**SunBridge Schools**

**Student and Family Handbook**

Approved on the \_24th Day of September, 2019

SunBridge Schools (hereinafter “School”) is a community school established under chapter 3314 of the Ohio Revised Code. The School is a public school and students enrolled in and attending the School are required to take the proficiency tests and other examinations prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the School administration or the Ohio Department of Education.

*ORC 3314.041*

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# The School

## Mission

*The School will help students with educational difficulties, language barriers, cultural misconceptions, and environmental obscurities in meeting educational goals, social skills, and cultural awareness.*

## Student Competencies

At the center of our culture will be the ***Student Competencies: Communication, Teamwork, Creativity, Self-Discipline, and Organization.*** Teachers will explicitly teach behaviors related to these competencies at all times, as a part of the regular academic program. These competencies are critical for students to develop into well rounded children and strong academic performers.

Students will be evaluated throughout the year on all these competencies. The goal will be for every student to see growth in these areas in addition to their academic success. These competencies will allow each student to increase their skills in areas that will make them more successful students and grow into successful adults. Parents will be provided reports that show the growth of each child within these areas.

## Vision

*The School will become the top rated educator in the community of academies that educate under achieved students who have difficulty adjusting to the educational systems learning style based on language barriers and cultural misunderstandings.*

Our mission requires that we develop in all students the foundational skills, core content knowledge, critical-thinking ability, and personal characteristics necessary to succeed in demanding high schools on their way to college. We can only accomplish this through a highly structured and disciplined environment in which rigorous instruction drives every classroom and frequent assessments allow us to ensure every student is receiving the ongoing academic support necessary for success. Our educational philosophy and program are built on four **Core Values**.

## Core Values

**Core Value 1: All students have the ability to achieve academic excellence.**

We understand that many students will enter the School perhaps as much as two to three grade levels behind. It is our duty to provide the expectations, structures, and supports that will allow them to efficiently and effectively strengthen any academic weaknesses and advance forward.

The *expectations* we provide: all students are college bound - every one. We expect students to behave well and work hard. We expect students, families, and staff to be accountable to each other for maintaining high expectations. All members of the school community will sign a contract of commitment, a pledge to do all in their power and whatever is necessary to achieve academic success. We expect families to attend annual family orientations and participate in parent conferences throughout the year. Progress reports will be distributed at the midpoint of each quarter and report cards will be issued at the end of each quarter. We expect students to arrive at school on time, attend classes be prepared to work and learn, and complete homework assignments thoughtfully, carefully, and on time.

The *structures* we provide: all students participate in a highly disciplined school environment based upon respect and accountability for one’s actions, participate in an extended school day, an extended school year, and complete challenging homework every night.

The *supports* we provide: all students receive extended class instruction in literacy and math, tutoring sessions, and Homework Academy daily.

**Core Value 2: All students thrive in a highly disciplined school environment.**

A highly disciplined school environment will allow students to learn and teachers to teach. It is our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. School staff will explicitly teach values like respect, citizenship, and hard work. The school culture will make it “cool” to do well – and to help others. The School will have clear, high expectations for student conduct and a strict discipline policy. Through clear rules and constant positive reinforcement, all School students will learn to take responsibility for themselves, their school, and their community. Older students will be expected to provide leadership to their younger peers by modeling hard work and respectful behavior.

**Core Value 3: All students must be prepared to excel in demanding high schools on their way to selective colleges.**

Many of our students will be the first members of their families to attend college, and so the path to higher education will be a long and strenuous climb. A school can encourage, cajole, and prepare a student academically, but ultimately success relies on a student’s internal belief in and commitment to his or her own success. To place our students firmly on the long climb to college, we will explicitly and pro-actively instill perseverance and courage in each of our students. In order to fulfill our long-term goal of having students enter and succeed in demanding high schools and colleges, we will inculcate commitments to enthusiasm, hard work, and achievement with no excuses.

**Core Value 4: All students deserve outstanding teachers that produce outstanding results.**

Teachers’ attitudes and actions critically influence student performance. A teacher who moves too quickly through curriculum, or who ignores the needs of a struggling student, shows favoritism to another, or complete apathy towards the subject material diminishes the possibility of success for many of their students. Outstanding teachers have an uncompromising desire to see their students excel, challenge all of their students to do their best, learn the most, and see the world through new eyes. Outstanding teachers have mastery in and passion for their content areas and instill such passion in their students, and they are prepared with strong lessons every day and with frequent assessments to ensure they have a close and clear understanding of what their students are learning. These are the teachers the School will recruit.

Experience with educating students in high-poverty environments and a track record of successful, measurable results in the classroomwill be key characteristics our teachers must possess. A belief that every student can learn, and that standards-driven lessons and assessments are supportive of learning are also key. The ideal candidate will be willing to work hard to give students discipline, boundaries, and challenges, and to work as a member of a mission-driven team relentless about academic results.

The School will support its teachers in many ways. Teachers will be trained in a two-week summer orientation prior to the start of the school year. Professional development time will be part of the school’s weekly and annual schedule. Meetings between the Principals and teachers will be held regularly to exchange ideas, concerns, and supports. Collaborative subject area teams will have daily opportunities to observe and learn from their colleagues. Planning time will be incorporated into each teacher’s daily schedule.

The School will never use any one instructional approach in isolation, as we believe it is important to encourage teachers to devise the most comprehensive methods to deliver the best educational outcomes for students. Curriculum will be standards-driven, and we will ensure that all students meet specific national, state, and school standards required before progressing into higher grades. We believe that standards provide a clear and useful framework by which to measure real student progress and hold teachers accountable for student performance.

# Who We Are

## Board of Trustees

The Board of Trustees (hereinafter “Board”) of the School is a diverse, passionate group of committed citizens who have dedicated their experience and credibility to this project. Board members include community leaders, organizers, and business leaders.

Below is a list of Board members.

* Steve Mitchell, Board Chair
* Joe Braker
* Lisa Gathard
* John Payak
* Jim Wiegand
* Greg Guzman
* Jennifer Nietz

# Student Conduct

## Philosophy & Intentions

Students of the School will abide by a strict **Student Code of Conduct** based on the philosophy that classroom respect and order are essential for academic progress, that students benefit from the explicit teaching of acceptable behavior, and that having immediate and clear consequences for seemingly minor infractions guarantees that major infractions will not take place. Students, parents, and teachers will together sign a **Family & School Contract**, which demonstrates knowledge of the **Student Code of Conduct**, at the mandatory family orientation prior to the start of school. The purpose of this **Student Code of Conduct** is to bring absolute clarity to the expectations and consequences of student behavior so that misunderstanding is never the reason for student misbehavior.

## Intention

The mission of the School is to provide a demanding, standards-based education in order to ensure acceptance and success in college-preparatory high school programs. Respectful behavior without disruptions is necessary to achieve this goal. The following beliefs are at the heart of our **Student Code of Conduct**:

* **Safety**. The Code of Conduct is designed first and foremost to ensure that the School is a safe place for every student at all times.
* **Respect**. One of the core values of the School is respect. Respectful behavior is a hallmark of effective character development and facilitates strong community.
* **Self-discipline**. By learning to behave professionally, students learn skills useful beyond the walls of the School. Students who behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.
* **Making a big deal out of “little” problems**. The leaders of the School believe that there are no “little” problems, but that every seemingly small problem can quickly contribute to more serious problems. By making a big deal out of “little” problems, the School can make sure that big problems happen very, very infrequently.
* **Clear consequences**. Many disciplinary problems can be avoided by having clear, well-articulated consequences. The students of the School will know exactly what behavior is expected and what consequences will result if the expectations are not met. The School will always promptly communicate with parents about any disciplinary consequence.
* **Uninterrupted learning**. The purpose of the **Student Code of Conduct** is to remove distractions from the classroom so that students can commit all of their attention to academic learning.

## Family & School Contract

The **Family & School Contract** is the guiding commitment between the School’s students, teachers, and parents/guardians.

***All parents/guardians, students, and teachers will sign the Family & School Contract prior to the student being eligible to enroll in classes.***

The **Family & School Contract** outlines general and specific expectations for students, teachers, and parents/guardians, and is signed in the spirit of mutual accountability. Our work together is a three-way partnership, and the highest expectations must govern all of our actions to ensure the highest-quality education for every child.

***Student Code of Conduct***

The **Student Code of Conduct** is the concise description of the fifteen primary rules that govern student behavior at the School. All parents/guardians and students will read the **Student Code of Conduct** at their meeting with an administrator prior to the start of school. Signing the **Family & School Contract** indicates that each parent/guardian and student has read, understands, and agrees to abide by the **Student Code of Conduct** and this **Student & Family Handbook**.

**Other School Discipline Policies & Procedures**

## General Discipline Procedures

The purpose of disciplinary consequences is to ensure that both individual students and the school community maintain complete focus on learning and growth. Inappropriate student behavior not only impacts the individual, but also exacts a cost on teachers, others students, and the larger school community. Students must understand that they are a part of a larger whole and are accountable to their peers for adhering to the values and expectations of the community. Prompt resolution of problems and student/family solutions to inappropriate behavior is expected.

Disciplinary action, depending upon the nature of the action and/or referral, may include but is not limited to: a student warning (oral or written), parent notification, a written assignment, lunch or enrichment detention, community service, suspension, or expulsion. This list of possible consequences is not indicative of a series of progressive punishment that must happen in order. The School may, at its sole discretion, elect to utilize any corrective measure at its legal disposal without first utilizing other less severe consequences.

All decisions regarding disciplinary action will be made by the Principal or their designee. The School will make every effort to notify parents/guardians promptly of any disciplinary action and will do so in writing wherever possible.

