploma, IEPs, or Section 504 Plans of a student for nonpayment of fees for materials used in the course of instruction, if a complaint has been filed at any time in a juvenile court alleging that the student is an abused, neglected, or dependent child, or if the student has been adjudicated an abused, neglected, or dependent child. Further, the Board will transfer immediately the grades, credits, official transcripts, IEPs, or Section 504 Plans of a student upon the receipt of either another center's or school's request for those records pursuant to R.C. 3313.672, or a juvenile judge's order under R.C. 2151.272. The Superintendent may request a copy of any order regarding a child's custody or placement issued pursuant to a complaint filed under R.C. 2151.27. The Board, however, will not withhold records required to be transferred pursuant to this paragraph pending receipt of a copy of the order.

For convenience to families, the Board of Education may enter into an agreement with one (1) or more credit card/online payment processing vendors to facilitate online payment of fees, fines, and charges. Parents/guardians or students may elect but are not required to make payments online. Vendors will comply with all Board policies and procedures related to confidentiality and security of information transmitted electronically. Payees will be notified of any processing or other nominal fees that may be charged for use of an online payment system before the transaction is completed.

Annually, the County will report to the Ohio Department of Education the number of students for whom it sent transcripts pursuant to R.C. 3313.642(D), and the total amount of unpaid fees lost due to compliance with that provision.

Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

6152.01 - WAIVER OF SCHOOL FEES FOR INSTRUCTIONAL MATERIALS

The Northwest Ohio Educational Service Center may waive fees assessed by the Center for instructional materials for students who demonstrate a serious financial need. The Superintendent may, as deemed necessary, establish additional procedures to supplement the procedures established in this policy regarding the requests for the waiver of fees. This waiver does not include Center fees associated with extra-curricular activities or student enrichment programs that are not part of a course of instruction.

Additionally, the Center may charge fees for tools, equipment, and materials, as specified, which are necessary for workforce-readiness programs that may be retained by the students after completion of the course.

Eligibility Standards

- A. Students who qualify for aid under Ohio Works First (R.C. 5107) or Disability Assistance (R.C. 5115).
- B. Students who qualify for free lunch under the National School Lunch Act.

Notification to Parents

- A. Annually, the substance of this policy shall be communicated in writing to the parent(s) or guardian of all students in the Center.
- B. Students who qualify for free lunch under the National School Lunch Act and the Child Nutrition Act of 1966.

C. The first bill or notice sent to parents or guardians who owe fees shall state:

1. The Center will waive fees for persons unable to afford them in accordance with its policy.
2. The procedure for applying for a fee waiver, and the name, address, and telephone number of the person to contact for information concerning a fee waiver.

Procedures for Resolution of Disputes

A. A parent(s) or guardian who cannot pay school fees may write a letter requesting a waiver of fees to the Superintendent. The letter must contain the following:

1. name(s) of student(s)
2. name of parent(s) or guardian(s)
3. address of parent(s) or guardian(s)
4. phone number of parent(s) or guardian(s)
5. school where child(ren) attend(s)
6. reason for request for waiver of fees

The Superintendent shall have the authority to review the waiver request and request such further information, if any, as s/he deems necessary in order to make a decision on that request.

B. No fee shall be collected from any parent(s) or guardian who is seeking a fee waiver in accordance with the Center's policy until the Center has acted on the initial request or appeal (if any is made), and the parent(s) or guardian have been notified of the decision.

C. If the Superintendent denies a request for a fee waiver, then a copy of the decision shall be mailed to the parent(s) or guardian within fifteen (15) school days of receipt of the request. The decision shall state the reason for the denial and shall inform the parent(s) or guardian of the right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parent(s) or guardian that reapplication may be made for a waiver any time during the school year if circumstances change. The decision of the Superintendent is final.

Nondiscrimination

The Board expects all staff members to exercise the utmost care to see that, as a result of their actions or comments, students cannot differentiate between those students whose parents are unable to purchase required instructional materials or pay required fees and those whose parents can.

7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

In order to protect Board property, promote security and protect the health, welfare and safety of students, staff and visitors, the Governing Board authorizes the use of video surveillance and electronic monitoring equipment on school property, and in school buildings and school buses. Information obtained through video surveillance/electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings).

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school and student property. Video surveillance/electronic monitoring systems serve to complement other means being employed in the Center to promote

and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes that the use of a video surveillance/electronic monitoring system does not replace the need for the ongoing vigilance of the school staff assigned by the building principal to monitor and supervise the school building. Rather, the video surveillance/electronic monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The building principal is responsible for verifying that due diligence is observed in maintaining general campus security.

The Superintendent is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the Center. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g., school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the Superintendent or Board President, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g., restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Security staff and administrators are authorized to carry and use portable video cameras when responding to incidents. The Board authorizes security personnel to use body-worn video cameras while on duty, but prohibits them from being operated while the individual is routinely patrolling restrooms and locker rooms, unless the staff member is responding to a specific incident.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use. Signs shall be reasonably designed to notify people that their actions/behavior are being monitored/recorded. Additionally, the Superintendent is directed to annually notify parents and students via school newsletters and the Student Handbook, and staff via the Staff Handbook, of the use of video surveillance/electronic monitoring systems in their schools.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School Center's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceedings, or criminal proceedings, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

Ordinarily, video surveillance/electronic monitoring equipment will not be used to make an audio recording of conversation occurring on school grounds or property.

The Board will not use video surveillance/electronic monitoring equipment to obtain information for the purpose of routine staff appraisal/evaluation or monitoring. However, prerecorded lessons or observations of on-line or virtual learning sessions may be included as part of an employee's evaluation in accordance with a collective bargaining agreement or Memorandum of Understanding approved by the Board.

Further, if an employee is assigned to work remotely (i.e., telework), the administration is authorized to conduct observations that consist of the supervisor reviewing video-recordings of the employee working and/or watching the employee perform his/her job responsibilities through means of a live-stream that includes both video and audio, provided the employee is afforded advanced notice of the observation, and the recording of his/her work and/or observation is conducted in accordance with a collective bargaining agreement or Memorandum of Understanding approved by the Board if the employee is a member of a bargaining unit.

Additionally, nothing herein shall prevent the administration from using information gathered through electronic means (i.e., viewing a video-recording or live-stream of an employee working) for employment purposes, including but not

limited to completing components of an evaluation, so long as the information is gathered in a manner consistent with law and any applicable collective bargaining agreement or Memorandum of Understanding approved by the Board.

