

NwOESC Preschool

PARENT HANDBOOK 2026-27



Learn,
Play, &
Grow
Together!



Providing Quality Services
Building Valued Partnerships

Board Approved 7/28/26

Table of Contents

Center Programs.....	4
Program Description.....	5-6
Policies Governing the NwOESC and Preschool.....	7-58
*2263 – Preschool Behavior Management and Discipline	
*2280 – Preschool Program	
*2416 – Student Privacy and Parental Access to Information	
*2460 - Special Education	
*5111.01 – Homeless Students	
*5136 – Personnel Communication Devices	
*5136.01 – Electronic Equipment	
*5201 - Parent Notification of Absence	
*5202 – Admission and Withdrawal – Preschool Students	
*5230 – Late Arrival and Early Dismissal	
*5310 – Health Services	
*5320 - Immunizations	
*5330 – Use of Medications	
*5342 – Preschool Cots, Rugs, and Bedding	
*5344 – Communicable Diseases - Preschool	
*5423 – Reporting Student Progress – Preschool	
*5511 – Dress and Grooming	
*5514 – Routine Handwashing – Preschool	
*5516 – Student Hazing	
*5517.01 – Bullying and Other Forms of Aggressive Behavior	
*5610.03 – Emergency Removal of Students	
*5630.01 – Positive Behavior Intervention and Supports	
*5771 – Search and Seizure	
*5772 – Weapons	
*5780.01 - Parents' Bill Of Rights	
*7440.01 – Video Surveillance and Electronic Monitoring	
*7540.09 - Artificial Intelligence (AI)	
*8120 - Volunteers	
*8330 – Student Records	
*8400 – School Safety	
*8420 – Emergency Situations at School	
*8420.01 – Pandemics and Other Medical Emergencies	
*8453.01 – Control of Blood-borne Pathogens	
*9130 – Public Complaints	
*9150 – Center Visitors	
*9160 – Public Attendance at School Events	
Procedures Specific to	
Preschool.....	59-60
*Diapering Procedures and Ointment	
*Potty Chair Procedures	
*Naptime Procedures	
*Parent Notification in Cases of Student Injury	
*Snack Procedures	
*Parent Access to Preschool Programs	
*Preschool Director	

Additional Information:.....61-62

- *CDC Strategies for Everyday Operations
- *Transitions
- *Obtaining Parent Consent for Records Release
- *Parent Participation
- *Requesting Additional Information
- *Reporting Concerns/Complaints

Annual Notices:

- Notice of Parent Right to Know Regarding Staff Qualifications.....64
- Notice of Emergency Parental Notification Protocols.....65

Handbook Parent Signature Page.....66

NORTHWEST OHIO EDUCATIONAL SERVICE CENTER



Preschool Program Locations

Defiance County Preschools – serving Ayersville, Central Local, Defiance City, Hicksville, and Northeastern School Districts

Fulton County Preschools – serving Archbold, Pettisville, Pike-Delta-York, and Swanton School Districts

Henry County Preschools – serving Holgate, Liberty Center, Napoleon, and Patrick Henry School Districts

Williams County Preschools – serving Edgerton, Edon, Millcreek-West Unity, Montpelier, North Central, and Stryker School Districts

PROGRAM DESCRIPTION

Children with disabilities are eligible to receive special education and related services through the public schools as required by the Individuals with Disabilities Education Act, Public Law 105-17.

Students may qualify for eligibility in one or more of the following areas: communication, vision, hearing, motor skills, social-emotional/behavioral functioning, self-help skills, and/or cognitive skills.

Special education and related services are determined through an Individualized Education Plan with annual goals, objectives, and services determined by a team, which includes the parents.

PROCESS

Step 1. Referral

Any concerned person or agency may make a referral by calling the phone number listed on the back of this brochure.

Step 2. Screening

Trained personnel gather information through observation and screening to determine the need for further evaluation.

Step 3. Evaluation

If the screening reveals concerns, a multi-factored evaluation may be conducted by a team of educators (including the parent), to determine if a disability exists.

Step 4. Individual Education Plan

If the child is eligible as a preschooler with a disability, an educational plan will be developed by the team to address the child's needs.

THE PRESCHOOL PROGRAM OFFERS

- **Certified teachers in the area of Early Childhood Intervention Specialists.**
- **A Play-based curriculum, aligned to Ohio's Early Learning Content Standards, which supports children's learning in all areas of development.**
- **A qualified team of specialists from the Educational Service Center working with your school district to support the learning and development of children.**
- **Small classes licensed by the Ohio Department of Children and Youth.**
- **A commitment to strengthen the partnership between parents and schools.**
- **The inclusion of children as typical peers to model age-appropriate skills.**

TYPICAL PEERS

The preschool programs offer the opportunity for children who have strong skills in all areas of development to be included as “Typical Peers”. These areas include language, motor functioning, social skills, pre-academic readiness, cognition, vision, and hearing.

Typical peers are screened as part of their entrance, through countywide screenings or on an individual basis. Typical peer selection is completed through a specified selection process per each site, as state mandates limit the number of typical peers our programs can accept.

NOTE: There is a tuition fee for typical peers. Some limited spots are awarded by DCY to allow typical peer students to attend on a sliding fee scale based on income and age eligibility.

Program Contact Information:

Defiance County, Fulton County, Williams County, and Henry County Schools:

Primary Program Contact: Jill Gilliland, Director of Special Education

NwOESC

205 Nolan Parkway

Archbold, OH 43502

567-444-4800

GENERAL SCHOOL POLICY

Children in our programs will follow the general handbook of the school district in which they are attending. The General School handbook contains information specific to each school regarding items such as:

- Building Security; School Hours; Arrival and Departures; Absences; Tardiness; Visitor Parking; Emergency Closings/Delays; Transportation; Student Health and Safety; Accidents and Illnesses; Lice Guidelines; Medication/Allergies;
- The general School Handbook is given out at the beginning of each school year. **See your child’s teacher to request a copy if you do not have one.**

NwOESC Policies/Guidelines Specific to Preschool Operations

2263 – PRESCHOOL BEHAVIOR MANAGEMENT AND DISCIPLINE

The Governing Board acknowledges that preschool children learn best when they feel secure and valued. When they are accepted and appreciated, children are free to take risks, to make mistakes and to learn from their errors and successes. The NwOESC staff respects each child and his/ her level of development, individual personality, and family and cultural influences. The Board encourages the creation of a positive environment with the supports necessary for each child to learn and grow to the best of his/ her ability.

Professional and classified staff members of the Board will implement preschool classroom behavior management and discipline using the following guidelines:

- ❖ Patiently teach appropriate behaviors
- ❖ Talk with the child using words that he/she can understand
- ❖ Acknowledge and interpret the child's needs, feelings, intentions and actions
- ❖ Give the child a chance to stop inappropriate behavior and settle differences on his or her own
- ❖ Support the child's efforts to come up with appropriate alternatives on his/her own
- ❖ Encourage children to talk to each other to solve problems
- ❖ Provide a variety of acceptable alternatives
- ❖ Model another way to do the same behavior in a safe or more appropriate manner
- ❖ Suggest a more acceptable way to handle the situation
- ❖ Stay with the child, helping him/her to become engaged in appropriate behavior
- ❖ Redirect the child to another activity
- ❖ Remove the child from the situation/area and remain with the child, helping him/her to become engaged in appropriate behavior
- ❖ Give the child reasons for actions taken with regard to inappropriate behavior
- ❖ Help the child take responsibility for the outcome of his/her behavior
- ❖ Not allow a situation to continue when a child may harm themselves or others

The actual methods of discipline shall apply to all professional and classified members of the Board while on the premises and shall be restricted as follows:

- ❖ There shall be no cruel, harsh, corporal punishment or any unusual punishments such as but not limited to, punching, pinching, shaking, or biting.
- ❖ No discipline shall be delegated to any other child.
- ❖ No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- ❖ No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- ❖ No child shall be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
- ❖ Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- ❖ Techniques of discipline shall not humiliate shame or frighten a child.
- ❖ Discipline shall not include withholding food, rest or toilet use.
- ❖ Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
- ❖ The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

Parents will be notified when a child is exhibiting a pattern of unacceptable behavior. A conference may be arranged with the purpose of developing a positive behavior support plan, to provide the student with opportunity for behavioral success.

The Superintendent shall publish to all preschool parents, and post in the preschool classrooms, the guidelines of this Board regarding preschool student behavior management and discipline guidelines.