## Gang Affiliation

The School has adopted a policy prohibiting gang activities and presence at the School pursuant to state law, in recognition of the fact that gang activities and presence at school threaten the welfare and safety of students, teachers, visitors, guests, and others in the School community. Students are expected to abide by the **Safe School Environment Policy** regarding gang affiliation.

## Student Searches

School authorities may conduct searches in accordance with the **Safe School Environment Policy.**

## Expulsion

**Long-Term Suspension or Expulsion**

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

1. If necessary, the student is immediately removed from class and/or school.
2. The parent/guardian is notified by Principal or their designee.
3. The School sets a hearing date. The student and or their parent/guardian are notified in writing of the:
	* 1. charges and statement of the evidence
		2. date, time and place of a hearing
		3. notice of the right at the hearing to:
			1. be represented by legal counsel (at the student/parent’s own option and expense), and/or
			2. present evidenced ence and question witnesses
4. After hearing the case, the Principal or designee issues a written decision to be sent to the student, the parent/guardian, the Board, and the student’s permanent record.
5. Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board within 10 days of the date of expulsion. The appeal is heard, at the discretion of the Board Chairperson. In such a case, the School sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the:
	* 1. charges and a statement of the evidence
		2. date, time and place of a hearing
		3. notice of the right at the hearing to:
			1. Be represented by legal counsel (at the student/parent’s own option and expense), and/or
			2. Present evidence and question witnesses

Pursuant to Ohio State Law Section 3313.66 a Principal is vested with the authority to suspend or expel:

* Any student who is found on School premises or at School-sponsored or School-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife;
* Any student who is found on School premises or at School-sponsored of School-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, heroin, and ecstasy;
* Any student who assaults a principal, assistant principal, teacher, teacher’s aide or other educational staff on School premises or at School sponsored or School-related events, including athletic games;
* A student charged with or convicted of a felony.

When a student is expelled under the provisions of Section 3313.66 **no school or school district within the State of Ohio shall be required to admit the student or to provide educational services to the student.** If the student does apply for admission to another school or district, the superintendent of the school district to which the application is made may request and shall receive from the School a written statement of the reasons for the expulsion.

## Habitually Disruptive Students

Any student who is suspended for disruptive behavior, as defined by this policy, for the first time during any one school year while in school or on School grounds, at a School-sanctioned activity or event, or on School-sponsored transportation will receive a remedial discipline plan. The plan will be reviewed and modified after the second suspension and the student will be placed on disciplinary probation. In all such cases, the student and their parent/guardian will be notified in writing. If the student receives a third such suspension, the student will be declared habitually disruptive, and the School will recommend expulsion.

## Student Restraint

Physical restraint and intervention or force by trained staff are reasonable, appropriate, and may be applied at the School for the following purposes:

* To quell a disturbance threatening physical injury to themselves or others,
* To obtain possession of weapons or other dangerous objects upon a student or within the control of a student,
* For the purpose of self-defense, or
* For the protection of any other persons.

Such acts do not constitute child abuse and will not be construed to constitute corporal punishment within the meaning and intent of this policy.

## Discipline for Students with Special Needs

Disruptive behavior, as defined by School policy, by a student with disabilities will be managed in accordance with the student’s individual education plan (IEP) and state and federal law. A student with disabilities will be subject to recommendation for expulsion as a habitually disruptive student only if the appropriate special education team has determined that the disruptive behavior is not a manifestation of the student’s disability.

## Complaints about Student Discipline

The School administration and the Board work in conjunction to hear and resolve any complaints. In the event of a complaint regarding student discipline, both the School administration and the Board encourage the complainant to address the problem directly with the staff member involved. If the complainant is dissatisfied with the resolution proposed by the staff member involved, or if such resolution is not practical under the circumstances, he or she should schedule a meeting with the Principal.

If an individual believes that the School has violated any applicable laws or regulations, or if they are unsatisfied with the results of the above process, they may file a formal, written complaint with the Board. After receiving the complaint, the Board will respond in writing to the individual within 30 days.

## Positive Behavior Intervention and Supports (PBIS)

Every day, students have the opportunity to earn Caught Being Good Tickets, based on their adherence to the School’s values. The School's PBS program is designed to reward students for high achievement in all areas of school success. School Tickets are earned for positive behavior and success throughout the day.

Especially low School BUCKS may lead to phone calls home or the inability to participate in school activities. High School BUCKS make a student eligible for group and individual rewards which will be presented at Morning Meeting.

School Tickets are final at the sole discretion of the staff of the School.

## School Positive Behavior System Goals

1. ***Scholarship and Academics: I conduct myself as a scholar at all times, demonstrating curiosity, enthusiasm for academics, and high quality work.***
	1. I participate in every class by listening, raising my hand, answering questions that my teachers ask, and asking questions if I do not understand. I never disrupt class and do not speak to my classmates inappropriately during class.
	2. I will strive for growth on all tests.
	3. If I am bored in class and already understand the material, I let my teacher know in a respectful way and ask for more challenging work. I carefully check my work on assignments and tests so that it is the best work I am able to do.
	4. I complete my homework fully and well each day. I will bring my neat, fully completed homework to school. I understand that if I do not complete my homework, I will have School Bucks removed from my account.
2. ***Behavior: I behave in a positive manner at all times while on School grounds and as a member of society outside school.***
	1. I act in a caring way toward my classmates and teachers. I am nice at all times and do not say mean or disrespectful things to others.
	2. I clean up after myself, take good care of my things and the things in the School.
	3. I welcome guests into our School by telling them my name, shaking hands, speaking respectfully, and answering their questions.
	4. I always conduct myself in a professional manner. When I meet new people or greet familiar people, I make eye contact, shake hands, and speak clearly with a positive tone.
	5. I will abide at all times with the policies and requirements of the Student & Family Handbook.
3. ***Citizenship: I always participate in community building projects both inside school and out.***
	1. I will volunteer for service projects within the School.
	2. I will agree to tutor students who I believe I can help.
	3. I will seek opportunities outside school to become involved in service projects.
4. ***Dress Code: I will arrive at school on time everyday in full uniform. I will maintain that uniform the entire day until I am off School grounds.***
	1. I will abide by the uniform code of the School.
	2. I will ensure my uniform is clean and pressed.
	3. I will not challenge teachers or staff when I am considered out of uniform.

# Academics

## Academic Standards

As a college-preparatory school, the School has the highest academic standards for all students. It is expected that students will take challenging classes, complete high-quality work promptly both at school and at home, study for and perform well on exams, and receive excellent support from the teaching staff through after-school tutoring and summer school if necessary. The highest effort from students, teachers, and parents/guardians is necessary to reach this goal.

## General Academic Calendar

During the school year, school will be in session as scheduled in the approved and official School calendar. The year will be divided into 4, 9-week quarters. Each quarter, students will take a comprehensive exam. These tests will be designed by teachers in collaboration with the Dean of Students, and will directly evaluate students’ mastery of the curriculum. A full School calendar is provided.

## Promotion, Placement, & Retention

We believe that students should only be promoted when they have demonstrated mastery of specific academic standards. The School is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of the School’s academic program is its promotion policy. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, the School has a **Promotion, Placement, & Retention Policy***.*

## Homework

The School will assign homework to students on a weekly basis. The homework will be meaningful and will serve an important purpose of extending the learning that goes on in the classroom. Homework has developmental benefits as well as academic benefits. It helps develop students’ responsibility, time management skills, and independent problem solving skills. The development of these skills is essential to a student’s success at the School and to excelling in college. Students are expected to complete all homework in a thorough manner paying attention to detail and quality. Completion of homework is mandatory.

Parents/Guardians must be aware and supportive of their child’s efforts with homework. Parents are expected to actively check and review their child’s homework and to let teachers know if their child is struggling with homework. Parents may assist students with their homework, but should never do it for them. Before your child leaves for school each morning, parents should review their child’s homework for quality and completeness.

## Cheating & Other Academic Infractions

Students found to have cheated, plagiarized, or committed any other act of academic dishonesty will receive a detention or a suspension, at the discretion of the School.

## Assessment

In addition to the internal exams described above, the School will use regular external assessments to support its educational program. These assessments will include, but are not limited to:

* Ohio State Assessments as outlined in the Ohio Revised Code in fall and spring of each year.
* MAP Reading and Math testing each year.
* Other placement tests which may be necessary at the discretion of the school.

Participation in these assessments is required. Students are expected to give their best effort in every assessment.

## Grades

Students will receive letter grades for each completed class (Reading, Writing, Math Procedures, Math Problems Solving, Social Studies, and Science, etc.). The letter grades represent a performance descriptor (such as outstanding, very good, etc.) and are assigned to the quality of work a student completes.

The following grades describe a percentage of successful work from each student:

**Percentage Grade Description Numerical Scale**

90-100 A Outstanding 4.0

80-89 B Good 3.0

70-79 C Satisfactory 2.0

60-69 D Warning 1.0

Students who receive below a 60% grade in any class are considered to have failed the class. If a student ends the year with a failing grade in any class may be required to repeat the class or the grade in the following year.

## Report Cards

Students receive a report card for each quarter, which includes a summary of their academic work. Report Cards are provided to parents/guardians one week after the end of each quarter. Report Cards are provided to parents/guardians at the end of the quarter. ***Parent/Guardian participation in a Parent Conference is required.***

Progress reports will be issued to all students mid-way through each quarter. Students bring progress reports home, and they must be reviewed with parents/guardians, signed to indicate they have been discussed, and returned to the School.

## Academic Classes

All students at the School take the same set of academic classes. Each student will be enrolled in 2 Language Arts classes (Reading/Writing), Math, Social Studies, Science, and Gym during the year. General intentions for each subject are described below.

***Reading***

Reading proficiency is essential to the mastery of all other academic subjects. Students of the School will graduate reading one full year's gain from entry. Throughout their education, students will read classical texts from diverse cultures in fiction, non-fiction, and poetry. Students will receive intensive phonics and phonemic awareness instruction to meet the needs of students who are reading below grade level.