Recordings of students will be treated as confidential. Consequently, because the Board is bound by Ohio's Student Records Statute and the Family Educational Rights and Privacy Act (FERPA), copies of video recordings containing personal identifiable information about students shall not be released except to school officials with legitimate educational interests. Parents or guardians of minor students, and students who are eighteen (18) years of age or older, who are charged with disciplinary violations may view relevant portions of any video recording related to the charge, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any other students whose images appear on the recording). Likewise, school personnel may view relevant portions of any video relating to any disciplinary charge against them, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any students whose images appear on the recordings). Otherwise, such confidential recordings shall only be released through subpoena or court order.

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) days of the event/incident. Unless a formal complaint is being investigated, recordings shall be destroyed after seven (7) days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept for a minimum of one (1) year from the date of the action taken.

This policy does not address or cover instances where school officials record a specific event (e.g., a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a classroom is videotaped for educational or research purposes. Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

The Superintendent is directed to develop administrative guidelines to address the use of video surveillance/electronic monitoring equipment in school buildings, school buses and on property owned and/or operated by the Board.

Video surveillance is to be implemented in accordance with this policy and the related guidelines. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

Upon request, the Superintendent shall conduct a review to verify that this policy and its implementing guidelines are being adhered to, and report to the Board on the use of video surveillance/electronic monitoring equipment in the Center.

7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology directly affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction and the way they approach student learning to incorporate the latest technologies. The Governing Board provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, "Center Information & Technology Resources") to support the educational and professional needs of its students and staff. With respect to students, Educational Service Center ("Center") Information & Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The Center's computer network and Internet system do not serve as a public access service or a public forum and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of Center Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the Center's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of Center Information & Technology Resources and students' personal communication devices when they are connected to Center Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using Center Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using Center Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

While the Board uses various technologies to limit students using Center Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board implements technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor the online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using Center Information & Technology Resources if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

The Superintendent or Technology Coordinator may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been mistakenly, improperly, or inadvertently blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to online content and/or services/apps that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Directors are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of Center Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while they are at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions or use of specific monitoring tools to review browser history and network, server, and computer logs.

All students who use Center Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

In order to keep Center Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all Center-established cybersecurity procedures. Directors are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

Students will be assigned a Center-provided school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, individuals, and/or organizations outside the Center with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services/apps.

Students are responsible for good behavior when using Center Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications on the Internet are often public in nature, general school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use Center Information & Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Use of Artificial Intelligence/Natural Language Processing Tools For School Work

Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data

analysis assignments – e.g., scientific experiments and marketing research.

- C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of Center Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and his/her designees as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of Center Information & Technology Resources.

7540.06 - EDUCATIONAL SERVICE CENTER-ISSUED STUDENT E-MAIL ACCOUNT

Students assigned a school e-mail account are required to utilize it for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the Educational Service Center with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

This policy and any corresponding guidelines serve to establish a framework for student's proper use of e-mail as an educational tool.

Personal e-mail accounts on providers other than the Center's e-mail system may be blocked at any time if concerns for network security, SPAM, or virus protection arise. Students are expected to exercise reasonable judgment and prudence and take appropriate precautions to prevent viruses from entering the Center's network when opening or forwarding any e-mails or attachments to e-mails that originate from unknown sources.

Students shall not send or forward mass e-mails, even if educationally-related, without prior approval of their classroom teacher or the Technology Coordinator.

Students may join list serves or other e-mail services (e.g. RSS feeds) that pertain to academic work, provided the e-mails received from the list serves or other e-mail services do not become excessive. If a student is unsure whether s/he has adequate storage or should subscribe to a list serv or RSS feed, s/he should discuss the issue with his/her classroom teacher, the Building Principal or the Center's Technology Coordinator.

Unauthorized E-mail

The Board does not authorize the use of its Technology Resources, including its computer network ("network"), to accept, transmit, or distribute unsolicited bulk e-mail sent through the Internet to network e-mail accounts. In addition, Internet e-mail sent, or caused to be sent, to or through the network that makes use of or contains invalid or forged headers, invalid or non-existent domain names, or other means of deceptive addressing will be deemed to be counterfeit. Any attempt to send or cause such counterfeit e-mail to be sent to or through the network is unauthorized. Similarly, e-mail that is relayed from any third party's e-mail servers without the permission of that third party, or which employs similar techniques to hide or obscure the source of the e-mail, is also an unauthorized use of the network. The Board does not authorize the harvesting or collection of network e-mail addresses for the purposes of sending unsolicited e-mail. The Board reserves the right to take all legal and technical steps available to prevent unsolicited bulk e-mail or other unauthorized e-mail from entering, utilizing, or remaining within the network. Nothing in this policy is intended to grant any right to transmit or send e-mail to, or through, the network. The Board's failure to enforce this policy in every instance in which it might have application does not amount to a waiver of its rights.

Unauthorized use of the network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, may result in civil and criminal penalties against the sender and/or possible disciplinary action.

Authorized Use and Training

Pursuant to Policy 7540.03, students using the Center's e-mail system shall acknowledge their review of, and intent to comply with, the Center's policy on acceptable use and safety.

7541 - ELECTRONIC MEDIA, COMPUTER NETWORK, AND INTERNET STUDENT ACCEPTABLE USE

The Board recognizes that telecommunications and other technologies shift the ways that information may be accessed, communicated, and transferred by member of the society. These changes may also alter the methods of instruction and student learning. The District generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

In order for the Board to be able to continue to make its information resources available, all users must take responsibility for appropriate and lawful use of this access. Users must understand that one (1) person's misuse of the network and Internet access may jeopardize the ability of all users to enjoy such access. While school staff will make reasonable efforts to supervise use of network and Internet access, it is impossible to supervise at all times. The Board has taken available precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials, and users may discover controversial information. The District firmly believes that the valuable information and interaction available using technology far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. The network and telecommunication equipment is provided for students to conduct research and communicate with others. General school rules for behavior and communications apply to the use of technology. Access to various network services will be provided to students who agree to use it in a considerate and responsible manner.

Listed below are provisions regarding appropriate and responsible use of the computer network and the use of the Internet. If you have any questions about these provisions, you should contact the person that your school has designated as the one to whom you can direct your questions. If any user violates this policy, the user's access may be denied or withdrawn, and s/he may be subject to additional disciplinary action.

Terms and Privileges of Use

The Board believes that the benefits to students from access to the Internet and Network resources, in the form of information resources and opportunities for collaboration exceed any disadvantages. But ultimately, parents and guardians

of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Board supports and respects each family's right to decide whether or not to allow their son or daughter access to networked information. Access to the various networks is granted to all students. Should a parent or guardian wish to have their son or daughter denied access they should contact the building principal or the district technology coordinator.

Personal Responsibility

By agreeing to follow the rules in this policy, students are accepting responsibility for their use of networked resources and are agreeing to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy, or any other use that is not included in the policy, but has the effect of harming another or his/her property.