2280 - PRESCHOOL PROGRAM

The Governing Board recognizes a need to provide a preschool program to eligible children residing in its Educational Service Center and has obtained a license to operate a preschool program.

The preschool program shall be located in a facility that accommodates the enrollment of the program, supports the growth and development of children according to program objectives, and meets the requirements of statute.

A child is eligible for entrance into preschool if s/he attains the age of three and has not yet obtained the age at which s/he will be admitted in kindergarten. Children participating in the preschool program shall have been immunized in accordance with the requirements of the State Board of Education to prevent the spread of communicable disease.

Parents of children enrolled in the program shall be permitted access to the school during its hours of operation, in accordance with Center procedures, to contact their children, evaluate the care provided by the program, the premises, or for other purposes approved by the director. Upon entering the premises, parents shall report to the school office.

Tuition and Fees

Tuition rates for preschool services vary by district and will be communicated to families upon enrollment. Tuition payments are due monthly and must be paid according to the established payment schedule.

Timely payment is necessary to maintain your child's enrollment in the preschool program. Families with overdue tuition balances may be subject to additional follow-up and, if payments remain unpaid, risk forfeiting their child's classroom placement. Families experiencing financial hardship are encouraged to contact the preschool office as soon as possible to discuss available options.

Transportation

Transportation may be provided for preschool students. Transportation shall be provided to disabled students as required by law.

Preschool program field trips shall be planned in accordance with Policy 2340 and AG 2340A, AG 2340B, AG 2340C, AG 2340D, AG 2340E, and AG 2340F. Overnight trips will not be approved.

The Superintendent shall establish written guidelines for the preschool program addressing the following:

- A. staff (AG 2280)
- B. cumulative records and student information (AG 2280.01)
- C. program and curriculum (AG 2280.02)
- D. health and safety requirements (AG 2280.03)
- E. admission and attendance (AG 2280.04)
- F. behavior management and discipline (AG 2280.05)
- G. management of communicable diseases (AG 2280.03)
- H. facility (AG 2280.06)
- I. food services (AG 2280.07)
- J. equipment and supplies (AG 2280.08)

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 an unemancipated 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 received 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).

2460 - SPECIAL EDUCATION

The Governing Board is committed to providing a free, appropriate public education ("FAPE") to children with disabilities between the ages of three (3) and twenty-one (21), inclusive, who have been identified in accordance with applicable State and Federal laws, rules, and regulations. This includes children with disabilities who have been suspended or expelled from school, failed or been retained in a course or grade, and are advancing from grade to grade. It further includes students with disabilities who are confined to community corrections facilities or juvenile detention centers. The Educational Service Center ("Center") shall provide students with disabilities with the services to which they are entitled pursuant to their individualized education programs ("IEPs") and in accordance with the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities, including Child Find and Evaluation requirements. Students with disabilities who are in adult county jails shall continue to receive FAPE during incarceration, subject to their continued eligibility for services and subject to exceptions related to security and safety.

In order to satisfy the requirements of the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities ("Ohio Operating Standards"), the Governing Board adopts the model policies and procedures promulgated by the Ohio Department of Education and Workforce ("DEW"), which are incorporated by reference into this policy. While the Special Education Model Policies and Procedures ("Model Policies") issued by the DEW are comprehensive, the document does not include every requirement set forth in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), the regulations implementing the IDEA, the Ohio Operating Standards, the Ohio Revised Code, and/or the Ohio Administrative Code. As such, the Board affirms its obligation to follow these laws and regulations, regardless of whether their provisions are restated in the Model Policies.

Copies of the Model Policies and Procedures are available at the office of the Governing Board.

5111.01 - HOMELESS STUDENTS

Definitions

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the Educational Service Center. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The Center shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The Center shall regularly review and revise its policies, including school discipline policies that impact homeless students or those who may be a member of any of the Protected Classes (Policy 2260).

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

Additionally, pursuant to Federal and State law, migratory children who are living in circumstances described in A-F above are also considered homeless.

Services to Homeless Children and Youth

The Center will provide services to homeless students that are comparable to other students in the Center, including:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
 - 1. programs for children with disabilities;
 - 2. programs for English Learners (ELs) (i.e., students with Limited English Proficiency (LEP);
 - 3. programs in career and technical education;
 - 4. programs for gifted and talented students;
 - 5. school nutrition programs; and
 - 6. before - and after-school programs.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the Center must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The Center must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

When determining a child or youth's best interest, the Center must assume that keeping the homeless student in the school of origin is in that student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or the student if he or she is an unaccompanied youth. The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns when the student completes the final grade level at the school of origin.

When determining the student's best interest, the Center must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The Center also considers the school placement of siblings when making this determination.

If the Center finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the Center must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian, or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment

The Center has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or center. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the Center will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available).

Transportation

The Center provides homeless students with transportation services that are comparable to those available to non-homeless students. The Center also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

- A. If the homeless student continues to live in the Center, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.
- B. If the homeless student moves to an area served by another center, though continuing his/her education at the school of origin (which is in the Center), the Center and the center in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the centers cannot agree upon such a method, the

responsibility and costs will be shared equally.

- C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The Center determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The Center will work with the State to resolve transportation disputes with other centers. If the disputing center is in another State, the Center will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the centers.

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the Center must follow its dispute resolution procedures, consistent with the State's procedures. If such a dispute occurs, the Center will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, Center and Governing Board policies, the Center will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the school, Center, or State, along with a written explanation of appeal rights.

The Center's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The Center must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The Center will also refer the parent, guardian, or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

The Center ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the Center will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to federal laws. The Center will also provide electronic notices via email if the parent, guardian, or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the Center. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision in the student's best interest, the Center takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The Center must also provide transportation services to the school of origin for a homeless child attending preschool. It is the Center's responsibility to provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the Center moves to another center that does not provide widely available or universal preschool.

Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the Center shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the Center shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The Center shall incorporate practices to protect student privacy in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless Student Liaison: Kerri Weir— PH: 567-444-4795; Email: Kerri.Weir@nwoesc.org

5136 - PERSONAL COMMUNICATION DEVICES

The Governing Board is committed to providing educational environments that support students fully engaging with classmates, teachers, and instruction. Use of personal communication devices ("PCD") (this term shall also include an "electronic communication device" as referenced in R.C. 3313.753) shall be prohibited during the instructional day in accordance with this policy and the Student Code of Conduct.

The term Personal Communication Device ("PCD") is defined in Bylaw 0100 - Definitions.

Nothing in this policy prohibits a student from using a PCD in accordance with the student's individualized education plan ("IEP") or Section 504 plan. The Board shall also permit a student to use a PCD to monitor or address a health concern if the Board receives a written statement from the student's physician requiring such use. Additionally, students may use school phones to contact parents/guardians during the school day, depending upon the exigencies of the situation, the location of the students, and the location of the PCD during an active threat or emergency, in accordance with the protocol outlined in the Board-adopted emergency management plan.

Students are prohibited from using a PCD except:

- A. as authorized by a supervising adult during school-related events and functions (e.g., after-school activities, extracurricular activities); or
- B. while riding in school vehicles. (Distracting behavior that creates an unsafe environment, failure to follow instructions of a bus driver, or any other violation of the Student Code of Conduct related to PCD use shall not be tolerated and may result in the loss of use of the PCD while in a school vehicle, as well as discipline when appropriate.)

Students are prohibited from using PCDs in a manner that infringes on a person's reasonable expectation of privacy. This includes using PCDs in locations and circumstances where a student may be changing clothes or in any stage of undress, such as gymnasiums, locker rooms, shower facilities, and restrooms/bathrooms. The Superintendent and building principals are authorized to determine other specific locations and situations where the use of a PCD is absolutely prohibited.

Except as authorized by a teacher, administrator, IEP team, or Section 504 plan, students are prohibited from using PCDs to capture, record, and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person during school hours on school property or during school-related events and functions. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent during the instructional day, where there is a reasonable expectation of privacy, or as outlined above, is considered an invasion of privacy and is not permitted.

Students are expressly prohibited from using covert means to listen in or make a recording (audio or video) of any meeting or activity at school. This includes placing recording devices, or other devices with one- or two-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located), within a student's book bag or on the student's person without express written consent of the Superintendent. Any requests to place a recording device or other device with one- or two-way audio communication technology

within a student's book bag or on a student's person shall be submitted, in writing, to the Superintendent. The Center representative shall notify the parent(s), in writing, whether such a request is denied or granted within five (5) days.