***Writing***

Written expression is closely linked with success in college-preparatory and higher education. Students will master the writing of 5-paragraph essays in all five genres: expository, narrative, persuasive, literary response, and correspondence. Students will master grammar and mechanics.

***Mathematics***

Mathematics is considered the universal language. No matter the student’s life goals, math will be intimately involved. To this end, the School will place a strong emphasis on all children being ready for an advanced math track upon arrival at high school.

***Science***

Students will study an intensive curriculum of the scientific method, earth, physical, and life sciences, and will design, execute, write, and present their own independent experiments. All science classes will include the Earth Science, Biology, and Physical Science contents included in the ODE standards.

***World Studies***

To ensure that graduates of the School have the critical research, thinking, and writing skills necessary for success in a multi-cultural world, all students will study a wide range of historical content and research.

# Safety and Security

## Closed Campus

The School has a closed campus. During school hours all students must remain on the campus as defined by the School, unless supervised by a staff member. Students who are excused at dismissal time may leave campus if they do not have other obligations. When on campus, students must always be in class and under supervision of an adult.

Students who need to leave campus early must be picked up by a parent/guardian or authorized individual. The parent must sign the student out of the School’s attendance log before the student will be released.

## Visitor Policy

The School always welcomes and encourages visitors, both from within and outside of our school community, into our school. However, in order to assure the safety and well being of all students and staff, all visitors – including parents and guardians – are required to report directly to the Main Office, sign in, and receive a visitor’s pass. Any visitor who does not report to the office, or is found in the building without authorization and a visitors’ pass, will be asked to leave immediately.

## Student Emergencies

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances, including during after-school activities, should parents or guardians contact students in their classrooms, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

## Accident or Medical Emergency

If a medical emergency occurs to a student at school, first aid will be administered and the parent(s)/guardian(s) of that student will be contacted immediately. If parent(s)/guardian(s) cannot be reached, a person listed on the student’s health form (or emergency contact card) or the family physician will be contacted. If the situation warrants, the school will call Emergency Medical Services (911). If there is a serious accident at school, parent(s)/guardian(s) of the affected students will be notified immediately. In the event that the parent(s)/guardian(s) cannot be reached, the family physician or persons indicated on health forms will be contacted. First Aid will be administered and Emergency Medical Services (911) will be contacted as needed.

## Fire Alarms

In case of an emergency – if a student or staff member sees fire or smells smoke—they should pull the nearest fire alarm and then immediately follow the fire evacuation plan, call 911! Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building as per the fire evacuation plan posted in each room. Students should follow the direction of staff members who will lead students outside the building to the designated locations, where School staff will line up students by class and take attendance.

During the first week of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire School community is familiar with the appropriate response in the event of an emergency. In case of a more serious emergency, should it be necessary to evacuate our School before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time—School staff and students will evacuate from each of the School’s buildings. A copy of each evacuation plan is available from the Principal upon written request.

# General School Information and Policies

## Non-Discrimination Statement

It is the policy of the School to recruit, hire, train, educate, promote, and administer all personnel and instructional actions without regard to race, religion, sex, sexual preference, age, national origin, disability, need for special education services, marital status, or use of public assistance. We will not tolerate any discrimination, and any such conduct is prohibited. The School also prohibits any form of discipline or retaliation for reporting incidents.

## Harassment

Students are expected to abide by the School’s **Safe School Environment Policy,**  which includes provisions on discrimination, harassment, bullying, intimidation, disparagement, and the process by which an individual can file reports of such behavior.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, or other sanctions as determined by the School administration and/or Board.

**GRIEVANCE PROCEDURE**

Should an individual need to file a report of harassment, intimidation, bullying, disparagement, or discrimination, they should follow the procedure listed in the **Safe School Environment Policy**.

## Technology Policy

The School makes an effort to allow its students the opportunities to become familiar with computers and technology. All students are expected to adhere to the School’s **Technology Policy.**

## School Closings

The School’s policy regarding school closings is contained within the **Attendance, Truancy, Withdrawal, and Missing Children Policy**.

## Food Service

The School provides breakfast, lunch, and snack food service for its students. The school participates in the National School Lunch Program, which provides free or reduced price breakfasts and lunches as well as free milk to eligible students. Tables describing eligibility and applications to participate in the program will be provided at the **Family Orientation Day**.

Lunch is served daily in the school cafeteria. All students are expected to eat lunch and are responsible for cleaning the cafeteria before being dismissed for the subsequent break. Disruptive behavior during lunch may result in losing the privilege of having the break after lunch. Students who do not qualify for free or reduced lunches are expected to pay for lunch weekly (or monthly, if desired). Speak to the Principal regarding questions about lunch purchases.

Breakfast is served each morning in the school cafeteria and is optional for all students.

## School Property

The School expects students to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment (including all computer hardware, software, network systems, and any other technology), books, and any other material possession of the School. Intentional actions to damage or harm school property may lead to a suspension or an expulsion hearing. Should the damage be deemed as an unintentional act, students may be given the option of reimbursing the school and/or completing community service determined at the discretion of the School.

## Textbooks

Students will be provided with school textbooks. Students must maintain these books in good condition throughout the year.

## Personal Property

All property brought to school is brought at the owner's risk. The School does not assume responsibility for any property belonging to students. Distracting or inappropriate objects will be taken from a student and returned at the end of the day. Repeated violations will require a parent conference. Students should not bring large sums of money to school. In accordance with the provisions of this Policy, student’s personal property may be subject to search at the School’s determination.

## Lost and Found

The school's lost and found is located in the main office. Items not claimed within a month are donated to charitable organizations.

## School Supplies

It is the responsibility of students to come with appropriate materials to the School. If circumstances make this impossible, parents/guardians should speak with their child’s teacher.

## Student Records

The School maintains important information files on each student. Parent(s)/guardian(s) and students may review those records with reasonable advance notice given to the School. School officials may obtain access to your records for educational purposes only. All individually identifiable educational information is confidential except for “Principaly” information. Principaly information includes the student’s name, date of birth, dates of attendance, degrees, and other honors awarded.

## Release of Photographs and Other Information

The School will periodically create publications to highlight student achievement, School life, and School events and may maintain a regular website with this information. These publications and websites will be developed for the purposes of admissions, public relations, fundraising, and other uses that promote the School. From time to time, the School may also get media requests to highlight the School and its students.

During the registration process, each parent/guardian will be provided with a **Student Photo/Information Release** form. The School will make a good faith effort to honor these forms, such that student photographs will be included in publications only if the parent/guardian has granted permission.

## Distribution of Published Materials or Documents

Publications prepared by and for the School may be posted or distributed to the greater community, with prior approval by the Principal, advisory, or teacher. Such items may include School posters, brochures, murals, etc. The School newspaper and the yearbook, if any such publications are created and published, will be available to students. All School publications are under the supervision of a teacher, sponsor, and the Principal.

Unless a student obtains specific prior approval from the Principal, written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed at School, on campus, or while participating in School activities. Materials displayed without this approval will be removed.

## Commerce

Students may not sell any articles on School property or while participating in School activities without the permission of the Principal. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of School without prior express written permission from the Principal.

For further details regarding fighting, touching of others, intimidation, bullying, threats, or use of profanity or inappropriate language, refer to the **Safe School Environment Policy** in the **Student and Family Handbook**.

## Rule 13: Weapons

Guns, knives, clubs, explosives, or weapons of any type are not permitted in the School, anywhere on the School property, while students are on School-sponsored transportation, or at any School-sponsored or School-related event. Items that appear to be weapons or could be reasonably used as weapons are banned as well. Toy weapons will be treated as if they were real weapons. Violations will lead to expulsion.

For further details regarding weapons, refer to the **Safe School Environment Policy** in the **Student and Family Handbook**.

## Rule 14: Violence Policy

Violent behavior will never be tolerated and will be treated with the most severe consequences. Any student who commits an act of physical violence at School, on School-sponsored transportation, or at a School-related event will receive an immediate out-of-school suspension and should expect an expulsion hearing.

For further details regarding violence, refer to the **Safe School Environment Policy** in the **Student and Family Handbook**.

## Rule 15: Drugs, Alcohol, and Tobacco Policy

Student use, possession, distribution, or sale of alcohol, tobacco, illicit drugs, or prescription drugs that are in possession by one for whom they were not prescribed is prohibited on School grounds, at any School-sanctioned activities, when students are being transported in School-sponsored vehicles, or at any time or in any place where the School conducts business. A student violation of this policy will lead to a suspension, reporting to authorities, and/or a recommendation for expulsion, as required by law, or at the discretion of the School.

If a student receives a suspension for a first violation of this policy, the student may be required to enroll in a rehabilitation/counseling program at the sole cost of the student’s family. The student’s family, when appropriate, will be required to report back with an assessment, diagnosis, and treatment plan as a condition for re-admittance into the school. A second violation of the policy will be reported to authorities and will lead to an expulsion hearing. For further details regarding drugs, alcohol, and tobacco, refer to the **Safe School Environment Policy** in the **Student and Family Handbook**.

**POLICY: Attendance, Truancy, Withdrawal, and Missing Children**

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**General Policy**

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance only if present at a place where School is in session by authority of the Board.

**Compulsory Attendance**

Under law, children between the ages of six and eighteen are of compulsory school age unless they have graduated from high school, completed or passed the GED requirements or have been legally dismissed or excused from school.

Legal Refs: ORC 3321.01 et seq

 3331.02

State Board of Education Minimum Standards 3301-35-02

**Excused Absences**

According to Ohio Revised Code, absences are excused only for:

1. Illness of the child
2. Religious observance
3. Family emergency involving immediate family members

Absences must be verified in writing by a parent/guardian. Absences for illness of longer than **2 days** must be verified in writing by a doctor for an absence to be registered as excused.