Privacy

Network and Internet access is provided as a tool for your education. In order to maintain system integrity, the School District reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of the computer network and Internet access, and any and all information transmitted or received in connection with such usage. All such information shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Unacceptable Use

The smooth operation of any network relies upon the proper conduct of the end-users, who must adhere to strict guidelines. In general, user responsibilities require efficient, ethical, and legal utilization of the network resources. The use of network resources must be in support of the educational goals of the Board. Uses deemed inappropriate include but are not limited to the following:

- A. sending or displaying offensive messages or pictures
- B. using obscene language
- C. harassing, insulting, or attacking others
- D. violating copyrighted laws
- E. damaging electronic devices, or computer networks
- F. disrupting the intended use of electronic resources
- G. using others' accounts
- H. unauthorized access to network resources
- I. intentionally wasting limited resources
- J. using electronic resources for commercial purposes
 - 1. students shall not tie up the network with idle activities
 - 2. students shall not play games on school owned computers
 - 3. students shall not store information, pictures, sounds or movies on school owned computers that does not support the educational goals of the Center
- K. vandalism – includes but is not limited to:
 - 1. the uploading, downloading or creation of computer viruses
 - 2. any attempt to harm or destroy District equipment or materials
 - 3. any unauthorized change of settings on electronic equipment
- L. revealing personal information about anyone without written permission
- M. uses that violate the law or encourage others to violate the law

Failure to Follow

Use of any school owned electronic media is a privilege, not a right. Any user who violates this policy may have one (1) or more of the following sanctions imposed:

- A. loss of access to network resources;
- B. vandalism may result in the District seeking financial restitution;
- C. when applicable, law enforcement agencies may be involved.

The School District may take other disciplinary action if deemed necessary.

Liabilities

The Board makes no warranties of any kind, either expressed or implied, in connection with its provision of access to, and use of, its computer networks and the Internet provided under this policy and agreement. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his/her parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy and agreement, users are taking full responsibility for their use. The parent(s) or guardian(s) are agreeing to hold harmless the school, the School District, and all of their administrators, teachers, and staff from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user and user's parent(s) or guardian(s) agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his/her access to the computer network and the Internet, whether that use is on a school computer or on another's outside the School District's network

8310 - PUBLIC RECORDS

The Governing Board is responsible for maintaining the public records of this Educational Service Center and to make such records available to residents of Ohio for inspection and reproduction in strict adherence to the State's Public Records Act.

The Board will utilize the following procedures regarding the availability of public records. "Public records" are defined as any document, device, or item, regardless of physical form or characteristic, including an electronic record created or received by or coming under the jurisdiction of the Board or its employees, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the Center. "Electronic record" is defined as a record created, generated, sent, communicated, received, or stored by electronic means. "Public records" do not include medical records, trial preparation records, confidential law enforcement investigatory records, records the release of which is prohibited by State or Federal law, and any other exceptions set forth in R.C. 149.43. Confidential law enforcement investigatory records, medical records, and trial preparation records are as defined in R.C. 149.43. No public records, including, but not limited to personnel records, personnel files, or staff directories or student records shall include the actual/confidential addresses of students, parents, or employees who are participating in the Safe at Home/Address Confidentiality Program administered by the Secretary of State. Such public records and student records shall only contain the address designated by the Secretary of State to serve as the student's, parent's or employee's address.

The Center's public records shall be organized and maintained so that they are readily available for inspection and copying. As such, public records will be available for inspection during regular business hours, with the exception of published holidays. The Center's public records shall be promptly prepared and made available for inspection. A reasonable period of time may be necessary due to the volume of records requested, the proximity of the location where the records are stored, and/or for the Center to review and redact non-public/confidential information contained in the record. Upon request, a person may receive copies of public records, at cost, within a reasonable period of time.

Each request for public records shall be evaluated for a response at the time it is made. Although no specific language is required to make a request, the requester must minimally identify the record(s) requested with sufficient clarity to allow the Center to identify, retrieve, and review the record(s). If a requestor makes an ambiguous or overly broad request or has difficulty in making a request for inspection or copies of public records such that the Center's Record Officer cannot reasonably identify what public records are being requested, the Center Record Officer or designee may deny the request but shall provide the requestor with an opportunity to revise the request by informing the requestor of the manner in which records are maintained by the Center and accessed in the ordinary course of business. The request for records need not be

in writing. The requestor shall not be required to provide his/her identity or the intended use of the requested public record(s).

At the time of the request, the records custodian shall inform the person making the request of the estimated length of time required to gather the records. All requests for public records shall be satisfied or acknowledged by the Center promptly following the receipt of the request. If the request for records was in writing, the acknowledgement by the Center shall also be in writing.

Any request deemed significantly beyond routine, such as seeking a voluminous number of copies and/or records, or requiring extensive research, the acknowledgement shall include the following:

- A. an estimated number of business days necessary to satisfy the request
- B. an estimated cost if copies are requested
- C. any items within the request that may be exempt from disclosure

The Superintendent is authorized to grant or refuse access to the records of this Center in accordance with the law. Any denial, in whole or in part, of a public records request must include an explanation, including legal authority. If portions of a record are public and portions are exempt, the exempt portions are to be redacted and the rest released. If there are redactions, the requester must be notified of the redaction and/or the redaction must be plainly visible, and each redaction must be accompanied by a supporting explanation, including legal authority. If the request for records was in writing, the explanation shall also be in writing.

A person may obtain copies of the Center's public records upon payment of a fee. A person who requests a copy of a public record may request to have said record duplicated on paper, on the same medium on which the Center keeps the record, or on any other medium in which the custodian of records determines that said record reasonably can be duplicated as an integral part of normal operations. A person who requests a copy of a public record may also choose to have that record sent to him/her by United States mail or by other means of delivery or transmission provided the person making the request pays in advance for said record as well as the costs for postage and the mailing supplies.

Those seeking public records will be charged only the actual cost of making copies.

The charge for paper copies is for the first twenty-five (25) pages the fee will be twenty-five cents (\$.25) per page. Pages twenty-six (26) – seventy-five (75) the fee will be twelve cents (\$.12) per page. Pages seventy-six (76) – up the fee will be six cents (\$.06) per page.

The charge for download computer files to a compact disk is \$1.00 per disc.

There is no charge for documents e-mailed.

Documents in electronic mail format are records as defined by the Ohio Revised Code when their content relates to the business of the Center (i.e., they serve to document the organization, functions, policies, decisions, procedures, operations, or other activities of the Center). E-mail shall be treated in the same fashion as records in other formats and shall follow the same retention schedule.

Records in private e-mail accounts are subject to disclosure if their content relates to public business, and all employees or representatives of the Center are responsible for retaining e-mails that meet the definition for public records and copying them to their Center e-mail account(s) and/or to the records custodian.