Students may not use a PCD in any way that would constitute bullying or harassment or other violations of the Student Code of Conduct. See Policy Board 5517.01 - Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs 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, color, national origin, sex, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails, or other materials of a sexual nature 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 also are prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Students may not use PCDs to access and/or view Internet websites that otherwise are blocked to students while in school, on school property, or at a school-sponsored activity.

When the use of PCDs is prohibited, all PCDs must be powered off completely (i.e., not just placed in vibrate or silent mode) and stored out of sight.

When the use or possession of PCDs is permitted, all PCDs must be placed in silent mode unless otherwise required by an IEP or Section 504 plan to monitor/address a health concern, or as permitted by a principal or teacher for learning purposes. Students permitted to use a PCD for these limited reasons are expected to use the approved device only as authorized. PCDs must be stored out of sight when directed by the administrator, teacher, bus driver, adult supervising an extracurricular or school event, or sponsor.

Students shall have no expectation of confidentiality with respect to their use of PCDs while at school or on school property, including school buildings, other facilities, and school vehicles.

Students are permitted to possess a PCD while on campus, but must leave the device stored in a locker or backpack and are not permitted to use the device except when permitted by this policy or the emergency management plan.

Possession of a PCD by a student during the instructional day, and during school-related events and functions, is a privilege that may be forfeited by any student who fails to abide by the terms of this policy or otherwise abuses this privilege.

Violations of this policy may result in the following disciplinary measures:

- A. Issue a verbal warning and require the student to store the PCD in accordance with this policy.
- B. Confiscate the PCD and store it securely in a staff-controlled locker, bin, or drawer for the duration of the class or period.
- C. Confiscate the student's PCD and store it in the facility's central office for the remainder of the school-related event or instructional day.
- D. Confiscate the student's PCD in the facility's central office to be picked up by the student's parent or guardian.
- E. Schedule a conference with the student's parent or guardian to discuss the student's PCD use.
- F. Loss of privilege to bring a PCD to school for a designated length of time or on a permanent basis (unless required for medical reasons or in accordance with an IEP or Section 504 plan).

If the violation involves an illegal activity (e.g., child pornography, sexting), the school official will also refer the matter to law enforcement or child services. The PCD will be confiscated and may be turned over to law enforcement if a violation involves potentially illegal activity.

School officials will not search or otherwise tamper with PCDs in Center custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Board Policy 5771 - Search and Seizure.

A person who discovers a student using a PCD, recording device, or other device with one- or two-way audio communication technology in violation of this policy is required to report the violation to the Principal or Superintendent.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

This policy shall be posted prominently on the Center's website and in a central location in each school building and made publicly available upon request.

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 Board 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 the individual's 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.

Accessing and Monitoring School-Issued Devices and Accounts

While students have no right or expectation of privacy when using Center technology resources, the Center and third-party technology providers that provide services through a contract with the Center are prohibited by State law from electronically accessing or monitoring certain features on school-issued devices provided to students unless a legally permissible exception exists. School-issued devices are defined as any hardware, software, devices, or accounts that a Center provides to an individual student for dedicated student use. The prohibited features include location-tracking features of a school-issued device, audio or visual receiving, transmitting, or recording features of a school-issued device, and student interactions with a school-issued device including, but not limited to, keystrokes and web-browsing activity.

"Student" means an individual currently enrolled in the Center in any of grades kindergarten through twelve (12).

However, the Center and third-party providers are permitted to access and monitor student devices in the following circumstances: The activity is limited to non-commercial educational purposes for instruction, technical support, or exam proctoring by Center employees, student teachers, staff contracted by the Center, a vendor, or the Department of Education and Workforce ("DEW");

The activity is permitted under a judicial warrant or subpoena unless otherwise prohibited by State or Federal law;

The Center or a technology provider is notified or becomes aware that the device is missing or stolen;

The activity is necessary to prevent or respond to a threat to life or safety, and the access is limited to that purpose;

The activity is necessary to comply with Federal or State law; and

The activity is necessary to participate in Federal or State funding programs.

Annually, the Board provides notice to parents and guardians of enrolled students that it generally monitors student devices in one (1) or more of the permitted circumstances. In the event that one (1) of the permissible circumstances listed in B, C, or D above prompts access to a student's device and the Center initiates responsive action, the Center will notify parents in writing within seventy-two (72) hours of accessing the device. The notice will include an explanation of the circumstances which prompted the access, what features were accessed, and a description of the threat posed, if applicable. This notice is not required at any time when the notice would pose a threat to life or safety.

A contract entered into between a school district and a county board of developmental disabilities, educational service center, joint vocational school district, another school district, or an information technology center for services, including the general monitoring or access of school-issued devices, shall indicate which entity is responsible for providing notice under this section.

5201 - PARENT NOTIFICATION OF ABSENCE

Section 3313.205 requires Boards of Education of each School District to adopt a policy on notification of parents, custodial parents, guardian, legal guardian, or other person having care or charge of a student who is absent from school.

A parent, custodial parent, guardian, legal guardian, or other person having care or charge of a student shall report by telephone or otherwise to the appropriate school administrator that his/her child will be absent for a specified number of days or part of a day from school. Notification must occur as early as possible the same day that the student is absent from school.

Each teacher shall be responsible for the notification of parents, custodial parent, guardian, legal guardian or other person having care or charge of a student who is absent from school when the appropriate school administrator has not been notified of the student's absence as required by school policy. The teacher or designee shall contact the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student or their emergency number designee by telephone the same day a student is absent from school. If the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student or their emergency number designee is not contacted by the end of the school day, his/her designee shall send written notification of the absence to the student's residence.

Each student must have on file a completed absentee notification form which provides:

- A. the names of the parent, custodial parent, guardian or legal guardian or other person having care or charge of a student;
- B. a telephone number where the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student can be reached during the day;
- C. the name and telephone number of an emergency number designee to contact if the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student cannot be reached.

SPECIAL NOTE FOR PRESCHOOL STUDENT PARENT NOTIFICATION OF ABSENCE

A parent, custodial parent, guardian, legal guardian, or other person having care or charge of a student shall report by telephone or otherwise to the appropriate school administrator that his/her child will be absent for a specified number of days or part of a day from school.

If your child is absent from school, **PLEASE PROVIDE NOTIFICATION AHEAD OF TIME OR CALL IN AS SOON AS POSSIBLE OR AT MINIMUM WITHIN 30 MINUTES PRIOR TO THE START OF YOUR CHILD'S SESSION.** If notification is not received in a timely manner, the preschool staff shall contact you by phone to verify the absence. If we are unable to reach you, we will then contact the emergency contact you provided. If neither contact can be reached within one (1) hour of the start of the session time, we will contact local law enforcement to request a well-child visit to your home.

5202 - ADMISSION AND WITHDRAWAL - PRESCHOOL: STUDENTS WITH DISABILITIES AND TYPICAL PEERS

Suspected preschool students with disabilities will be evaluated and placed in the program in accordance with rules 3301-31-02 and 3301-31-03 of the Ohio Administrative Code.

The admission of typically developing children will comply with section (J) of rule 3301-31-03 of the Ohio Administrative Code.

Parents of typical peers will apply to the appropriate Special Education Supervisor who will assign typical peers based on the availability of openings. Parents of typical peers will be charged a nominal fee which will be set annually.

Regular attendance, continuity of instruction, and classroom participation are critical to success in the program. If a student is not in attendance and no parent notification has been received from the parents, the teacher will attempt to contact the parent to determine the reason for the absence. If a preschool student is absent from the program for two (2) consecutive weeks after appropriate parental contact, the student will be withdrawn from the program.

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 the 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 in-service 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.

Concussion

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.

5320 – IMMUNIZATION

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combatting the spread of disease, the Board requires all students to be immunized against poliomyelitis, measles, diphtheria, rubella (German measles), pertussis, tetanus, mumps, and others legally designated in accordance with State statutes, unless specifically exempt for medical or other reasons. The Board requires that students who start kindergarten during or after the school year beginning in 1999 be immunized against Hepatitis B or be in the process of being immunized. The Board also requires that students who start kindergarten during or after the school year beginning in 2006 be immunized against chicken pox. This policy pertains to both students who currently attend school in the Center and those eligible to attend.

The Superintendent may exempt a student from being immunized against either or both measles and mumps if the student presents a signed statement from a parent or physician indicating s/he has had measles or mumps and does not need to be immunized. The student will be allowed to attend school only if a physician's statement indicates there is no danger of contagion.