**Unexcused Absences**

Unexcused absences are never acceptable. Any unexcused absence will result in an immediate parent conference.

*Unexcused Absences within a Quarter*:

Three (3) or more unexcused absences per quarter may result in a student receiving no credit/failing grades for that quarter. Five (5) unexcused absences in any one quarter will result in a student receiving no credit/failing grades for that quarter.

*Unexcused Absences within a School Year*:

Seven (7) or more unexcused absences per year may result in a student receiving no credit/failing grades for the year. Ten (10) unexcused absences in one school year will result in a student receiving no credit/failing grades for that year.

**Tardies**

***A student is considered tardy if they come to school after the start of the scheduled school day.***

***Truancy***

***A student is habitually truant if the student is absent without legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one month, or seventy-two (72) or more hours in one school year.***

***Bus Suspensions***

***Children who are suspended from transportation services are still mandated to attend school. If a child misses school due to suspension from transportation services, they will be considered truant.***

## School Closings

In the event of inclement weather, the School will follow the local school districts decision to close school. If local school districts are closed, then the School is closed. If the local school districts are open, then the School is open.

School closings for the School are announced on all Metro Toledo radio and televisions stations. It is the responsibility of parents/guardians and students to access this information.

**Withdrawal**

A student who fails to participate in Seventy-five consecutive hours of learning opportunities will be automatically withdrawn, unless the student’s absence is excused. Otherwise, a parent may withdraw a student voluntarily by giving proper notification to the Principal.

**Truancy**

A student is habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive School hours, for 42 or more School hours in one (1) month, or 72 or more School hours in one (1) School year.

A student is excessively absent if the student is absent with or without a legitimate excuse for 38 or more school hours in one month or 65 or more school hours in one school year.

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

1. the student was enrolled in another school;

2. the student’s absence was excused in accordance with applicable law or policy, or;

3. the student has received an age and schooling certificate.

If the student is habitually truant and the student’s parents have failed to cause the student’s attendance, the Board authorizes the Principal or their designee to inform the student and their parents of the truancy record and the Board’s intent to notify the Judge of the Juvenile Court of the student’s excessive truancy.

The Principal or their designee may act as the School’s attendance officer or delegate that duty as permitted by law. The School’s attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

*R.C. §3321.01; §3314.03(A)(6); §3321.13-.191.*

**Missing Children**

The Board believes in the importance of trying to decrease the number of missing children. Therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

A student at the time of their initial entry to school shall present to the person in charge of admission any records given to them by the elementary or secondary school they most recently attended and a certification of birth[[1]](#footnote-1) issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official shall request the student's official records from the elementary or secondary school they most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Principal or their designee shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

The Principal or their designee will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. The Principal or their designee will also assist parents in the case of a missing student by coordinating with the missing children clearinghouse.

Informational programs for students, parents, and community members relative to missing children issues and matters are available from the Principal or their designee, including information regarding the fingerprinting program. The Principal’s or their designee’s informational programs are based on assistance and materials provided by the Ohio Attorney General's missing child education program.

The primary responsibility for a student's attendance at School rests with their parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Principal or their designee is also required to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for them when the student is absent from school. The parent or other responsible person shall be notified by telephone or written notice. Notification by written notices shall be mailed on the same day that the student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

**Absence Reporting Procedure**

A parent must contact the School in accordance with the procedure set forth in this policy whenever a student is absent.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that their child or children will be absent from School. This phone call should take place within the first hour that School is in session.

2. If a parent fails to call the School, School personnel will call the parent to inform them of the student's absence.

3. In those cases where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

*R.C .§109.65; R.C §.3313.96; R.C. §3313.672*

**POLICY: Career Advising Policy**

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

The district’s plan for providing career advising includes, providing:

1. Grade-level examples that link students’ schoolwork to one or more career field, by initially implementing the Career Connections Learning Strategies offered by the Ohio Department of Education. These will be expanded as capacity grows to allow for ongoing and consistent linkages to careers within the classroom.

	1. This component aligns with the following evaluation system(s) that the district has adopted;

		1. Ohio Teacher Evaluation System, Teacher Performance Evaluation Rubric
		2. Ohio School Counselor Association’s Ohio School Counselor Evaluation System
2. Career advising to students in grades K-6, which includes age-appropriate activities and also includes creating and maintaining a Student Success Plan beginning in grade 6. Teachers will meet with students at least once each semester to explore, evaluate and plan academic and career pathways.
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
	1. Identifying students who are at risk of dropping out of school using a local, research-based method, such as the Student Success Dashboard offered by the Ohio Department of Education, with input from parents, teachers and other appropriate school staff.
	2. Developing a Student Success Plan for each at-risk student that addresses the student’s academic and career pathway to a successful graduation and the role of career-technical education, competency-based education and experiential learning when appropriate.
	3. Before a district develops a pupil’s Student Success Plan, district staff will invite the student’s parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student. A parent signature or electronic confirmation indicating acceptance of the detailed plan is required.
4. Training for employees on how to advise students on career pathways, including training on advising students using the tools available in [OhioMeansJobs K-12](https://jobseeker.k-12.ohiomeansjobs.monster.com/seeker.aspx). This also includes training on other online tools provided by the district that offer resources for discovering career interests, exploring and researching career and education options and supporting the development of a Student Success Plan.
5. Documentation on career advising provided for review by the student, student’s parent, guardian or custodian, and schools the student may attend in the future. This includes activities that support the student’s academic, career and social/emotional development, such as those saved to a student’s OhioMeansJobs K-12 Backpack.
6. The supports necessary for students to successfully transition from SunBridge Schools to their Junior High and/or High School destinations, including interventions and services for students in need of remediation in mathematics and English language arts.

**POLICY: Corporal Punishment Policy**Corporal Punishment is defined as action taken by school employees to spank or otherwise handle a student in any way to purposely inflict punishment. **NO CORPORAL PUNISHMENT WILL BE ADMINISTERED TO STUDENTS BY ANYONE IN THE SCHOOL.**

**POLICY: Dress Code**

**Purpose of Policy**

Per the **Student Code of Conduct** and **Student and Family Handbook**, all students are expected to abide by this **Dress Code Policy**. The purpose of the School dress code is to create a professional, safe, and respectful community where students can place their sole focus on learning.

**When Enforced**

The dress code is in effect at any time that a student is on School property or engaged in a School activity regardless of location. Students are required to wear the School uniform unless otherwise instructed by the School’s Dean of Students.

**General Provisions**

Students must present a neat, professional appearance in order to be considered in uniform. Students’ shirts must be tucked in and shoelaces must be tied.

**Tops**

Solid color collared shirts

No logos other than School logo

Short or long sleeves

Solid colored sweaters only

**No hoodies are to be worn during school hours**

**Pants & Shorts**

School dress pants, skirts, shorts or jumpers

Khaki, Navy or Black only

Must be worn around waist

Solid navy, black or white leggings may only be worn under jumpers or skirts. **They may not be worn as
 stand-alone pants.**

**Shoes**

Rubber soled shoes with a closed toe

**Belts**

Black, blue or brown

**Prohibited Items**

Students are under no circumstances allowed to:

**\*Carry cell phones, pagers, or any electronic devices (if these are necessary
for students traveling to and from school, they must be checked with the teacher)**

\*Wear facial make-up other than clear or neutral lip gloss.

\*Wear facial jewelry of any kind.

\*“Sag” their pants.

**Violations**

Any student who arrives at school out of uniform may be required to change into school-authorized clothing. Failure to follow the dress code policy may result in disciplinary consequences.

**Interpretation of Policy**

The School retains the sole right to interpret and enforce the School’s dress code. Provisions will be made for homeless students.

**Enrollment Policies**

**POLICY: Admission Procedures**

The governing authority of each community school established under this chapter shall adopt admission procedures that specify the following:

(A) That, except as otherwise provided in this section, admission to the school shall be open to any individual age five to twenty-two entitled to attend school pursuant to section 3313.64 or 3313.65 of the Revised Code in a school district in the state. An individual younger than five years of age may be admitted to the school in accordance with division (A)(2) of section 3321.01 of the Revised Code.

(B)(1) That admission to the school may be limited to students who have attained a specific grade level or are within a specific age group; to students that meet a definition of “at-risk,” as defined in the contract; to residents of a specific geographic area within the district, as defined in the contract; or to separate groups of autistic students and nondisabled students, as authorized in section 3314.061 of the Revised Code and as defined in the contract. (2) For purposes of division (B)(1) of this section, “at-risk” students may include those students identified as gifted students under section 3324.03 of the Revised Code.

(C) Whether enrollment is limited to students who reside in the district in which the school is located or is open to residents of other districts, as provided in the policy adopted pursuant to the contract.

(D)(1) That there will be no discrimination in the admission of students to the school on the basis of race, creed, color, disability, or sex except that:

(a) The governing authority may do either of the following for the purpose described in division (G) of this section: (i) Establish a single-gender school for either sex; (ii) Establish single-gender schools for each sex under the same contract, provided substantially equal facilities and learning opportunities are offered for both boys and girls. Such facilities and opportunities may be offered for each sex at separate locations. (b) The governing authority may establish a school that simultaneously serves a group of students identified as autistic and a group of students who are not disabled, as authorized in section 3314.061 of the Revised Code. However, unless the total capacity established for the school has been filled, no student with any disability shall be denied admission on the basis of that disability.

(2) That upon admission of any student with a disability, the community school will comply with all federal and state laws regarding the education of students with disabilities.

(E) That the school may not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, except that a school may limit its enrollment to students as described in division (B) of this section.

(F) That the community school will admit the number of students that does not exceed the capacity of the school’s programs, classes, grade levels, or facilities.