The records custodian shall treat such e-mail/records from private accounts as records of the Center. These records shall be filed appropriately, retained in accordance with the established schedules, and made available for inspection and copying in accordance with the Public Records Act.

Private e-mail, electronic documents, and documents ("private records") that do not serve to document the Center's organization, functions, policies, decisions, procedures, operations or other activities are not public records. Although

private records do not fall under Policy 8310 or AG 8310A, they may fall under Policy 8315 – "Information Management" and/or AG 8315 – "Litigation Hold Procedure".

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his/her duties.

Nothing in this policy shall be construed as preventing a Board member, in the performance of his/her official duties, from inspecting any record of this Center, except student records and certain confidential portions of personnel records.

A School Center Records Commission shall be established consisting of the Board President, Treasurer, and Superintendent of Schools in accordance with law to judge the advisability of destroying Center records. Record retention schedules shall be updated regularly and posted prominently. The Commission shall meet at least once every twelve (12) months.

The Superintendent shall provide for the inspection, reproduction, and release of public records in accordance with this policy and with the Public Records Law. Administrative guidelines shall be developed to provide guidance to Center employees in responding to public records requests. The Superintendent shall require the posting and distribution of this policy in accordance with statute.

8330 - STUDENT RECORDS

In order to provide appropriate educational services and programming, the Governing Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Educational Service Center reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended Center programs. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the Educational Service Center or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or other individuals or organizations as permitted by law.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older or a student of any age who is enrolled in a postsecondary institution.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); and a person

serving on the Board. The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA:

- A. persons companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant), and
- B. contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers)

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the school official's tasks (including volunteers) is also considered a school official for purposes of FERPA provided the parent or student meets the above-referenced criteria applicable to other outside parties.

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the Center" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including, but not limited to, physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school center in which a student of this Center is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
 - 1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
 - 2. the parent or eligible student, upon request, receives a copy of the record; and
 - 3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record;
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;

- C. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a public school or school district in which a student in foster care is enrolled. Such records shall be transferred within one (1) school day of the enrolling school's request;
- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- E. report a crime committed by a child to appropriate authorities, with respect to reporting a crime committed by a student with a disability, and to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;
- G. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the Center for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the Center will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14.) Further, the following personally identifiable information will not be disclosed to any entity: a student or the student's family member's social security number(s); religion; political party affiliation; voting history; or biometric information.

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

- H. disclose personally identifiable information from education records without consent, to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as state and local educational authorities. The disclosed records must be used to audit or evaluate a federal or state-supported education program, or to enforce or comply with federal requirements related to those education programs. A written agreement between the parties is required under this exception.

The Center will verify that the authorized representative complies with FERPA regulations.

- I. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted,

or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parent/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except to those persons or parties stipulated by the Board's policy and administrative guidelines and/or those specified in the law.

DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the Center's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": a student's name; address; telephone number; date and place of birth; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; or awards received.

School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider.

Directory information shall not be provided to any organization for profit-making purposes.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within fourteen (14) days after receipt of the Superintendent's annual public notice.

In accordance with Federal and State law, the Board shall release the names, addresses, Center-assigned e-mail addresses (if available), and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, Center-assigned e-mail addresses (if available), and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces. The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other

physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least five (5) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within three (3) business days of the principal receiving the request.

The Superintendent shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazines, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school-related or education-related activities
- F. student recognition programs

The Superintendent is directed to prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;
- C. consent to disclosures of personally identifiable information contained in the student's education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent's request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The Superintendent shall also develop procedural guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this specific Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Governing Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Governing Board.

SAFE AT HOME/ADDRESS CONFIDENTIALITY PROGRAM

If a parent (or adult student) presents to the District a valid program authorization card issued by the Secretary of State certifying that the parent (or adult student), the parent's child, or a member of the parent's household is a participant in the Safe at Home/Address Confidentiality Program, the Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. Since student records are available to non-custodial parents, designated school officials who have a legitimate educational interest in the information, and other individuals or organizations as permitted by law (including the public in some situations), the Board shall only list the address designated by the Secretary of State to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's designated address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student'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.

Although the student's actual/confidential address will not be available for release as directory information, the parent (or adult student) may also request that the student's name and telephone number be withheld from any release of directory information. Additionally, if applicable, the student's parent's school, institution of higher education, business, or 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.

If a non-custodial parent presents a subpoena or court order stating that presents to the District a valid program authorization card issued by the Secretary of State certifying that the parent (or adult student), the parent's child, or a member of the parent's household is a participant in the Safe at Home/Address Confidentiality Program should be provided with copies or access to a student's records, the Center will redact the student's confidential address and telephone number from the student's records before complying with the order or subpoena. The Center will also notify the custodial/residential parent of the release of student records in accordance with the order or subpoena.

The intentional disclosure of student's actual/confidential residential address is prohibited. Any violations could result in disciplinary action or criminal prosecution.

8390 – ANIMALS ON EDUCATIONAL SERVICE CENTER PROPERTY

The Governing Board recognizes that there are many occasions when animals are present on Center 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 Center 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, '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).

Vaccination, Licensing, and/or Veterinary Requirements

Animals housed on or brought on to Center property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to Center 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.

Service Animals for Students

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

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

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

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 8120.

Removing and/or Excluding a Student's Service Animal

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

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

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

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

Eligibility of a Student's Service Animal for Transportation

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

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and the student's parents, or eligible student, and the handler, if the handler is someone other than the student, shall meet with the Special Education Supervisor 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 Special Education Supervisor, an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

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

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

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

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

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

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

Although transportation may be suspended for the service animal, it remains the Center'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 Center's facilities where members of the public, as participants in services, programs, or activities as vendors or invitees, are permitted to go. Individuals who will access any area of the Center's facilities with their service animals should notify the Director that their service animal will accompany them during their visit.

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

Non-Service Animals in Schools and Elsewhere on Center Property

Animals permitted in schools and elsewhere on Center 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 Director 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.

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 Center 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 Center 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, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the animal to be on Center grounds requires approval by the Superintendent. Authorization for an emotional support animal to be on Center grounds may be withdrawn at any time by the Superintendent.

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 Center grounds may be granted by the Superintendent, 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 Center 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 Center 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 Center grounds.

Authorization for a therapy dog to be on Center 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 Center grounds requires approval by the Superintendent. Authorization for a therapy dog to be on Center grounds may be withdrawn at any time by the Superintendent.

8400 - SCHOOL SAFETY

The Governing Board is committed to maintaining a safe and drug-free environment in all of the Education Service Center'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 Center personnel, law enforcement agencies, and families. The Board further believes that 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 in the Center. 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) 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 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 consistent 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;
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;

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.