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

The Superintendent may also exempt a student from immunization if a physician certifies in writing that immunization from a particular disease is medically contra-indicated.

A student may also be exempted from immunization if a parent or guardian objects for good cause, including religious conviction. Such objection shall be made in writing to the Superintendent stating the reason for exemption.

A student who has not completed immunization may be admitted to school provided the necessary immunizations are being received in the fastest time consistent with the approved immunization schedule and good medical practice.

The Board believes that immunization is the primary responsibility of the parent(s). For those students who do not have ready access to private or public health services, immunizations shall be provided at public expense

5330 - USE OF MEDICATIONS

The Governing 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 the 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. "Over-the-counter drug" means a drug, as defined in section 4729.01 of the Revised Code, that may be legally sold without a prescription and that is administered without the instruction of a prescriber. "Prescription drug" means a drug, as defined in section 4729.01 of the Revised Code, that is to be administered pursuant to the instructions of the prescriber, whether or not required by law to be sold only upon a prescription. "Treatment" refers both to the manner in which a medication is administered and to healthcare procedures that require special training, such as catheterization.

Before any prescribed medication (i.e., a drug) or treatment may be administered to any student during school hours, the Board shall require a written statement from a licensed health professional authorized to prescribe drugs ("prescriber"), accompanied by the written authorization of the parent (see Form 5330 F1). Before any over-the-counter 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 make 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.

Except as otherwise required by Federal law, no person employed by the Board shall, in the course of such employment, administer any prescription drug prescribed to any student enrolled in the schools of the Center.

For prescription drugs, only medication in its original container, labeled with the date, if a prescription, the student's name, and exact dosage will be administered. Over-the-counter drugs must be provided and maintained in the original manufacturer's packaging. 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 seizure or diabetes medication, which may be kept in an easily accessible location pursuant to this Policy and/or 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, but only in the presence of a designated school employee, with the exception of students authorized to attend to their diabetes care and management pursuant to Policy 5336.

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 the student's 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 the student's 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/guardian or the student shall provide a backup 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 may possess a drug prescribed to the student to prevent the onset of a seizure or to alleviate the symptoms of a seizure, provided that the student has prior written approval from the student's physician, and if the student is a minor, the written approval of the student's parent or guardian (Form 5330 F5 - Authorization for the Possession and Use of Seizure Medications). Copies of the written approvals must be provided to the Principal and any school nurse assigned to the building. This permission shall extend to any activity, event, or program sponsored by the school or in which the school participates.

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 prescription and over-the-counter medication and treatment to students:

director;

teacher;

school nurse;

building secretary;

aide (paraprofessional);

others as designated by the student's IEP and/or 504 plan.

Individuals who administer medications designed to prevent the onset of seizures or alleviate the symptoms of a seizure will receive training regarding the circumstances under which the drug is to be administered to the student and how it should be administered. They will also receive a copy of the written approval issued by the student's physician.

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

Students who are experiencing an apparent opioid-related drug overdose may be administered Naloxone ("Narcan") by the school nurse, or a trained school employee, volunteer, or contractor, to a student or other individual on school grounds in accordance with Board policy and AG 5330.05. Emergency services will be contacted as soon as is practicable. A designated staff member will also promptly notify the student's parent/guardian.

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 rules and regulations of the Ohio Department of Health are exempt from all requirements of this policy.

5342 - PRESCHOOL COTS, RUGS, AND BEDDING

Cots, rugs, and accompanying linens and blankets shall be labeled to indicate the preschool child who has been assigned to the cot or rug. Cots or rugs shall be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized before assignment for use by another child. Each child shall have a cot or rug for his/her exclusive use between sanitization procedures.

Cots, rugs, linens, and blankets used by an ill child will be thoroughly cleaned and laundered before use by another child.

5344 - COMMUNICABLE DISEASES - PRESCHOOL

All preschool teachers and teacher's aides will be trained by a qualified instructor in the recognition, prevention, and management of communicable diseases which addresses signs and symptoms of illnesses, hand-washing procedures, and disinfecting procedures.

- (1) The program shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness.

- (2) A child with the following signs or symptoms of illness will be immediately isolated and discharged to his/her parent:
- A. diarrhea {more than one (1)} abnormally loose stool in a twenty-four (24) hour period)
 - B. severe coughing, causing the child to become red or blue in the face or to make a whooping sound
 - C. difficult or rapid breathing
 - D. yellowish skin or eyes
 - E. Conjunctivitis OR redness of the eye or eyelid, thick and purulent (pus) eye discharge, matted eyelashes, burning, itching or eye pain
 - F. temperature of 100 degrees Fahrenheit taken by the auxiliary method when in combination with any other sign of illness
 - G. untreated infected skin patch(es)
 - H. unusually dark urine and/or gray or white stool
 - I. stiff neck with an elevated temperature
 - J. unusual spots or rashes (notify parent and then consult on next course of action)
 - K. sore throat or difficulty in swallowing
 - L. vomiting more than one time or when accompanied by any other sign or symptom of illness.
 - M. evidence of lice, scabies, or other parasitic infestation

In the case of a mildly ill child (a child who does not feel well enough to participate in activities, but who does not have symptoms that may be indicative of a communicable disease), the Program Director or designee will contact the child's parents to determine next steps (continued care or parent pick-up). If the parents cannot be reached, the Program Director or designee will contact the emergency contact person for the child. A mildly ill child will be made comfortable, and activities will be modified as the teacher determines appropriate during the time the child remains in the preschool. The child will be observed carefully for signs and symptoms of worsening conditions or conditions listed above and if necessary, he/she will be isolated from the other children in the preschool (with adult supervision), until he/she can be picked up.

A child isolated due to suspected communicable disease shall be:

- A. cared for in a room or portion of a room not in use by children;
- B. within sight and hearing of an adult at all times;
- C. made comfortable. Any linens must be disinfected and laundered before being used by another child;
- D. observed closely for worsening condition;
- E. discharged to a parent/guardian as soon as possible.

The Ohio Department of Health "Child Day Care Center Communicable Disease Chart" will be posted conspicuously in the classroom.

Parents/Guardians of all the students in the classroom will be notified by telephone or note when the children have been exposed to a communicable disease in the classroom.

An ill child shall not be readmitted to school until:

- A. seen by a physician or other properly licensed healthcare provider, and given permission to attend;
- B. all signs and symptoms of communicable diseases have been absent for **twenty-four (24) hours**.

5423 - REPORTING STUDENT PROGRESS – PRESCHOOL

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the whole child. The Board also recognizes its responsibility to keep parents informed about student welfare and progress in school.

The Board shall establish a system for reporting the progress of preschool students to their parents or guardians. The Superintendent, in conjunction with special education supervisors and preschool teachers, will design the content of the report, the means for assessing progress, and the method for notifying parents of progress. Methods for assessing progress shall be directly related to the age level of the students and to the developmentally appropriate curriculum. Student progress reports will be issued quarterly throughout the school year, and parents will be invited in for a face-to-face conference with the teacher about their child's progress at least two times per year. If a preschool disabled child is not making satisfactory progress towards the goals in his/her Individualized Learning Plan, the preschool teacher will call an IEP Review Conference.

The student progress reporting system will be reviewed and revised periodically for continual improvement of the reporting system.

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.

5514 - ROUTINE HANDWASHING - PRESCHOOL

The Board will maintain high standards of health and safety for preschool programs by teaching students effective hand washing techniques. Teachers and students will follow routine hand washing techniques to prevent cross contamination among teaching staff and children. Teachers and students will adhere to the following guidelines and procedures for washing hands:

A. soap, running water, and paper towels will be accessible at all times.

B. routine hand washing techniques will be used:

1. before handling food
2. after handling articles such as soiled tissues, soiled Band-Aids, or dressings
3. before and after eating
4. after using a handkerchief or tissue
5. after using the toilet

Teachers and students will follow these procedures for routine hand washing:

A. Turn on water, using a comfortably warm temperature.

B. Wet hands and wrists.

C. Apply a small amount of soap.

D. With a rotating frictional motion, rub hands together, getting under nails and between fingers. To wash fingers and the spaces between them, interlace the fingers and rub up and down. E. Wash for at least one (1) minute.

F. Rinse well.

G. Use paper towel and dry hands thoroughly.

H. If using a sink with faucet handle, remember that all faucet handles are contaminated. Turn water off by using a paper towel between your hand and the handle.