(G) That the purpose of single-gender schools that are established shall be to take advantage of the academic benefits some students realize from single-gender instruction and facilities and to offer students and parents residing in the district the option of a single-gender education.

(H) That, except as otherwise provided under division (B) of this section or section 3314.061 of the Revised Code, if the number of applicants exceeds the capacity restrictions of division (F) of this section, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and to students who reside in the district in which the school is located. Preference may be given to siblings of students attending the school the previous year. Notwithstanding divisions (A) to (H) of this section, in the event the racial composition of the enrollment of the community school is violative of a federal desegregation order, the community school shall take any and all corrective measures to comply with the desegregation order. R.C. § 3314.06

**POLICY: Open Enrollment**

Open Enrollment for the new school year will begin on April 1st of each year. Students living within the City of Toledo are eligible for enrollment. Enrollment forms are obtained from the School. Children will be admitted to kindergarten if they will turn 5 years of age on or before September 30th of the year of admittance. Enrollment is conducted on a first come first served basis. Children who attend the School one year will have first priority to attend the school the next year.

If there are more applicants than there are spaces, a waiting list will be provided in the following manner:

* Each applicant will be assigned a number at which time the application has been submitted to the office with all necessary items;
* The parent will be contacted as soon as a spot in a classroom is available;
* A permanent waiting list will remain on file. When a parent requests to be taken off of the list the office will do so immediately;
* Applicants on a permanent waiting list will retain their position on the waiting list;
* The school may separate the waiting lists for each grade or age grouping;
* Students attending the previous year will have preference for a position in the current year, even though they may be in a different age or grade group;
* Siblings may be given preference for the next open position.

**POLICY: Proof of Residency**

One item must be provided as proof of the parent/guardian’s residence upon the enrollment of

any child into SunBridge Schools and annually thereafter at the beginning of every school year.

It is also required that parents or guardians notify Sunbridge when a change in the location of

the parent’s or student’s primary residence occurs and provide proof of residency for the

updated address.

Listed are the documents that can be used for this purpose:

**Dated within the last 45 days:**

A copy of a current utility bill (must be dated within 45 days)

A telephone bill (not cell phone; must be a land-line bill)

A cable or internet bill

A voter registration card

A bank statement

A paycheck stub

A welfare statement (JFS) with parent name and address

A SSI check

A home or rental insurance statement

A mortgage statement

**Dated within the last 6 months:**

A property tax statement

**Or**

A current lease agreement

**Residency Affidavit:** If parents/guardians are living in another dwelling with another family, a

Residency Affidavit must be completed and signed/witnessed by a notary. The homeowner

completes the top portion and the parent/guardian completes the middle section. Proof of

residency, as listed above, is also needed from the homeowner.

If you do not have any of these documents, please contact the SunBridge Schools Principal or

her/his designee, to discuss acceptable alternatives.

**Residency Review:**

Current address of residency will be audited monthly by the school via a comparison of

transportation requests and the reported residency information. Any discrepancies will be

resolved by requesting a new proof of residency from the parent or guardian.

**Health and Wellness Policies**

**Policies Included in this Section**

|  |  |
| --- | --- |
| **Policy** | **PAGE** |
| Asthma Self-Administration Policy |  |
| Diabetes Policy |  |
| Epinephrine Injectors Policy |  |
| Food Allergies Policy |  |
| Immunization Policy |  |
| Pest Control Policy |  |
| Safety/Protection Policy |  |
| Wellness Policy |  |

**POLICY: Asthma Self Administration**

A Student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, of both of the following conditions are satisfied:

1. The Student has the written approval of the Student’s physician and, if the Student is a minor, the written approval of the Parent, guardian, or other person having care or charge of the Student. The physician’s written approval shall include at least all of the following information.
* the Student’s name and address;
	+ the names and dose of the medication contained in the inhaler;
	+ the date the administration of the medication is to begin;
	+ the date, if known, that the administration of the medication is to cease;
	+ written instructions that outline procedures School personnel should follow in the event that the asthma medication does not produce the expected relief from the Student’s asthma attack;
	+ any severe adverse reactions that may occur to the Student using the inhaler and that should be reported to the physician;
	+ any severe adverse reactions that may occur to another Student, for whom the inhaler is not prescribed, should such a Student receive a dose of the medication;
	+ at least one (1) emergency telephone number for contacting the physician in an emergency;
	+ at least one (1) emergency telephone number for contacting the Parent, guardian, or other person having care or charge of the Student in an emergency;
	+ any other special instructions from the physician.
1. The Principal and, if a School nurse is assigned to the Student’s School building, the School nurse has received copies of the written approvals required by Subparagraph 1 of this section.

If these conditions are satisfied, the Student may possess and use the inhaler at School or at any activity, event, or program sponsored by or in which the Student’s School is a participant.

The School, a member of the Board or the Board’s representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member’s prohibiting a Student from using an inhaler because of a staff member’s good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had not been satisfied. The School, a member of the Board, the Board’s representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to a person or property allegedly arising from a staff member’s permitting a Student to use an inhaler because of a staff member’s good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had been satisfied, the School, any member of the Board, or the Board’s representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to a person or property allegedly arising from the use of the inhaler by a Student for whom it was not prescribed.

This Section does not eliminate, limit, or reduce any other immunity or defense that a School, member of a School Board (Governing Board, Governing Authority or Board of Principals), or staff or employee may be entitled to under [Chapter 2744](http://onlinedocs.andersonpublishing.com/oh/lpExt.dll/PORC/10954/11473?f=hitlist&q=2744&x=Advanced&opt=&skc=8000000200011474&c=curr&gh=1&2.0) or any other provision of the Revised Code or under the common law of this state.

INHALER PERMISSION FORM

All sections must be complete. Completed form must be submitted to the Principal and the School Nurse, if the School has one assigned.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*TO BE COMPLETED BY THE PHYSICIAN\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The above-named Student has the approval to possess and use the following inhaler medication to alleviate asthmatic symptoms. Use must be according to the following specifications:

Name and dose of medication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date the administration of the medication is to begin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date, if known, administration of the medication is to cease: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following procedure is to be employed in the event that the medication does not produce the expected relief from an asthma attack:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please list any severe adverse reactions that may occur to the Student using the inhaler that should be reported to the physician:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please list any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such student receive a dose of the medication:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Any other special instructions:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Physician Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Physician Name Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Physician Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency Telephone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*TO BE COMPLETED BY A PARENT OR LEGAL GUARDIAN\*\*\*\*\*\*\*\*\*

Name an emergency number of a parent or guardian, or other person having care or charge of this Student in an emergency:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, as the parent or legal guardian of the above-named student, do hereby give my approval for this Student’s possession and use of the inhaler medication described above.

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY: Diabetes Procedures**

The school nurse will provide all ongoing education and training for current staff as well as new staff. Staff will be re-trained and updated when the DDMP (Diabetic Medical Management Plan) changes. The Diabetic Medical Management Plan by the endocrinologist is always accessible to staff, and available as needed. The emergency care plan for the students is all contained in the DDMP plan, and will be followed by the nurse and staff.

The school nurse will assist with all staff and school personnel who work with students; including teachers, physical education teacher, teacher aides, and bus aids. Students with diabetes can use any area of the school to test or administer insulin. Students may keep supplies on them, at all times, in a bag. Supplies and snacks will be provided by the parent or guardian of the student.

The DDMP and review of signs and symptoms of hyperglycemia and hypoglycemia is located in a staff binder for access when working with student who has diabetes. The homeroom teacher will have access to the binder at all times and it will be located in the homeroom for all staff.

If the school nurse is unavailable at the building and a question comes about on care of the student the phone number for the nurse is accessible to all staff. If the nurse is not able to be reached and the matter is not of an urgent nature, the staff binder can be referred to. In the absence of the school nurse, a school employee/employees have been trained to administer diabetes medication. (HB 264) The family member responsible for the student’s care phone is also located in the binder. If there is an emergency, the staff diabetic plan is to be followed and EMS/911 is to be called.

The school nurse will be responsible for all staff being updated with the care of the diabetic student. The school nurse will primarily work with the family, endocrinologist and staff for all care, changes in care and updates to the DDMP.

**POLICY: Epinephrine Injectors**

Students have the right to possess and use an epinephrine auto-injector (Epi-pen) to treat anaphylaxis (severe allergic reactions). The right applies at school and extends to any activity, event or program sponsored by or in which the student's school is a participant.

All requirements as listed in this policy apply to epinephrine auto-injectors as prescribed medications. Additionally, the prescriber must include written acknowledgement that the student is capable of possessing and self-administering the epinephrine auto-injector appropriately.

It is recommended that a second epinephrine auto-injector be supplied by the student’s parent or guardian and stored in the main office of the student’s building to ensure the availability of the medication in the event it is needed during school hours.

If the administration of an epinephrine auto-injector is required, assistance will immediately be sought from an emergency medical service provider regardless of whether the epinephrine auto-injector was self-administered or administered by an authorized staff member.

The Board and School employees are not liable in damages in a civil action for injury, death or loss to person or property allegedly arising if:

1. a school employee prohibits a student from using an epinephrine auto-injector because he/she has a good faith belief that the conditions for carrying and using the medication have not been satisfied;

2. a school employee permits a student to carry and use an epinephrine auto-injector because of the good faith that the conditions have been satisfied or

3. in instances in which a student is rightfully permitted to carry an epinephrine auto-injector, the use of the medication by a student for whom it was not prescribed.

All immunities granted to schools under the sovereign immunity law or any other law applies.

**POLICY:  Food Allergies Policy**

The Board of Education recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating students with food allergies and to reduce the likelihood of allergic reactions of students with known food allergies while at school.