- 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 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 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.

The Center's EMPs are security records and not public records. The Superintendent shall keep a copy of the Center's EMPs in a secure location.

The Superintendent shall annually review the Center'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) 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.

Students may participate in the emergency management test at the discretion of the Director. In deciding whether, and to what extent, to involve students in an emergency management test, the Superintendent and Director 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 Director should also consider age-appropriate participation, guidance, trauma-informed best practice, and training in preparation for students' participation in the test.

The Superintendent shall submit an after-action report to the Department of Public Safety 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) 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 Center 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 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

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 Center 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 Center 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 Center serving grades six (6) through twelve (12). Each team shall be multidisciplinary, when possible; the Director 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 Center 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 Center'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 Center 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.

The Superintendent shall comply with all reporting requirements set forth in R.C. 3313.669 related to the Center's participation in the SaferOH tip line.

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 Team will meet when the Director 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 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.

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;
- 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 Director 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.

8420 - EMERGENCY SITUATIONS AT SCHOOLS

The Governing Board is committed to providing a safe learning and work environment. Unfortunately, emergency situations do occur. Such emergencies are best met by preparedness and planning.

The Board directs that a system of emergency preparedness be developed that addresses the following goals and/or objectives:

- A. the health and safety of students and staff are safeguarded
- B. the time necessary for instructional purposes is not unduly diverted
- C. minimum disruption to the educational program occurs
- D. students are helped to learn self-reliance and trained to respond sensibly to emergency situations

All threats to the safety of Educational Service Center facilities shall be identified by appropriate personnel and responded to promptly in accordance with the applicable Emergency Management Plan (EMP).

The Board also directs that fire, tornado, and school safety drills be conducted during the school year in accordance with State law.

Fire drills or rapid dismissals shall be conducted no less than six (6) times a school year at the times and frequency prescribed by the State Fire Marshal with the first emergency evacuation drill being conducted within ten (10) days of the beginning of classes. However, no fire drills are required to be conducted in any month that a school safety drill is conducted. Tornado drills shall be conducted at least once a month during the tornado season (i.e., from April 1 to July 31) when school is in session. Times and frequencies of drills must be varied.

In conjunction with fire drills or rapid dismissals, the Director shall instruct students on safety precautions to be taken in the case of a tornado alert or warning and shall designate appropriate locations to be used to shelter students in case of a tornado, tornado alert, or warning.

School safety drills shall be conducted at least three (3) times during each school year. During the school safety drills, students must be instructed in the appropriate procedures to follow in situations where students must be secured in their building or rapidly evacuated in response to:

- A. a threat to the school involving terrorism;
- B. a person in possession of a deadly weapon or dangerous ordnance on school property; and
- C. other acts of violence.

At least one (1) safety drill shall include a scenario where students must be secured in the school building rather than rapidly evacuated.

School safety drills (including drills and theoretical drills) shall be conducted in conjunction with the Center's emergency management plan.

The Director must conduct at least one (1) drill or rapid dismissal or one (1) school safety drill during each month of the school year. A drill or rapid dismissal may be conducted during the same month as a school safety drill. All building occupants must participate in the drill.

Additionally, the Director shall conduct a theoretical school safety drill at least once during the school year to provide instruction to school faculty and staff regarding procedures to be followed in such situations. The theoretical drill does not need to include student participation and may be conducted at the required annual employee school safety drill training session.

Each safety drill shall be conducted in conjunction with law enforcement officials.

Prior to conducting the annual school safety drills, each Director shall:

- A. provide advance written notice of each school safety drill (actual and theoretical) to the municipal or township police chief or other chief law enforcement officer (or in the absence of such officer, the county sheriff);

Such notice shall be provided no later than seventy-two (72) hours prior to the date the drill will be held, be sent by mail, facsimile, or electronic submission, and include the address of the school and the date and time the drill will be conducted.

- B. provide follow-up written certification of the date and time the drill was conducted during the previous school year, as well as the date and time each drill will be conducted during the current school year, to the municipal or township police chief or other chief law enforcement officer (or in the absence of such officer, the county sheriff);

The certification must be submitted by mail, facsimile, or electronically by December 5th of each calendar year.

- C. hold annual training sessions for school employees regarding the procedures to follow during school safety drills.

Each Director shall keep a written record of the date and time of each drill conducted. The Director shall file a copy of any required fire drill records with the State Fire Marshall and, as applicable, the firefighting agency having jurisdiction to conduct inspections of the school building.

Procedures shall be developed for the handling of all emergency evacuations.

8420.01 - PANDEMICS AND OTHER MEDICAL EMERGENCIES

A pandemic is an outbreak of an infectious disease. The Governing Board directs the Superintendent to set up a Pandemic Response Team ("PRT") to develop a Pandemic Plan in coordination with local government and law enforcement officials.

The Pandemic Plan should include:

- A. a communication method for school schedule changes, busing changes, and school closure;
- B. an educational pandemic prevention program for staff and students;
- C. provision for the business office to maintain continuity of operations during a pandemic;
- D. provision for distance-based learning for students (i.e., Internet instruction, community channel broadcast) to maintain continuity of education;

- E. policies and procedures for staff and student absences and extended leaves of absence due to a pandemic;
- F. policies and procedures for isolation and possible transportation of students and staff who become ill at school due to a pandemic;
- G. a plan of communication regarding pandemic status to students, parents, and staff;
- H. a plan for operating the Educational Service Center with less staff due to a pandemic;
- I. a designee responsible for establishing timelines within the Pandemic Plan and ensuring that such timelines are met and implementation of the plan occurs; and
- J. other emergency procedures necessary for the Center to deal with a pandemic.

The Pandemic Plan should be reviewed annually by the PRT and updated as appropriate.

8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS

The Board seeks to protect those staff members who may be exposed to blood-borne pathogens and other potentially-infectious materials in their performance of assigned duties.

The Superintendent shall implement administrative guidelines which will:

- A. identify those categories of employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials;
- B. provide for inoculation of the Hepatitis B vaccine at no cost to the staff member and in accordance with Federally-mandated scheduling;
- C. ensure proper training in the universal precautions against exposure and/or contamination including the provision of appropriate protective supplies and equipment;
- D. establish appropriate procedures for the reporting, evaluation, and follow-up to any and all incidents of exposure;
- E. provide for record-keeping of all of the above which complies with both Federal and State laws;
- F. develop an exposure control plan.

9130 - PUBLIC COMPLAINTS

Any person or group having a legitimate interest in the operations of this Educational Service Center shall have the right to present a request, suggestion, or complaint concerning Center personnel, the program, or the operations of the Center. At the same time, the Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the Center by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences shall more formal procedures be employed.