Hand washing cannot kill bacteria because the water is not hot enough and the chemicals in the soaps are not strong enough. However, hand washing removes bacteria. Therefore, running water and friction are important to the hand washing procedure.

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.

5517.01 - 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 a 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.

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 the 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 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.

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 interventions 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.

5780.01 - PARENTS' BILL OF RIGHTS

The Governing Board recognizes that parents have a fundamental right to make decisions concerning the upbringing, education, and care of their children and promotes parental involvement in the Educational Service Center's ("Center") public school system. In addition, parents have certain rights in the school system to know about their student's educational experience. Specific rights are listed in the topic areas of these policies.

Sexuality Content/Mental, Emotional, or Physical Health or Well Being/Health Care Services

Definitions:

For purposes of this policy:

"Age-appropriate" and "developmentally appropriate" content refers to activities or items that are generally accepted as suitable for children of the same chronological age or level of maturity or that are determined to be developmentally appropriate for a child, based on the development of cognitive, emotional, physical, and behavioral capacities that are typical for an age or age group.

"Student's mental, emotional, or physical health or well-being" includes, at a minimum, any of the following:
A student's academic performance;

Any significant sickness or physical injury, or any psychological trauma suffered by a student;

Any harassment, intimidation, or bullying, as defined in section 3313.666 of the Revised Code, by or against a student in violation of Center policy;

Any request by a student to identify as a gender that does not align with the student's biological sex;

Exhibition of suicidal ideation or persistent symptoms of depression or severe anxiety, or other mental health issues.

"Sexuality content" means any oral or written instruction, presentation, image, or description of sexual concepts or gender ideology provided in a classroom setting. "Sexuality content" does not mean any of the following:

Instruction or presentations in sexually transmitted infection education, child sexual abuse prevention, and sexual violence prevention education provided under division (A)(5) of section 3313.60 or section 3314.0310 or 3326.091 of the Revised Code;

Instruction or presentations in sexually transmitted infection education emphasizing abstinence provided under section 3313.6011 of the Revised Code;

Incidental references to sexual concepts or gender ideology occurring outside of formal instruction or presentations on such topics, including references made during class participation and in schoolwork.

Sexuality Content and Parental Notification

The Board will ensure that any sexuality content is age-appropriate and developmentally appropriate for the age of the student receiving the instruction, regardless of the age or grade level of the student. The Board will not permit instruction that includes sexual content in grades kindergarten through grade three (3).

Prior to providing instruction that includes sexuality content or permitting a third party to provide such instruction on behalf of the Center, the Board will provide parents the opportunity to review any instructional material that includes sexuality content. Upon request of the student's parent, a student shall be excused from instruction that includes sexuality content and shall be permitted to participate in an alternative assignment.

Student Services/Mental, Emotional, Physical Health or Well-Being/Safe and Supportive Learning Environment and Parental Notification

The Board will promptly notify a student's parent of any substantial change in the student's services, including counseling services or monitoring related to the student's mental, emotional, or physical health or well-being or the school's ability to provide a safe and supportive learning environment for the student. Such notification will be provided by the student's building administration through email and/or a telephone conference. The Board will not inhibit parental access to the student's education and health records maintained by the school.

Center personnel will not directly or indirectly encourage a student to withhold from a parent information concerning the student's mental, emotional, or physical health or well-being, or a change in related services or monitoring.

Center personnel will not discourage or prohibit parental notification of and involvement in decisions affecting a student's mental, emotional, or physical health or well-being.

Procedure for Authorization From Parents for Health Care Services

Authorization of parents must be obtained by the Board prior to providing any type of health care service to students, including physical, mental, and behavioral health care services. Parents may choose whether to authorize the Board to provide a health care service to the parent's child.

To facilitate parental involvement and decision-making on such authorization, at the beginning of each school year, the Board will notify parents of each health care service offered at, or facilitated in cooperation with, their student's school of attendance and of the parents' option to withhold consent or decline any specified service. If granted, parental consent to health care services does not waive the parent's right to access their child/children's educational or health records or to be notified about a change in the student's services or monitoring as set forth herein.

Prior to providing a health care service to a student, the building administration of the student's school of attendance will notify a parent whether the service is required to be provided by the Center under State law and if other options for a student to access the service exist.

These notification requirements do not apply to emergency situations, first aid, other unanticipated minor health care services, or health care services provided pursuant to a student's IEP or the Center's obligation under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794.

Process for Resolving Parental Concerns

Parents may file written concerns with the Principal or other building administrator of the student's school of attendance regarding any topics addressed in the above Parental Rights and Parental Involvement section of this policy. Parents will be notified at the beginning of each school year of their right to file a written concern. The Principal or other building administrator will take steps with parent(s) to resolve the concern within thirty (30) days of receipt of the written concern. If not satisfied with the outcome of the resolution by the Principal or building administrator, the parent(s) may appeal a decision at that level to the Superintendent.

If a parent appeals the Principal's or building administrator's decision, the Superintendent or the Superintendent's designee will conduct a hearing on the decision. Based on the findings of that hearing, the Superintendent shall decide whether to affirm the Principal's or building administrator's decision. If the Superintendent determines not to affirm the decision, the Superintendent shall determine a resolution to the parent's concern and communicate the decision to the parent. A parent may appeal the Superintendent's decision to the Governing Board.

If the Superintendent's decision is appealed, the Board shall review the Superintendent's decision and, if the Board determines it necessary, hold a hearing on the decision and, based on that hearing, either affirm the Superintendent's decision or determine a new resolution to the parent's concern.

Nothing in this policy shall be read to prevent a parent from contacting a member of the Board regarding a concern with the operation of a school under the supervision of the Governing Board.

Parent Right to Inspect Instructional Materials

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials mean instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

The Superintendent shall, in consultation with parents, develop a procedure addressing the right of parents as described herein and procedures to assure a timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials. See AG 9130A and Form 9130 F3.

Right to Inspect Technology Provider Contract

The Center shall provide parents and students with an opportunity to inspect a complete copy of each technology provider contract.

This policy shall not supersede any rights under the Family Education Rights and Privacy Act.

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.

7540.09 - ARTIFICIAL INTELLIGENCE ("AI")

The Governing Board acknowledges the positive impact and transformative potential of Artificial Intelligence ("AI") in education and operations, emphasizing a balanced, people-centered approach. It supports the responsible and innovative use of AI in classrooms and professional settings, with the understanding that AI should enhance human interaction and instruction, not replace it, and all AI-driven decisions require human review.

Through this policy, the Board aims to prepare students for success, encourage innovation for classroom instruction, and embrace opportunities for operational efficiency, while providing for consistent expectations, standards, and approval processes for safe and responsible implementation and integration of AI.

Definitions

Artificial Intelligence ("AI"): A machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments. Artificial intelligence systems use machine and human based inputs to perceive real and virtual environments; abstract such perceptions into models through analysis in an automated manner; and use model inference to formulate options for information or action. See 15 U.S.C. 9401, Sec. 3.

Generative AI: Any internet-based generative artificial intelligence program that makes use of large language model algorithms to make something new. AI used for auto-complete, minor text predictions, and/or grammar/spelling/punctuation suggestions, commonly found in most word-processing applications, is not considered generative AI. See A.C. 3342-3-01.8(B)(15).

AI tool: A software application that uses artificial intelligence technologies, like machine learning and natural language processing ("NLP"), to perform tasks that typically require human intelligence, such as understanding language, analyzing data, solving problems, and creating content, often by learning from patterns in large datasets to improve over time."

AI LITERACY

The Board recognizes the importance of preparing students and educators for the successful integration of innovative technologies. To that end, the Board directs the administration to responsibly integrate AI by building AI literacy for all students and educators, including integration of AI into relevant curriculum, professional learning opportunities, and safe and responsible usage.

STAKEHOLDER ENGAGEMENT

The Superintendent shall establish an AI workgroup to inform AI policy and implementation. The workgroup should include educators who are representative of grade levels and departments, including special education and related services professionals, other relevant staff, Board members, and students, as well as external representatives such as local businesses and postsecondary institutions. Educators and staff should be given the opportunity to explore and gain experience with applications and integrated approaches to achieving the Center's mission and priorities. The workgroup should regularly review new research and guidance and provide ongoing feedback to the Board.

Parents and community members should be informed through ongoing engagement about the skills students need for the future workforce and how AI is being used in the classroom. Educational resources may be provided to empower families to understand the potential risks associated with the unsupervised use of AI tools. Regular AI updates, including the use of tools and opportunities for feedback, shall be integrated into the existing family and community engagement strategy.