A. Parent/guardians and student responsibilities

1. Parents and guardians of students with allergies, or students with allergies age eighteen or older, shall:

a. Notify the school Principal, nurse, or health maintenance worker when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider-documented allergy and a diet modification order as necessary;

b. Provide the school with prescribed emergency medications;

c. Execute medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form, as well as the following documentation, as appropriate:

I.   Food allergy action plan;

Ii.  Anaphylaxis emergency action plan;

Iii. Diet order

2. Parent and guardians will be responsible for educating their students about allergy management at school. Allergy management and education includes, without limitation, identification of “safe foods” by reviewing together breakfast and lunch menus and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

B. School responsibilities

1. The school will cooperate in the development of a food allergy action plan for students with food allergies. The food allergy action plan will address the actions to be taken to reduce exposure at school, and what actions will be taken in the event of exposure. The plan shall be developed through consultation with the school nurse or health maintenance worker, parents/guardians of the student, and the student’s health care provider. The plan will be effective for the school year in which it is developed and shall be reviewed and, if necessary, revised at the beginning of each following school year.

2. With parental consent, the school will share the food allergy action plan with appropriate school staff.

3. Food will not be provided during the school day by means other than the school breakfast, snack, lunch or vending programs except with prior consultation with the Principal, school nurse or health maintenance worker, or designee of the Principal.

4. At least one employee who has received instruction in the recognition of food allergy reactions will be present when students are being served food during the regular school day.

**POLICY: Immunization**

In order to safeguard the School community from the spread of certain communicable diseases in recognition that prevention is a means of combating the spread of disease, the School 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 School also 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 Principal 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 case of an outbreak of the disease for which the Student has not been immunized or an epidemic, the Principal shall not allow the Student to attend School.

The Principal may also exempt a student from immunization if a physician certifies in writing that immunization from a particular disease is medically contraindicated.

A Student may also be exempted from immunization if a Parent objects for good cause, including religious conviction. The School will honor the above objection(s); however, it must be understood that the School may immediately and automatically exclude such Student from School in the event of any outbreak of disease for which such student is not properly immunized.

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).

**3313.67 Immunization of pupils - immunization record - annual summary.**

(A)

(1) Except as provided in division (A)(2) of this section, the board of education of each city, exempted village, or local school district may make and enforce such rules to secure the immunization of, and to prevent the spread of communicable diseases among the pupils attending or eligible to attend the schools of the district, as in its opinion the safety and interest of the public require.

(2) A board of education shall not adopt rules under division (A)(1) of this section that are inconsistent with divisions (B) and (C) of section [3313.671](http://codes.ohio.gov/orc/3313.671) of the Revised Code.

(B) Boards of health, legislative authorities of municipal corporations, and boards of township trustees, on application of the board of education of the district, at the public expense, without delay, shall provide the means of immunization to pupils who are not so provided by their parents or guardians.

(C) The board of education shall keep an immunization record for each pupil, available in writing to the pupil's parent or guardian upon request, which shall include:

(1) Immunizations against the diseases mentioned in division (A) of section [3313.671](http://codes.ohio.gov/orc/3313.671) of the Revised Code;

(2) Any tuberculin tests given pursuant to section [3313.71](http://codes.ohio.gov/orc/3313.71) of the Revised Code;

(3) Any other immunizations required by the board pursuant to division (A) of this section.

(D) Annually by the fifteenth day of October, the board shall report a summary, by school, of the immunization records of all initial entry pupils in the district to the Principal of health, on forms prescribed by the Principal.

**Cite as R.C. § 3313.67**

**History.** Effective Date: 07-07-1978; 05-06-2005

**3313.671 Proof of required immunizations - exceptions.**

(A)

(1) Except as otherwise provided in division (B) of this section, no pupil, at the time of initial entry or at the beginning of each school year, to an elementary or high school for which the state board of education prescribes minimum standards pursuant to division (D) of section [3301.07](http://codes.ohio.gov/orc/3301.07) of the Revised Code, shall be permitted to remain in school for more than fourteen days unless the pupil presents written evidence satisfactory to the person in charge of admission, that the pupil has been immunized by a method of immunization approved by the department of health pursuant to section [3701.13](http://codes.ohio.gov/orc/3701.13) of the Revised Code against mumps, poliomyelitis, diphtheria, pertussis, tetanus, rubeola, and rubella or is in the process of being immunized.

(2) Except as provided in division (B) of this section, no pupil who begins kindergarten at an elementary school subject to the state board of education's minimum standards shall be permitted to remain in school for more than fourteen days unless the pupil presents written evidence satisfactory to the person in charge of admission that the pupil has been immunized by a department of health-approved method of immunization or is in the process of being immunized against both of the following:

(a) During or after the school year beginning in 1999, hepatitis B;

(b) During or after the school year beginning in 2006, chicken pox.

(3) As used in divisions (A)(1) and (2) of this section, "in the process of being immunized" means the pupil has been immunized against mumps, rubeola , rubella, and chicken pox, and if the pupil has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, and hepatitis B, the pupil has received at least the first dose of the immunization sequence, and presents written evidence to the pupil's building principal or chief administrative officer of each subsequent dose required to obtain immunization at the intervals prescribed by the Principal of health. Any student previously admitted under the "in process of being immunized" provision and who has not complied with the immunization intervals prescribed by the Principal of health shall be excluded from school on the fifteenth day of the following school year. Any student so excluded shall be readmitted upon showing evidence to the student's building principal or chief administrative officer of progress on the Principal of health's interval schedule.

(B)

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

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

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

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

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

(C) As used in this division, "chicken pox epidemic" means the occurrence of cases of chicken pox in numbers greater than expected in the school's population or for a particular period of time. Notwithstanding division (B) of this section, a school may deny admission to a pupil otherwise exempted from the chicken pox immunization requirement if the Principal of the state department of health notifies the school's principal or chief administrative officer that a chicken pox epidemic exists in the school's population. The denial of admission shall cease when the Principal notifies the principal or officer that the epidemic no longer exists. The board of education or governing body of each school subject to this section shall adopt a policy that prescribes methods whereby the academic standing of a pupil who is denied admission during a chicken pox epidemic may be preserved.

(D) Boards of health, legislative authorities of municipal corporations, and boards of township trustees on application of the board of education of the district or proper authority of any school affected by this section, shall provide at the public expense, without delay, the means of immunization against mumps, poliomyelitis, rubeola, rubella, diphtheria, pertussis, tetanus, and hepatitis B to pupils who are not so provided by their parents or guardians.

**Cite as R.C. § 3313.671**

**History.** Effective Date: 09-30-1998; 05-06-2005

**POLICY: Pest Control**

The school is committed to providing students a safe environment. It seeks to prevent children from being exposed to pests and pesticides. While pesticides protect children and property from pests such as insects, weeds, and rodents that may be found in the school and its surrounding grounds, under some circumstances they may pose a hazard to children and employees. To minimize potential pesticide exposure to children, pest control practices in this school may involve a variety of effective chemical and non-chemical methods.

Pursuant to this commitment, the school will:

1. Ensure that pesticides are used only by certified pesticide applicators or individuals operating under their supervision.

2. Ensure that pesticides are not used when children are present or are likely to be exposed to a liquid pesticide residue.

3. Inform parents and staff members of the corporation’s pest control policy at least annually and include in this notice, the name and phone number of a contact for more information.

4. Establish a registry of staff members and parents of students at the school building who request advance notice and ensure that school health professionals are on the registry.

5. Provide to those on the registry at least two school days advance notice of pesticide use, except when the pests pose an immediate health threat or threaten to disrupt a normal learning environment.

6. Whenever advance notice is not provided, notify those on the registry as soon as possible thereafter and include an explanation for the delayed notice and what pesticide was applied.

This policy does not apply to the following exempted uses of pesticides:

1. Germicides, disinfectants, bactericides, sanitizing agents, water purifiers and swimming pool chemicals used in normal cleaning activities;

2. Personal insect repellents when self applied; and

3. Gel bait or manufactured enclosed insecticides when used where students do not have access to the insecticide.

**POLICY: Safety/Protection**

EYE AND FACE PROTECTION

The School will ensure that all staff and Students wear appropriate eye and face protection which complies with all Federal and State standards when working in areas that expose them to hazards such as flying particles, molten metal, liquid chemicals, acids or caustic liquids, chemical oases or vapors, or potentially injurious light radiation. Staff shall obtain appropriate eye protections (safety glasses, goggles, etc.) and will also provide information on the proper use and care of the eye and face protection device.

The teacher will provide the devices to the Students.

Staff regularly working in potential eye-hazard areas who need prescription glasses may submit a request through the Principal for prescription safety glasses. The School will assume the cost of the glasses.

EAR PROTECTION

Staff working in areas where the noise level is 80 decibels or more may obtain ear protection through the Principal. Staff in 80 decibel or more areas are given a yearly hearing test.

FOOT PROTECTION

All staff working at tasks in which feet are at risk shall wear substantial and/or steel-toed shoes to protect their feed and toes and/or slip-resistant shoes to protect their footing.

HAIR/HEAD PROTECTION

Employees and Students with long hair (down to the shoulders) shall tie their hair back or wear hair nets or caps when working on equipment with rotating spindles or other moving machinery. Staff and Students working at tasks in which the head is at risk from falling debris or from being struck by objects shall wear appropriate head protection.

HAND PROTECTION

Staff and Students may obtain gloves or other hand protection which is appropriate to the task to be performed for the teachers or the Principal.

GENERAL SAFETY RULES

Loose clothing must not be worn near moving machinery.

Neckties and scarves must be securely clipped to the shirt.

Staff and Students working in areas where chemicals, solvents, other irritants, or caustic acids are used will be supplied with face shields, chemical resistant boots, aprons, gloves, etc.

Rings and jewelry must not be worn when working on machinery.

Work gloves (leather palmed) must be worn by anyone handling raw materials other thank chemicals.