Any requests, suggestions or complaints reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure.

Matters Regarding a Professional Staff Member

- A. First Level

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and Center administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by Center administrators prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the immediate supervisor.

B. Second Level

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor.

C. Third Level

If a satisfactory solution is not achieved by discussion with the supervisor, a written request for a conference shall be submitted to the assistant or deputy superintendent. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

Should the matter be resolved in conference with the assistant or deputy superintendent, the Superintendent shall be advised of the resolution.

D. Fourth Level

Should the matter still not be resolved, or if it is one beyond the assistant or deputy superintendent's authority and requires the Superintendent's decision or action, the complainant shall request, in writing, a meeting with the Superintendent.

E. Fifth Level

Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall request, in writing, a meeting by the Board.

The Board, after reviewing all material relating to the case, may grant a meeting before the Board or a committee of the Board.

The complainant shall be advised, in writing, of the Board's decision, no more than ten (10) business days following the meeting. The Board's decision will be final on the matter and it will not provide a meeting to other complainants on the same issue.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

Matters Regarding an Administrative Staff Member

Since administrators are considered members of the Center's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

Matters Regarding the Superintendent or Treasurer

Should the matter be a concern regarding the Superintendent or Treasurer which cannot be resolved through discussion with the Superintendent or Treasurer, the complainant may submit a written request to the Board President for a conference with the Board. This request shall include:

- A. the specific nature of the complaint and a brief statement of the facts giving rise to it;
- B. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
- C. the reason that the matter was not able to be resolved with the Superintendent or Treasurer;
- D. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

The Board, after reviewing the request, may grant a meeting before the Board, or a committee of the Board, or refer the matter, if permitted by State law, to an executive session.

The complainant shall be advised, in writing, of the Board's decision within thirty (30) business days.

Matters Regarding a Classified Staff Member

In the case of a classified staff member, the same procedure is to be followed as for "Matters Regarding a Professional Staff Member."

Matters Regarding Center Services or Operations

If the request, suggestion, or complaint relates to a matter of Center procedure or operation, it should be addressed, initially, to the person in charge and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding the Educational Program

If the request, suggestion, or complaint relates to a matter of Center program, it should be addressed, initially, to the appropriate building administrator or coordinator and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding Instructional Materials

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the Center, the complainant should contact the Superintendent who shall provide the complainant with the proper procedure to follow.

No challenged material may be removed from a program or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

9150 - CENTER VISITORS

The Governing Board welcomes and encourages visits to Center programs by parents, other adult residents of the Service District, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls.

The Superintendent or program director has the authority to prohibit the entry of any person to a program of this Center or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the school grounds or creates a disturbance, the program director is

authorized to request from the local law enforcement agency whatever assistance is required to remove the individual. Except as set forth in Center policy or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time.

The Superintendent shall promulgate such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks. Rules regarding entry of persons other than students, staff, and faculty upon school grounds or premises shall be posted conspicuously at or near the entrance to such grounds or premises if there are no formal entrances.

The Board member shall be visiting as an interested individual in a similar capacity to any parent or citizen of the community. These visits should not be considered to be inspections nor as supervisory in nature.

9160 - PUBLIC ATTENDANCE AT SCHOOL EVENTS

The Governing Board welcomes and encourages members of the community to attend athletic and other public events held by the schools in the Educational Service Center. Due to the need to maintain order and preserve the facilities of the Center during the conduct of such events, the Board retains the right to bar the attendance of or remove any person whose conduct may constitute a disruption at a school event. School administrators are expected to call law enforcement officials if a person violates posted regulations or does not leave school property when reasonably requested. In accordance with Board Policy 7440 and AG 7440B, administrators may use metal detectors and other devices to protect the safety and well-being of participants and visitors.

No alcoholic beverage or other controlled substance may be possessed, consumed, or distributed at any function sponsored by the Center or at any function occurring on Board property.

Raffles and similar forms of fund-raising by organizations may be permitted by the Superintendent in accordance with Policy 9211 - Center Support Organizations and Policy 9700 - Relations with Special Interest Groups.

No qualified person with a disability will, because the Center's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the Center will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the Center is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto.

If a student or adult is asked to leave or is removed from a school event, no admission fees shall be refunded.

Individuals with disabilities shall have an equal opportunity to purchase tickets for events that have been sanctioned or approved by the Board in accordance with the provisions of the Americans with Disabilities Act, as amended.

Further, in accordance with the provisions of the Americans with Disabilities Act, as amended, the Board shall permit individuals with disabilities to be accompanied by their service animals in all areas of the Center's facilities where members of the public, as participants in services, programs or activities, or as invitees, are allowed to go. (See Policy 8390)

Smoking and/or the use of tobacco and/or tobacco substitute products is prohibited at any time within any enclosed facility owned, or leased, or contracted for by the Board, and in areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. For purposes of this policy, 'use of tobacco' means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, or tobacco substitutes, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco or nicotine (including synthetic nicotine), in addition to papers used to roll cigarettes, and/or smoking of electronic, 'vapor,' or other substitute forms of cigarettes, clove cigarettes, and

any other smoking devices for burning tobacco or any other substances (See Policy 7434). Such prohibition also applies to school grounds, except at designated times and in designated areas as defined in statute and by Ohio's Smoke Free Workplace Program.

The Board is aware of the increasing desire of many parents and other members of an audience to make audio and/or video recordings of school events. Such recordings can be made by parents or other members of the audience without restriction if the performance is not of copyrighted material. However, if the performance is of copyrighted material, recording can be made if the appropriate license authorizing such recordings has been secured in advance by the Center. If the performance is of copyrighted material and the necessary license has not been secured in advance by the Center, the audience shall be advised before the performance begins that audio and/or video recordings that will be re-broadcast or distributed in any way, such as posting on the internet, are prohibited.

The Board authorizes the Superintendent to establish rules and procedures governing the use of non-center audio/visual recording equipment at any Center-sponsored event or activity. Such rules are to be distributed in such a manner that members of the audience who wish to record the event are aware of the rules early enough to make proper arrangements to obtain their recordings without causing delay or disruption to an activity.

Any person or organization seeking to film students or a school activity which is not a public event, must obtain prior permission from the Superintendent.

All notices, signs, schedules, and other communications about school events must contain the following statement:

'In accordance with State and Federal law, the Center will provide reasonable accommodations to persons with disabilities who wish to attend and/or participate in school events. Such individuals should notify the Superintendent (567-444-4807) if they require a reasonable accommodation.'

IEC Code of Conduct- Disciplinary Guidelines

Introduction:

To maintain a healthy educational environment, it is necessary to develop and maintain rules and regulations to foster positive behavior and activities.