DATA PRIVACY AND SECURITY

The Center is committed to protecting the privacy and security of all student and staff data. The adoption and implementation of any AI tool must adhere to existing data privacy and security policies that include, but are not limited to, Personally Identifiable Information ("PII"), FERPA, and any other relevant State of Ohio and Federal laws. See Policy 8330 – Student Records; Policy 8350 - Confidentiality; and Policy 8351 - Security Breach of Confidential Databases. AI tools should only access, store, or process data that is necessary, and must do so in a secure, transparent, and ethical manner. AI systems must be vetted to ensure they meet rigorous standards for data encryption, access control, and responsible data use.

Users must also follow the terms of service, including appropriate age limits.

PROCUREMENT AND EVALUATION OF AI TOOLS

The adoption of AI-enabled tools should be conducted in accordance with existing procurement policies and in alignment with the Center's core values, goals, and priorities. Selection procedures must ensure that any AI tool adheres to data privacy and security

policies. Evaluation of tools must also address alignment to instructional and operational goals, accessibility, and cost. All third-party vendors providing AI tools must comply with Center standards and State and Federal law for data protection, ethical use, and accessibility.

ETHICAL USE OF AI

The Superintendent is charged with verifying that the design and implementation of AI is done in a safe and responsible manner that keeps people at the core of every AI-related decision. AI implementation should be human-centered and should empower students, educators, and communities. It is a tool to support learning and teaching, not a substitute for student effort or the role of the educator. Accordingly, users should critically analyze AI output, respect safeguards and rules, and be transparent about its use.

Center employees who use AI technologies must do so in ways consistent with institutional values, privacy standards, Family Educational Rights and Privacy Act ("FERPA"), Individuals with Disabilities Education Improvement Act ("IDEA"), copyright laws, and ethical principles, honesty, trustworthiness, and personal dignity of both employees and students.

ACCEPTABLE USE

The Center recognizes that responsible and appropriate uses of AI by students and educators will vary depending on the context including, but not limited to, grade level, subject, and/or the nature of the classroom activity or assignment.

Expectations for acceptable student uses should be clearly articulated by educators in alignment with policy and guided by the specific requirements for an assignment or activity. This includes specifying AI use expectations in course syllabi and assignment instructions when relevant. These expectations should clearly articulate the expectations of use, types of relevant assignments where AI use is acceptable, and the required format for references.

As noted above, students may use AI tools for academic purposes when specifically and clearly permitted by their teacher(s). The use of AI must be properly disclosed and cited in accordance with the established guidelines and not be employed to undermine authentic learning or learning objectives for the course or assignment.

If a student has any questions about whether they are permitted to use AI tools for a specific class assignment, they should ask their teacher(s).

Educators should consider the impact on learning objectives and assessment of student learning when designing related instruction and classroom activities. No assignment shall require the use of a tool that is not provided by the Center. AI tools approved for use should be clearly communicated.

When using AI to create instructional materials, assessments, or feedback, employees shall maintain transparency. Employees must review and verify the accuracy and appropriateness of any AI-generated content. Employees are solely responsible for all AI-generated content that they use.

Employees shall not input sensitive, confidential, personally identifiable, or proprietary information about students, colleagues, or institutional operations into AI systems that lack safeguards and policies to protect such data from being used in their training models.

Employees may use AI tools to enhance workflows, such as drafting communications, analyzing data, or developing reports, provided the outputs are verified for accuracy and compliance with State and Board policies.

Expectations for educators, staff, and third-party use should align with Center priorities. Educator use should be in alignment with the Licensure Code of Conduct for Ohio's Educators. Educators and staff must model appropriate acceptable use practices when using AI tools for instructional and operational uses.

Use of tools that have not been approved is not permitted.

All users are expected to employ AI tools solely for educational and related operational purposes, upholding values of respect and academic integrity, and in alignment with other related Board policies. Using AI tools for bullying, harassment, and any form of intimidation is strictly prohibited and should be addressed in alignment with existing behavior and discipline policies. See Policy 2240 – Controversial Issues; Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 5136 – Personal Communication Devices; Policy 5500 – Student Conduct; Policy 5517 – Anti-Harassment; Policy 5517.01 – Bullying; Policy 7540.03 – Student Technology Acceptable Use and Safety; Policy 7540.04 – Staff Technology Acceptable Use and Safety.

Students and staff with concerns regarding inappropriate use that violates Board policies and/or applicable state or federal laws should contact the Superintendent.

ACADEMIC INTEGRITY

The Board recognizes that the responsible use of AI requires the highest standards of academic integrity with clear expectations for students, educators, and staff regarding the ethical use of AI tools. AI-enabled tools may be used to support student work (such as brainstorming or feedback), but AI-generated work must not replace student work. Students are expected to complete assignments and assessments in a manner that reflects their own understanding and effort, critically analyze AI-generated content and not misrepresent it as original work, and use proper citations and references for AI-assisted work according to existing policies and expectations relevant to assignments (such as APA or MLA style formats).

The Superintendent shall specify procedures for investigating and addressing suspected misuse in alignment with existing academic integrity policies.

A student's unauthorized use of AI tools will be considered a form of plagiarism, unauthorized collaboration, or misrepresentation of AI-generated content as original work, and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Handbook or Policy 5500 – Student Code of Conduct.

ACADEMIC ACCESSIBILITY

AI tools can be utilized to assist students with disabilities in accessing and understanding written materials. For example, text-to-speech software can help students with specific learning disabilities, visual impairments, or other disabilities in reading texts, and AI-powered translation tools can help students with hearing impairments understand spoken language (e.g., create transcripts or provide closed-captioning for spoken material). Specific use of AI technologies beyond universal application for students with disabilities is best addressed in each student's Individual Education Plan ("IEP").

EMPLOYEE TRAINING

Employees will receive training periodically to ensure adherence to this and other related policies, data privacy, student records, and allowable/approved AI tools in the Center.

IMPLEMENTATION AND REVIEW

The Board, in partnership with the Superintendent's AI workgroup, will monitor developments in AI technology and update policies to address emerging risks. This policy should be reviewed often for effectiveness; alignment to center, school, educator, and student needs; considerations of ongoing innovation; related data privacy and management policies; and impact on students, including learning outcomes.

OTHER CONSIDERATIONS

NON-ACADEMIC USE OF AI

Students and staff are prohibited from using AI to generate false or knowingly misleading representations of other students, staff, volunteers, or Board members that are reasonably interpreted as derogatory, threatening, or otherwise objectionable to a reasonable person, including by way of AI generated or manipulated visual or verbal depictions of any such individual, or the distribution of such depictions through any means, for example via social media, regardless of whether the distributor created the depictions themselves. This provision expressly prohibits the creation and/or distribution of Non-Consensual Intimate Imagery ("NCII"). This paragraph shall be implemented in a manner consistent with individuals' First Amendment rights.

ENFORCEMENT

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The Administration will refer any illegal acts to law enforcement.

NON-CONSENSUAL INTIMATE IMAGERY

National digital safety experts have emphasized the importance of addressing issues related to Non-Consensual Intimate Imagery ("NCII"), particularly in terms of local policies on digital wellness and cyberbullying. The Center for Democracy & Technology has created a model policy and related resources that centers and schools may want to consider incorporating into relevant local policies. In potential cases where NCII may be used for the purposes of sexual extortion, schools and centers should be aware of Braden's Law and consider how it may apply within existing local policies, as the law classifies sexual extortion as a felony offense in Ohio.

8120 - VOLUNTEERS

The Governing Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

The Superintendent shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. The Center shall not be obligated to make use of volunteers whose abilities are not in accord with Center needs.

General Requirements

The Superintendent is to inform each volunteer that they:

- A. are required to abide by all Board policies and Center guidelines while on duty as a volunteer (including, but not limited to, the volunteer's obligation to keep confidential and not release or permit access to any and all student personally identifiable information to which they are exposed except as authorized by law);
- B. will be covered under the Center's liability policy but the Center cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers' compensation;
- C. shall pass applicable BCII or FBI record check;
- D. may not accept compensation from any third party or source including, but not limited to, booster, parent, or other Center support organizations for the performance of their official duties as a volunteer on behalf of the Board.

Furthermore, the Superintendent shall inform all volunteers who work or apply to work unsupervised with children on a regular basis of the need to display appropriate behavior at all times, and that they will have to provide a set of fingerprints so that a criminal records check can be conducted at the Board's expense either before they can begin their duties or as a condition of continued service as a volunteer at the discretion of the Board.