**Vision and Hearing Screenings**

All required procedures, screenings and reporting will be conducted annually based upon the guidelines from the Ohio Department of Health.

Hearing:

<http://www.odh.ohio.gov/~/media/ODH/ASSETS/Files/cfhs/hearing%20and%20vision%20screening%20for%20children/hearingconservationprogramspoliciesforchildrenrequirementsandrecommendations.pdf>

Vision:

<http://www.odh.ohio.gov/~/media/ODH/ASSETS/Files/cfhs/hearing%20and%20vision%20screening%20for%20children/visionconservationprogramspoliciesforchildrenrequirementsandrecommendations.pdf>

**POLICY: Wellness Policy**

**Introduction**

Schools play a crucial role in establishing a healthy environment and active atmosphere in order to prevent childhood obesity. In order to promote this wellness each school must establish goals, set nutritional guidelines, have guidelines for reimbursable school meals, develop a plan to measure implementation, and have community involvement.

**Goals and Policies**

* **Nutrition Education - Goals**
* Developing skills to adopt healthy eating behaviors in the classroom.
* Showing easy and fun ways to be physically active.
* Providing nutrition education in class, cafeteria, home, and community.
* Integrating into other subjects and cultures.
* Delivering consistent nutrition messages by staff with appropriate training.
* Incorporating ideas into education curricula.
* **Nutrition Education – Policies**
* Students in all grades will receive interactive nutrition education to emphasize the need for children to adopt a healthy lifestyle.
* Students will receive consistent nutrition messages throughout the School.
* Nutrition education will be integrated into the core curriculum to reinforce the importance and relevance of a healthy lifestyle.
* The School will ensure health content specific education is done by qualified individuals or outside partners.
* **Physical Activity - Goals**
* Developing the knowledge and skills for specific physical activities.
* Ensuring regular participation in physical activity.
* Understanding the short and long-term benefits of being physically active.
* Allowing the opportunity for physical activity during the school day.
* Providing after-school programs.
* Working with community to create a safe and supportive environment.
* **Physical Activity – Policies**
* Students will be given the opportunity for physical activity at various times throughout the school day.
* Students will be given the opportunity for intramural sports and games through athletic clubs and community partners. Programs will be provided to parents to review for their child(ren).
* The School will work with the community to develop ways for students to become involved in more activities and to increase their overall physical activity.
* **Guidelines for all foods and beverages on school campuses - Goals**
* Ensuring that reimbursable school meals meet requirements and nutrition standards.
* Establishing standards for any food or beverage available to students throughout the day.
* **Guidelines for all foods and beverages on school campuses – Policies**
* The School will establish clear guidelines for all food and beverages provided on campus grounds.
* See list below for specific guidelines and details.
* **Other School-Based Activities - Goals**
* Providing a clean, safe, enjoyable meal.
* Allowing adequate time for eating schedules mid-day.
* Prohibiting use of food as reward or punishment.
* Forbidding the denial of recess as form of discipline.
* Accessing students to physical activity facilities out of school.
* Developing strategies for parents, teachers, community members to be role models.
* **Other School-Based Activities – Policies**
* The School will provide a clean and safe area for all meals.
* The School will ensure minimum wait time for students during meal time.
* The School will ensure a working drinking fountain is available to students.
* The School will protect the identity of all students with regards to the free and reduced meal program.
* The School will ensure an adequate length of time for lunch.
* The School will schedule lunch as close to the middle of the day as possible.
* The School will not use the refusal of food as a punishment in school.

**Nutrition Guidelines**

Students’ lifelong eating habits are greatly influenced by the types of food and beverages available to them in their daily environment. Schools must establish guidelines to address all consumable items sold and served on school campus.

* Guideline 1: Set guidelines for foods and beverages in a la carte sales in the food service program on school campuses.
	+ Policy: The School will allow a la carte sales on our campus based upon the guidelines for healthy foods and beverages.
* Guideline 2: Set guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses.
	+ Policy: The School will allow vending machines on our campus based upon the guidelines for healthy foods and beverages.
* Guideline 3: Set guidelines for foods and beverages sold as part of school-sponsored fundraising activities.
	+ Policy: All School activities in which food and beverage are to be served must meet state standards for child nutrition to be no less strict than the school lunch program. In addition all meals used for School fundraisers must be prepared and served by a licensed provider in order to ensure proper handling and safety guidelines.
* Guideline 4: Set guidelines for refreshments served at parties, celebrations, and meetings during the school day.
	+ Policy: All parties or rewards held for children during the day including field trips will meet the same standards as the school lunch program.
* Guideline 5: The school district makes decisions in the guidelines based on nutrition goals, not on profit making.
	+ Policy: The School will gain no profit and no other financial benefit from any food program on the campus which may harm the wellness of the children. As stated before, if a fundraiser is to include food or beverages it must comply with state lunch program standards. In addition, any funds remaining from state reimbursement after paying the catering company for school lunches will go into further nutrition education or healthy rewards for children.

**Guidelines for Reimbursable School Meals**

Guidelines for reimbursable school meals must not be less restrictive than regulations and guidance issued by the Secretary of Agriculture. Districts must ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220.

* Policy: The School will comply with all guidelines and laws set forth for meal programs.

**Plan for Measuring Implementation**

A plan for measuring implementation of local wellness is required and includes designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's local wellness policy.

* Policy: All compliance is handled by the School’s Principal. The Principal is responsible for making sure each area of the food program is in compliance and the wellness policy has been established and enforced within the School. In addition all requests for food or beverage to be served on the campus in any form for the children must be approved by the School’s Principal.

**Community Involvement**

Community involvement includes parents, students, and representatives of the school food authority, the Board of Trustees, School administrators, and the public in the development of the School Wellness Policy.

* Policy: The School has addressed the Wellness Policy issue with the parents, Board of Trustees, and staff to determine the best methods for helping the children. The policies in place reflect what all concerned parties believe give the children the best chance for focus, energy, and performance during the day. In addition the policies give parents some assistance in planning for nutrition at home with the student. This policy will be renewed each year after receiving new input from all parties including the Board of Principals, staff, and parents.

**POLICY: McKINNEY-VENTO HOMELESS ASSISTANCE ACT LEA ENROLLMENT RESPONSIBILITIES and ENROLLMENT DISPUTE RESOLUTION**

The Ohio Department of Education is committed to facilitating the timely resolution of disputes regarding the educational placement of homeless children and youth. The process may address issues concerning: enrollment, transfer of records, transportation, comparable services, guardianship, medical records, residency, school of origin/school of choice issues along with any related homeless education concerns. ENROLLMENT Reference - McKinney-Vento Homeless Assistance Act, 42 U.S.C.S. § 11432(g)(3)(A)-(C) The McKinney-Vento Homeless Assistance Act includes definitive language concerning the enrollment of homeless children and youth including: The local educational agency shall according to the youth’s best interest:

* Continue the child’s education in the school of origin for the duration of homelessness- ¾ In any case in which a family becomes homeless between academic years or during an academic year or ¾ For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year or
* Enroll the child or youth 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. In determining the best interest of the child or youth, the local educational agency (LEA) shall:
* To the extent feasible, keep the homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child’s or youth’s parent or guardian.
* Provide a written explanation to the parent or guardian, including a statement regarding the right to appeal if the local educational agency sends the child or youth to a school other than the school of origin or a school requested by the parent or guardian.
* Refer unaccompanied youth to the homeless liaison designated by the LEA to provide assistance in placement and/or enrollment decisions. The views of the unaccompanied youth will be considered and the youth will be notified of the right to appeal.

ENROLLMENT DISPUTE RESOLUTION References McKinney-Vento Homeless Assistance Act, 42 U.S.C.S. § 11432(g)(3)(E) U.S. Department of Education McKinney-Vento Homeless Assistance Act Non-regulatory Guidance (July 2004)(Pages 17-18)

GENERAL GUIDELINES –

* Disputes should be resolved at the district level rather than the school level.
* The dispute resolution process should be as informal and accessible as possible allowing for impartial and complete review.
* Parents, guardians and unaccompanied youth should be able to initiate the resolution process directly at the school they choose, as well as at the district LEA homeless liaison’s office.
* Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their views.
* Students are to be provided with all services for which they are eligible while the disputes are being resolved.
* Written documentation should be complete, as brief as possible, simply stated and provided in a language the parent, guardian, or unaccompanied youth can understand.

RESOLUTION PROCESS –

Should a dispute arise over school selection or enrollment in a school the following procedure is to be followed:

* The LEA shall provide the parent or guardian with a written explanation of the school’s decision regarding school selection or enrollment.
* The LEA shall inform the parent or guardian in writing of their right to appeal the decision.
* Should the dispute continue the LEA shall refer the parent or guardian to the local LEA liaison who shall review the complaint and issue an opinion in writing to the parent or guardian.
* Should the dispute continue the LEA liaison shall assist the parties involved in presenting the situation to the Ohio Department of Education homeless education coordinator.
* The state homeless education coordinator shall recommend a decision for distribution to the parent, local superintendent and local educational agency liaison.
* Should the dispute continue the final appeal is made to the State Superintendent of Public Instruction for review and disposition.

**POLICY: Parent and Foster Parent Involvement Policy**

SunBridge Schools will jointly develop with parents/foster parents and distribute to parents/foster parents/foster parents/foster parents of participating children, a Parental Involvement Policy that the school and parents/foster parents of participating children agree on.

1. SunBridge Schools will notify parents/foster parents/foster parents/foster parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents/foster parents/foster parents/foster parents in a language the parents/foster parents/foster parents/foster parents can understand.

2. SunBridge Schools will make the Involvement Policy available to the local community.

1. SunBridge Schools will periodically update the Parental Involvement Policy to meet the changing needs have parents/foster parents and the school.
2. SunBridge Schools agrees to be governed by the following statutory definition of parental involvement.