- The classroom rules will be posted in each classroom and will be reviewed with students routinely.
- Parents/Guardians are requested to review the classroom/school rules, as well as the school district student handbook/code, and reinforce the importance of these expectations with their child.

This program's purpose is to provide each student with the optimum opportunity to acquire academic skills, while learning social and behavioral skills needed to be successful in more typical educational and vocational settings.

Behavior, which is injurious to others and/or is a hindrance to learning activities, will be addressed by the IEP team.

Responsibility for Discipline:

- Student
 - The student is responsible for conducting himself/herself in such a way as to permit a good learning environment for all.
 - The student is responsible for his/her own actions.
- Parent/Guardian
 - The parent/guardians are partners with the school in the learning process.
 - The parent/guardians may contact and meet with teachers when concerns, questions, or suggestions arise.
- Teacher
 - It is the responsibility of the teacher to establish classroom rules of behavior, which are consistent with a good learning environment.
 - The rules are to be simple and clear, reasonable and enforceable.
 - The teacher will keep the parents and supervisor or head teacher informed when a student is violating the rules of the classroom and the school.
 - When appropriate, the teacher will initiate the IEP review to discuss academic and behavior interventions.
 - When appropriate, the teacher will contact the principal or head teacher to initiate a call to a probation officer or police when measures warrant such contact.
- Principal (or Head Teacher)
 - The Principal (or Head Teacher in conference with the Principal) are responsible for discipline issues, which cannot be reasonably handled by the classroom teacher.
 - When the student is referred to the Principal or Head Teacher, he/she will confer with the teacher, student, and appropriate IEC or district staff as needed. If disciplinary action is warranted, the Principal (or head teacher in conference with the principal) will notify the parents/guardians of the disciplinary action taken.

IEC Rules and Regulations

IEC rules apply to all areas of the school environment; classroom, cafeteria, gym, halls, restrooms, school grounds, bus, restrooms, and any event where the school is being represented.

IEC Rules are:

- Listen and follow directions
- Work in the assigned area
- Be on task and ready to work
- Show respect for self and others through language and courtesy
- Keep hands and feet to yourself

Notice of Search and Seizure

Lockers, desks, and storage areas provided for student use are the property of the Educational Service Center and may be subject to random search at any time without regard to whether there is reasonable suspicion that any locker, desk, or storage area and contents contain evidence of a violation of criminal statute or school rule.

Teaching and Reinforcing New Behaviors

The Level and Point System is designed as a practice and documentation tool. It is set up to identify behaviors crucial to success in any environment. The criteria identified encourage acquiring and using pro-social behavior. The point sheets

provide students with daily feedback and allows them to begin to self-monitor their behavior. The program is success oriented, where students start with successes at a basic level and build more advanced behavioral successes. The program is built on positive reinforcement, praising the positive steps students are taking at their own pace.

Consequences for Behavior

Students are taught, coached, and reminded of the behaviors expected, and they are responsible for their behaviors and actions.

If students do not follow classroom rules, an appropriate consequence will be administered. All students attending the IEC are placed on a behavioral level/point system. The level point sheet will provide parents the daily report of their child's progress.

Interventions used will follow a logical sequence

- Students receive a warning for inappropriate behavior and consequences depending on the severity of the behavior.
- If the student continues with the behavior, consequences may include:
 - Time out from activity in classroom
 - Loss of privilege
 - Loss of points for day
- Further disruption may include the following consequences:
 - Loss of opportunity to participate in a special activity
 - Time out from activity - out of classroom
 - Phone call to parents to discuss behavioral concern
 - Referral to principal or head teacher
 - Partial or proportional level drop
- Persistent Violations of school rules or requests for disciplinary action may include:
 - Suspension
 - Notification of violation to probation officer or diversion officer
 - Emergency removal from school
 - Notification to local law enforcement

Emergency Removal from School: An emergency removal is an immediate withdrawal of a student from school without prior notice or hearing. The Principal or a designee (usually the head teacher) may remove the student in an emergency on the following basis:

- The student conduct is severely disruptive of the academic process.
- As a last resort after regular discipline procedures have failed.
- Student safety is compromised, or compromising the safety of others.

Parents will be notified immediately of an impending emergency removal.

The IEC makes every effort to work with students, families, counselors, doctors, case workers, probation officers, local law enforcement, etc. to help students stay in school. Emergency Removals and Suspensions are used as a last resort when behavior clearly has caused a health and safety concern for the student or others.

In all disciplinary violations, which may result in suspension or emergency removal, the principal or designee will contact the student's school of residence/home school. The district's policies and procedures will apply.

In the event of an emergency, or a crisis situation, physical restraint may be used to maintain the health and safety of the student in crisis and others as a last resort.

All IEC staff are trained in Crisis Prevention Intervention and Non-Violent Physical Crisis Intervention approaches. Additionally, the IEC follows the guidelines and regulations regarding seclusion and restraint as published by the US Department of Education, Ohio Department of Education and the Council for Exceptional Children.

Independence Education Center Behavior Level System

Level 1

75 out of 100 points – Maintain for 10 days

Responsibilities:

1. Follow all classroom rules.
2. Must be accompanied by a staff member at all times.
3. Must participate in all group meetings.
4. Will be required to eat lunch in the classroom.
5. Must have permission to leave area.
6. Must have NO marks in the area of Hands and Feet.

Privileges

1. May attend earned special activities on Friday.
2. Free time, by self, at desk.

Level 2

80 out of 100 points – Maintain for 20 days

Responsibilities

1. All of those listed on Level 1.

Privileges

1. All of those listed on Level 1
2. May have free time by themselves in a special area.
3. May eat lunch in cafeteria or designated area (15 minutes).
4. May be considered to work in the Jobs Program.

Level 3

85 out of 100 points – Maintain for 30 days

Responsibilities

1. All of those listed on Levels 1 and 2.
2. Earn ALL points in Hands and Feet and Stay in Area.

Privileges

1. All of those listed on Levels 1 and 2.
2. May do one assignment daily outside of area with permission.
3. May have free time with another student who is also on Level 3 or above.
4. May have a special privilege as contracted by the teacher.
5. Can be considered for mainstreaming classes.

Level 4

90 out of 100 points – Maintain for 40 days.

Responsibilities

1. All of those listed on Levels 1, 2 and 3.
2. Earn ALL points in Hands and Feet, Stay in Area and Appropriate Language and Courtesy.
3. Must be responsible as to complete homework assignments.

Privileges

1. All of those listed on Levels 1, 2 and 3.
2. May have free time anywhere in the room with permission.

3. May do assignments anywhere in the room with permission.
4. May go to the restroom and run errands unescorted with permission.
5. May leave seat without permission to sharpen pencil, get a tissue or turn in work.