If a criminal records check indicates that a volunteer has been convicted of or pleaded guilty to any of the offenses listed below and/or described in R.C. 109.572 (A)(1), the volunteer will be informed either that the Board is no longer interested in maintaining their volunteer service. The Superintendent has the authority to dismiss or reject any volunteer whose criminal background check identifies areas of concern.

The Superintendent shall inform each volunteer of the Center's appreciation for their time and efforts in assisting in the operation of the schools and for their understanding with regard to the need for all volunteers to be subject to possible criminal records check.

Offenses

No person is to be accepted or maintained as a volunteer if they have been convicted of any of the following offenses:

- A. aggravated murder, murder, voluntary manslaughter, involuntary manslaughter
- B. felonious assault, aggravated assault, assault
- C. failing to provide for a functionally impaired person
- D. aggravated menacing
- E. patient abuse or neglect
- F. kidnapping, abduction, child stealing, criminal child enticement
- G. rape, sexual battery, corruption of a minor, gross sexual imposition, sexual imposition, importuning, voyeurism, public indecency, felonious sexual penetration, compelling prostitution, promoting prostitution, procuring prostitution, disseminating matter harmful to juveniles, pandering obscenity, pandering obscenity involving a minor, pandering sexually oriented matter involving a minor, illegal use of minor in nudity-oriented material or performance

- H. aggravated robbery, robbery
- I. aggravated burglary, burglary
- J. abortion without informed consent
- K. endangering children
- L. contributing to the delinquency of children
- M. domestic violence
- N. carrying concealed weapons, having weapons while under disability, improperly discharging firearm at or into a habitation or school
- O. corrupting another with drugs
- P. trafficking in drugs
- Q. illegal manufacture of drugs or cultivation of marijuana
- R. funding of drug or marijuana trafficking
- S. illegal administration or distribution of anabolic steroids
- T. drug possession offenses (that are not a minor drug possession offense)
- U. placing harmful objects in or adulterating food or confection
- V. a felony
- W. an offense of violence
- X. a theft offense (as defined in R.C. 2913.01)
- Y. a drug offense (as defined in R.C. 2925.01, that is not a minor misdemeanor)

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 academic records, student assessment data, and disciplinary records (including records pertaining to suspensions and expulsions), upon request to a private or public school or school district 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, or alternatively send written notice to the requesting school if there is no record of the student's attendance. Records will be released 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; there is no record of the student having attended school in the Center, 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. within five (5) school days after receiving the request, either the student records shall be transmitted, or a written notice will be provided if there is no record of the student's attendance;
 - 3. except as when expressly prohibited by law, the Center is authorized to withhold grades and credits to enforce payment of outstanding fees and charges, and further, may withhold all of a student's school records if there is \$2,500 or more of outstanding debt attributed to the student, and will only release the records once the debt has been paid;
 - 4. the parent or eligible student, upon request, receives a copy of the record; and
 - 5. 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 (including records pertaining to suspensions and expulsions), 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 (including records pertaining to suspensions and expulsions), 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 representatives 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 a 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; and/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," of 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 a student's actual/confidential residential address is prohibited. Any violations could result in disciplinary action or criminal prosecution.

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.

The EMP for each school building shall include a protocol that addresses student use of cellular telephones during an active threat or emergency.

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 is 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 a 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 practices, 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 who enrolls in the school after the annual notification, along with their parent/legal guardian, shall be provided with the requisite notification upon enrollment. Also, see Policy 8420 - Emergency Situations at Schools.

The Center shall include the 988 Suicide and Crisis Lifeline telephone number on all of the following (if provided or used by the school):

- A. Student identification cards;
- B. Planners were issued to students; and
- C. Any electronic portal administered by the Center or school that may be accessed by students.

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 providing 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 (see Policy 5350 - Student Health, Well-Being, and Suicide Prevention). 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, or an alternative evidence-based behavioral threat assessment model, 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 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, natural and man-made disasters 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 plan for emergency preparedness.

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 six (6) times a school year at the times and frequency prescribed by the State Fire Marshal with the first fire 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 on a regular basis during the tornado season in the spring. Times and frequencies of drills must be varied.

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 pupils 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 Principal 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 Principal 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 Principal 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 each calendar year.

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

Each Principal shall keep a written record of the date and time of each drill conducted.

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.

For all school-affiliated events where admission is charged, cash shall be accepted as a method of payment. If concessions are offered, there will be at least one (1) concession stand that will accept cash. If concessions are sold on multiple floors, then at least one (1) location on each floor will accept cash. The cost of admission for school-affiliated events shall not vary based on payment method, except that the Center may charge a processing fee for any ticket purchased online or by credit card. The cost of admission for a student enrolled in any school participating in the school-affiliated event shall be less than the cost of admission for an adult at the same event. Persons who receive cash at designated collection points will deposit the cash with the Treasurer/CFO on the next business day of receipt in accordance with Board Policy 6600.

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 Board Policy 9211 - Center Support Organizations and Board 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 Board 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. 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 noncenter 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."

NwOESC Procedures Specific to Preschool Operations

DIAPERING PROCEDURES

The NwOESC preschool programs shall follow the following diapering procedures:

- ☒ When a central diaper changing area is used, there shall be a disposable separation material that acts as a barrier placed between the child and the changing surface, which is discarded after each use.
- ☒ The program shall have disposable gloves available for diapering. The use of gloves or hand sanitizer does not eliminate the need for proper hand washing.
- ☒ The diaper changing area shall be disinfected after each diaper change with an appropriate germicide.
- ☒ Children's soiled clothes may be placed directly into a plastic bag or container, sealed, and stored away from the rest of the child's belongings and out of reach of children.
- ☒ Soiled diapers shall be disposed of in a plastic lined, foot activated receptacle or other type of receptacle that prevents hand contamination. The receptacle shall be covered or otherwise enclosed and be inaccessible to children. These containers shall be emptied, cleaned, and disinfected daily, or more frequently as needed to eliminate odor.
- ☒ Any product used during diapering which is used on more than one child shall be so used that the container does not touch the child. Any product obtained from a common container shall be applied in such a manner so as not to contaminate the product or its container. Common containers shall be cleaned and disinfected when soiled.

DIAPERING OINTMENTS

The NwOESC preschool programs shall gain parent/guardian authorization for the administration of topical ointments and/or creams provided by parents to children in the preschool programs. The written request shall include the name of the child, name of the ointment/cream/ lotion, signature of the parent, and special instructions for administration. The request must be updated every three months.

POTTY CHAIR PROCEDURES

The NwOESC preschool programs shall encourage toilet training based on children's readiness and consultation with parents or guardians regarding practices in the children's homes. The program shall ensure that toilet training is not forced. If potty chairs are used, they shall be promptly emptied into the toilet, rinsed, and disinfected after each use.

NAPTIME PROCEDURES

The NwOESC preschool programs will provide a quiet space for children to nap, rest, or sleep if they are in attendance at the program for more than five hours on a given day. When children rest, nap, or sleep on mats, cots, or pads, floors shall be clean, warm, dry and draft free. Rest areas shall be lighted enough to allow for visual supervision of all children at all times. Any child who does not fall asleep during the designated nap period shall have the opportunity to engage in quiet activities. Cots, pads, or mats shall be assigned individually to each child and shall be disinfected with an appropriate germicide before assignment to another child. Evacuation routes shall not be blocked by resting children. Each child shall have a free and clear means of egress. Childcare staff members shall have a clear path to each resting child.

PROCEDURES FOR NOTIFYING PARENTS IN CASES OF STUDENT INJURY

It will be the Procedure of the Northwest Ohio Educational Service Center to notify parents in cases of student injury involving medical attention. Parents may be called immediately, per the Emergency Medical Form, if injury warrants such action. A Critical Incident Report will be completed for all situations requiring the child to receive medical attention. A copy will be distributed to the parent, as well as kept on file by the teacher as a log of injury reports.

According to NwOESC Board Policy 5340, the Board believes that school personnel have certain responsibilities in case of accidents which occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so,

summoning of medical assistance, notification of administrative personnel, notification of parents, and the filing of accident reports.

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident.

In each building in which a program is operated, there shall be readily available at all times at least one (1) preschool staff member who has completed a course approved by the State Department of Health or the approved "American Red Cross" training program in:

- First Aide
- Communicable Diseases
- Child Abuse and Neglect

R.C. 2305.23 (Good Samaritan), 3313.20

PROCEDURES FOR SNACK

The NwOESC preschool programs include snacks as part of the daily routine for students. Parents and local school districts assist in the provision of snacks. Healthy snack areas are distributed to parents indicating RDA requirements set by the USDA. Menus include sources of Vitamin C daily and Vitamin A 3 times per week. Teachers are required to post snack menus weekly. Alternative snacks are kept on hand by the teachers to supplement or substitute if a child has an allergy.

PARENT ACCESS TO PRESCHOOL PROGRAMS

The NwOESC preschool programs allow parents/guardians unlimited access to the classrooms during operational hours. Classroom visitors must follow local school district policy regarding signing in and out of the facility.

PRESCHOOL DIRECTOR

The Preschool Director shall be on site at the preschool program at least one-half of the program's operating hours. **The NwOESC Preschool Program shall name as director the teacher at each classroom site.**

ADDITIONAL INFORMATION:

CDC STRATEGIES FOR EVERYDAY OPERATIONS

Schools and ECE programs can take a variety of actions every day to prevent the spread of infectious diseases, including the virus that causes COVID-19. The following set of strategies for everyday operations should be in place at all COVID-19 Community Levels, including low levels.

- Staying Up To Date on Vaccinations
- Staying Home When Sick
- Hand Hygiene and Respiratory Etiquette
 - Washing hands can prevent the spread of infectious diseases. Schools and ECE programs should teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19. Schools and ECE programs should monitor and reinforce these behaviors, especially during key times in the day (for example, before and after eating and after recess) and should also provide adequate handwashing supplies, including soap and water. If washing hands is not possible, schools and ECE programs should provide hand sanitizer containing at least 60% alcohol. Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger. Schools and ECE programs should teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases, including COVID-19.
- Cleaning and Disinfection
 - Schools and ECE programs should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected. For more information, see *Cleaning and Disinfecting Your Facility*. Additionally, ECE programs should follow recommended procedures for cleaning, sanitizing, and disinfection in their setting such as after diapering, feeding, and exposure to bodily fluids.

Transitions

Helping children and their families experience and navigate the transition process is essential. Transition practices actively involve staff, families and the community in creating seamless experiences for children as they enter transition from Early Intervention to Preschool, from Preschool to Preschools, or from Preschool to Kindergarten and adjust to school.

- ❖ Staff is familiar with the research on transition.
- ❖ Each school district must ensure that the obligation to make FAPE available to each eligible child for whom the school district is the child's school district of residence begins on the child's third birthday. For children who transition from **Early Intervention**, an individualized educational program (IEP) must be in effect for the child by that date.
- ❖ For children entering **Early Intervention** 46-90 days before the third birthday, districts must work with the service coordinator to conduct joint (not duplicative) evaluations to ensure that **Early Intervention** can develop an Individualized Family Service Plan (IFSP) for transition and the district can develop an IEP by the child's third birthday.
- ❖ For children who are suspected of having a disability and enter **Early Intervention** 45 days or less before the third birthday, **Early Intervention** will refer the child directly to the district or assist the parents are contacting the district. Because these children will not have an IFSP or be provided early intervention services, this referral does not require an IEP by the third birthday. Since the child has not had early intervention, the district should consider appropriate timelines to secure necessary services (30 days for consent, 60 days for evaluation and 30 days for an IEP; 120 days maximum from referral).
- ❖ The school has a system of screening all kindergarten children, and screening information is communicated to families in a timely manner.
- ❖ A reevaluation is required when a preschool child with a disability is transitioning from preschool to kindergarten. If, however, the annual IEP review occurs before the required reevaluation and the IEP team does not suspect a school-age disability, data describing why the child is no longer a preschool child with a disability must be documented. This would include a review of existing information and progress-monitoring data, as well as a conversation regarding the child's age-eligibility for kindergarten (the only requirement for kindergarten entry). The team also should discuss the child's need to extend learning with the kindergarten content standards. If the child's progress warrants no further special education, a Prior Written Notice to Parents PR-01 form can be provided and services discontinued.
- ❖ Children transitioning from preschool special education to kindergarten are required to have a reevaluation and not an initial evaluation.

- ❖ Families are linked with needed resources and services; staff facilitates linkages if necessary.
- ❖ Data used from screening supports student learning and identifies appropriate and timely referrals.
- ❖ Staff has assessed communication practices that are part of the transition activities.
- ❖ Staff welcomes new students and their families throughout the year through defined activities.
- ❖ Staff plans and communicates regularly with preschool representatives in developing transition activities.
- ❖ Staff members meet regularly, grade level to grade level, to plan for educational continuity.
- ❖ School staff and the early childhood community plan shared professional development according to needs.
- ❖ There is an organized team or group developing transition activities and a person assigned to coordinate the plan and to assure that timelines are met.
- ❖ Transition practices are evaluated and refined on the basis of results.

Obtaining Parent Consent for Records Release

Parent consent will be obtained whenever a child's record needs to be released to another program/agency. In order to obtain consent, parent(s) will need to sign a "consent for release" form. A list of the records being released will be itemized and attached to the "Consent for Release" form. A copy of the request form and list of records sent will be sent to both the ESC Preschool Department and the receiving program/agency.

Parent Participation

Parents are encouraged to be active participants in the educational experience of their child. Opportunities to volunteer in the classroom are available and welcomed.

These opportunities may include assisting at special events, reading to the children on a regular basis, sharing a special talent or item, chaperoning field trips, etc...Please contact your child's teacher directly for further information.

Parent partnership will be developed through regular parent/school communication, and may include communication notebooks, surveys, questionnaires, trainings, and focus groups.

To Request Additional Information

If you have a question or concern that cannot be answered by your child's teacher, or if you would like further information on the licensing and compliance reports for your child's classroom, please contact the Program Supervisor at 567-444-4800.

To Further Report...

- **To report any concerns, complaints, and/or violations related to preschool licensure, call (614) 466-0224 or (877) 644-6338.**
- **To report any complaints related to Civil Rights, Section 504, or ADA contact NwOESC Compliance Officers:**
 - *Female Rep. – Jill Gilliland; 567-444-4800 ex. 4796*
 - *Male Rep. – Andrew Hunter; 567-444-4800 ex. 4790*
- **To report any complaints related to Title IX, contact NwOESC Compliance Officers:**
 - *Female Rep. – Jill Gilliland; 567-444-4800 ex. 4796*
 - *Male Rep. – Andrew Hunter; 567-444-4800 ex. 4790*

NwOESC Administration:

Kerri Weir, Superintendent/Homeless Student Liaison: Kerri.Weir@nwoesc.org

Jill Gilliland, Director of Special Education; Jill.Gilliland@nwoesc.org

Jessica Fredrick, Preschool and Related Services Coordinator; Jessica.Fredrick@nwoesc.org



THANK YOU!

**HERE'S TO A YEAR FULL OF
LEARNING, GROWTH, &
PARTNERSHIP!**

Annual Notice:

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 (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

Annual Notice:

Emergency Parental Notification Protocols

Dear Parents,

The Northwest Ohio ESC takes the safety and security of our staff and students very seriously. As part of an Ohio Revised Code requirement (HB 487), the District is required to inform students and parents/guardians of our emergency parental notification protocols.

In the event of an emergency, school staff/ administration will communicate information to parents/guardians as soon as practical in light of the circumstances. The school's first priority in any incident would be to ensure the safety of students and staff. Once the situation is at a manageable point, we may communicate to parents via the following:

- Parent Communication System (Parent Square, Class Dojo, etc.)
- District Specific Parent Communication System (for classrooms located in area public school districts)
- Social and/or News Media (X, Facebook, television, etc.)
- Direct school to parent phone calls, texts, emails - (via information provided on Emergency Medical Authorization forms)

In the event of an emergency where an evacuation of the classroom/building is necessary, we have identified an off-site location (reunification site) to get students to safety, which will be communicated as appropriate. For reunification purposes we will only release students to individuals on their emergency forms or pickup cards as designated. Proper ID is required to release students.

We are asking parents to be sure that their emergency contact information is always up to date in our files in order to be contacted in case of emergency.

If you have questions, feel free to contact your building principal or NwOESC Administration.

Sincerely,

Kerri Weir

NwOESC Superintendent

Northwest Ohio ESC

Preschool Parent Handbook Signature Page 2026-27

I have received and read all the information contained in the Northwest Ohio Preschool Parent Handbook. I understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures, and policies therein.

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date: _____