Level 5

95 out of 100 points – Maintain for 50 days.

Responsibilities

1. All of those listed on Levels 1, 2, 3 and 4.
2. Earn ALL points in Hands and Feet, Stay in Area, Appropriate Language and Courtesy and in Following Directions.
3. Must earn weekly individual goal.

Privileges

1. All of those listed on Levels 1, 2, 3 and 4.
2. Special activity, game time in area designated by staff.

Off-Trust

75 out of 100 points – Maintain for 3 days.

Responsibilities

1. Must remain in designated area for “Off-Trust.”
2. Three bathroom breaks per day (1 in the a.m., 1 at lunch, 1 in the p.m.).
3. If a lunch is needed, the student must order first thing in the morning.
4. Only writing utensils, paper, and a book to read silently allowed in area.
5. No outside activities or privileges.
6. Earn an “early out” with 2 consecutive days of 90% or above.

Lunchtime Guidelines

1. Students must be on level 2 or higher to eat lunch in the cafeteria.
2. Students may not share or trade food.
3. No feet on benches/tables.
4. Students must sit with their class at all times.
5. Level 1 and below students will eat lunch in the classroom. No talking, use of computer, or listening to CD players/Ipods/mp3 players/etc. during this time.

**Removal from the cafeteria will be at the staff’s discretion.

Point Sheet Categories

Listen & Follow Directions

- D1 - Appropriate dress (Won't change)
- D2 - Completing homework
- D3 - Raising hand to speak/talk out
 - C13 - Verbal assault to peer (1st* / 2nd** +
- D4 - Follow Directions
- D5 - Inappropriate object(Electronic/Tobacco/Other
 - 1st* / 2nd** / 3rd*** (Must be documented in the office)
- D6 - Inappropriate Dress
- D7 - Bus write up (1st* / 2nd** / 3rd***)
- D8 - Bus Safety (1st** / 2nd***)
- D9 - Buying/Selling/Trading *
- D10 - Use of Alcohol/Tobacco/Vape or look a like product (1st****)

Area

- A1 - In/Out Area (In Classroom)
- A2 - Leaving or refusing to leave room/building w/o perm.
 - **
- A3 - In an area of the school without permission **
- A4 - Throwing objects
- A5 - Clean area
- A6 - Touching Objects
- A7 - Stealing ***

On Task

- T1 - On/off task
- T2 - Bring supplies
- T3 - Sleeping
- T4 - Cheating ***

Language & Courtesy

- C1 - Manners / Noises
- C2 - Voice tone / Volume
- C3 - Language
- C4 - Gestures (1st*2nd**+C15)
- C5 - Stretching/twisting/hiding the truth*
- C6 - Lying**
- C7 - Personal hygiene
- C8 - Ignoring / Minding own business
- C9 - Inappropriate conversation
- C10 - Respect for others or their property (2nd* / 3rd C15)
- C11 - Racial Comments***+ C15 (If applicable)
- C12 - Physical threat to self*/peer**+ C15 (If applicable)
- C13 - Verbal assault to peer (1st* / 2nd** + C15)
- C14 -Inappropriate Verbal Exchange /Communication with TO /Transition*
- C15 - Bullying (1st**/ 2nd***)
- C16 - Sexual Comment / Reference *
- C17 - Sexual harassment (1st**, 2nd***)
- C18 - Attempt to intimidate peer (1st* / 2nd** + C15)
- C19 - Attempt to manipulate peer (1st* / 2nd** + C15)
- C20 - Arguing
- C21 - Calling staff a name / Verbal assault of staff ***
- C22 - Physically threatening staff ***
- C23 - Attempt to intimidate staff (1st** / 2nd***)
- C24 - Attempt to manipulate staff *

Hands & Feet

- H1 - Physical assault (staff - K-6 ***** / 7 - 12 ***** /peer*** + C15)
- H2 - Breaking things / Destruction of property **
- H3 - Violent Physical Outburst**
- H4 - Inappropriate contact
- H5 - Self Injury * or **
- H6 - Removing dressing from injury / Unsanitary Act*

***Lost Level Day - Not enough points -Mark in specific box for level**

According to CR plan

*****Proportional Level Drop (Down a level &/or % of day[s])**

******Level Drop according to CR plan**

****Partial/Proportional Level Drop**

******Full Level Drop - Lose 5 Days in a row**

NOTE: Once a student reaches Level 3 Day 15 all level drops must be strictly followed and no bump/bonus days.

Notice of Parent Right to Know Regarding Staff Qualifications:

This is notification to the parents of each student attending NwOESC programming that they may request, and the district will provide the parents upon request (an in a timely manner), information regarding the professional qualifications of their student's classroom teachers, including at a minimum, the following:

1. Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction.
2. Whether the teacher is teaching under emergency or temporary status that waives state licensing requirements.
3. The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
4. Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

The Federal Every Student Succeeds Act (ESSA)/ Title I Funds require assurances are in place so that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Kerri Weir
NwOESC Superintendent

**Northwest Ohio Educational Service Center
Independence Education Center**

Student/Parent Handbook Signature Page
2023-24

I have received a copy of the Independence Education Center Parent-Student Handbook which includes the following:

1. Transportation
2. Weather guidelines
3. Lunch Program
4. Parent-Teacher Conferences & Communications
5. Student Privacy and Parental Access to Information
6. Attendance
7. Late Arrival and Early Dismissal
8. Health Services
9. Use of Medication
10. Dress and Grooming
11. Student Conduct
12. Anti-Harassment
13. Electronic Equipment
14. **Tobacco Use Prevention**
15. Care of School Property
16. Drug Prevention
17. In School Discipline
18. Emergency Removal of Students
19. Suspension From Special Education Program
20. Bullying and Other Forms of Aggressive Behavior
21. Search and Seizure
22. Positive Behavior Intervention and Supports
23. Waiver of School Fees for Instructional Purposes
24. Electronic Media, Computer Network, and Internet Student Acceptable Use
25. Video Surveillance and Electronic Monitoring
26. Student Network and Internet Acceptable Use and Safety
27. Education Service Center Issued Student E-Mail Account
28. Public Records
29. **Animals on Educational Service Center Property**
30. School Safety
31. Emergency Situations at School
32. Student Records
33. Control of Bloodborne Pathogens
34. Public Complaints
35. Center Visitors
36. Public Attendance at School Events
37. Parent Right to Know Regarding Staff Qualifications

My signature indicates that I have received and read all of the information contained in the Independence Education Center's Parent-Student Handbook. I understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures and policies of the NwOESC.

I also acknowledge that I may be called to pick up my child in the event that these policies are not adhered to by my child.

Parent's Name(s) (please print): _____

Parent's signature(s): _____ Date: _____