(A) parents/foster parents play an integral role in assisting their child’s learning.

(B) parents/foster parents are encouraged to be actively involved in their child’s education at school.

(C) parents/foster parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

1. SunBridge Schools will take the following actions to involve parents/foster parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan. Written and oral input from parents/foster parents will be solicited through PTA meetings, School Improvement meetings, parent/teacher conferences, school newsletters, school website, and other regular written communications with parents/foster parents. The policy will be posted on the school website. Parents/foster parents of new participating students will receive the policy upon registration.

2. SunBridge Schools will periodically update its Parental Involvement Policy to meet the changing needs of parents/foster parents and the school.

3. SunBridge Schools will hold a flexible number of meetings at varying times, and may provide transportation and/or home visits. To encourage parents/foster parents to attend these meetings, the school will offer training to parents/foster parents to improve student success and achievement. In situations that prevent parents/foster parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents/foster parents at a mutually convenient time off campus. SunBridge Schools will provide information about the school to parents/foster parents of participating children in a timely manner through such means as the automated phone system, memos, newsletters, and the web page. SunBridge Schools will provide parents/foster parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through parent meetings. SunBridge Schools will then submit to the Principal/Superintendent. Any parent comments if not satisfactory to parents/foster parents of participating children: Parents/foster parents may submit comments in writing regarding the school wide plan to their child’s teacher, the principal, or to the Board.

**RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. SunBridge Schools will build the schools’ and parent’s capacity for strong parental involvement in order to ensure effective involvement of parents/foster parents and to support a partnership between the school, parents/foster parents, and the community to improve student academic achievement through the following activities: Parent training, Family Nights, and other resources such as web sites, parent organizations, etc.

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy: The school-parent compact will be a part of the School Parental Involvement Policy on the school’s web page. During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student. As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.

3. The school will, with the assistance of the Principal/Superintendent, provide assistance to parents/foster parents of children served by the school in understanding topics such as the following:

 The State’s academic Yearly Report Card and End-of-Grade Testing requirements

 The State’s student academic achievement standards

 The State and local academic assessments including alternate assessments

 How to monitor their child’s progress

 How to work with educators:

Parents/foster parents will receive training and necessary information on the topics above through: School-Parent Intervention Meetings, highlights of the standards, list of websites, school sponsored trainings and workshops.

As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents/foster parents work with their children to improve their children’s academic achievement and to foster parental involvement, by: holding meetings, Family Nights, and encouraging parental participation.

The school will, with the assistance of the district and parents/foster parents, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with, and work with parents/foster parents as equal partners, in the value and utility of contributions of parents/foster parents, and in how to implement and coordinate parent programs and build ties between parents/foster parents and schools, by: Encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents/foster parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/foster parents can understand: Upon identification of parental need for information.

**SUNBRIDGE SCHOOLS CONTINUOUS PARENT IMPROVEMENT PLAN**

**2015/2016**

**Action Plan for Implementing Parent Involvement Program**

***Need***: Parent Involvement is measured by the number of volunteers in the building, the number attending parent/teacher conferences, and the number attending parent meetings. The focus of Parent Involvement needs to include activities that guide parents/foster parents in helping their children succeed academically and behaviorally.

***Goal:*** To increase and improve interactions parents/foster parents have with their child regarding school instruction, specifically in reading and math.

***Strategy:*** To provide parents/foster parents with guidance in how to interact with their child in such a way that improves test scores in reading and math.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***MAJOR TASKS*** | ***TIMELINE*** | ***PERSONS RESPONSIBLE*** | ***RESOURCES REQUIRED*** | ***PROCESS INDICATORS*** |
| Communication with parents/foster parents through use of a school newsletter, Facebook, All Call Systems | Ongoing | Computer Teacher, Director of Operations, Office Manager, Staff | Information from the principal | Update weekly or as needed |
| Conduct random parent survey and use information to plan appropriately | October 2015 | Staff | Parent Survey Results | Information shared with stakeholders |
| Update the computer web site to put dates ongoing and announcements on them | Ongoing | Computer Teacher |  | Number of people visiting the site recorded on the site |
| Annual Title I Parent Meeting and School Compact Meeting | November 2015 | PTO/Teachers | Staff Presentations | Number in attendance |
| District Literacy Meeting | Ongoing | Staff | Staff Support Team | Improvement in test scores |
| Conduct Family Literacy Nights to Promote home/school connection | April 2016 | Teachers | Building facilities PES funds | Attendance and participation at the functions |
| Volunteer training for reading and math | September 2015 | Title I Specialist(s) | Project MORE | Improvement in affected students’ scores |
| Transportation: Bus, Company Car | Ongoing | Director of Operations | Tracking bus routes, times and consistency of students riding the bus | daily route logs |
| If a child receives 3 or more days of suspension, the parent is required to bring the child to a “probationary” meeting before the child can return to school. | 3 days of suspension | Dean of Students, Community Liaison, Behavior Team | Non | Parent Plan reviewed with parents/foster parents |
| Saturday School takes place if a child is suspended for 5 days. Parent must attend | 5 days of suspension | Dean of Students, Community Liaison, Behavior Team | Academic paperwork, community resources as needed | Parent Plan reviewed with parents/foster parents |
| Rewards/Recognition for volunteers | Spring 2016 | Staff | Building Budget/Possible Title I funds | Awards Given |
| Provide parents/foster parents of students in all grade with a copy of the Language Arts and Math Standards so that they can help work towards goals. | Parent/Teacher Conferences | Staff | Packets Provided by Department of Education | Improved performance on proficiency and achievement test scores |
| Provide parents/foster parents with copies of half-length practice test and ODE Kindergarten Success | January 2016 | Teachers PTO | ODE websiteMaterials to copy | Improvement in test scores |
| Provide parents/foster parents with information/dates regarding behavior and climate initiatives the school is/has put in place the first 5 days. | January 2016 | Dean of Students | SWIS Data | Improved discipline as evidenced by drop in the number of office referrals, teacher input, parent input |
| Behavior plan will be given to each parent. If child receives a 3 day suspension, parent must come in one of the 3 days. ISS work will be the same as classroom work. If your child receives Saturday School, the parent must meet for parent meeting while student is serving ISS. | April | Dean of Students | Teacher Request LetterTeacher Request Forms | Improved discipline as evidenced by drop in the number of office referrals, teacher input, parent input |

**POLICY: Personal Information System**

The Governing Authority of SunBridge Schools (herein “Board of Education” or “Board”) maintains a personal information (“PI”) system and shall do so in accordance with the provisions of R.C. Chapter 1347. The Board is committed to only collecting, maintaining, and using the personal information that is necessary and relevant to it carrying out the effective operation of the School. All personal information maintained in the PI system shall be used in a lawful manner for legitimate purposes consistent with the functions of the School.

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

The Office Manager is directly responsible for the operation of the PI system, including preparing and implementing rules that provide for the operation of the information system. All employees responsible for collecting, maintaining, and/or utilizing personal information maintained in the PI system shall be provided a copy of any rules that are promulgated and trained in how to comply with them and the provisions of the law.

The Board shall discipline any employee or student who engages in the unauthorized use or release of the personal information contained in the PI system. Disciplinary action shall be taken consistent with State and Federal law, and may include action up to and including termination.

Whenever a person is requested to supply personal information that will be maintained in the PI system, the person will be informed whether s/he is legally required to provide the personal information. If the person is not legally required to provide the personal information, s/he may refuse to supply the information and no adverse consequences will be imposed as a result of the refusal.

The Board shall take reasonable precautions to protect personal information maintained in the information system from unauthorized modification, destruction, use, or disclosure. The Board shall eliminate personal information from the PI system when it is no longer necessary and relevant to the School carrying out its functions.

**POLICY: Positive Behavior Interventions and Support; Restraint & Seclusion Policy**

**I. Purpose:**

The purpose of this policy is to guide the school’s use of positive behavior intervention and supports, and the limited use of restraint and seclusion.

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

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth herein.

**II Access to this Policy:**

This policy shall be kept at the school and be available to parents at all reasonable times.

1. **Adherence:**

Practices that do not adhere to the standards and requirements set forth in this policy are prohibited, and physical restraint and seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others. The school shall utilize physical restraint and seclusion only in a manner that protects the safety of all children and adults at school.

1. **Definitions:**

**Aversive behavioral interventions** - means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant or tastes.

**Chemical Restraint** - means a drug or medication used to control a student’s behavior or restrict freedom of movement that is not:

* 1. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional’s authority under State law, for the standard treatment of a student’s medical or psychiatric condition; and

* 1. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional’s authority under State Law.

**De-escalation techniques** - are strategically employed verbal or non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs.

**Functional Behavior Assessment -** is a collaborative problem-solving process that is used to describe the “function” or purpose that is served by a student’s behavior. Understanding the “function” that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

 **Mechanical Restraint** – means:

* 1. 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; and
	2. Does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:

* + 1. Restraints for medical immobilization;

* + 1. 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

* + 1. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

**Parent** means:

* 1. A biological or adoptive parent;

* 1. 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);

* 1. 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;

* 1. A surrogate parent who has been appointed in accordance with rule 3301-51-05(E) of the Administrative Code; or

* 1. 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 a 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 their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:

* + to break up a fight;

* + to knock a weapon away from a student’s possession;

* + to calm or comfort;

* + to assist a student in completing a task/response if the student does not resist the contact; or

* + to prevent an impulsive behavior that threatens the student’s immediate safety (e.g., running in front of a car).

**Positive Behavior Interventions and Support** - means:

* 1. A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and

* 1. Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish recurrences of challenging behaviors and teach appropriate behavior to students.

**Positive Behavior Support Plan** - means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

**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.

**Student** - means a child or adult aged three to twenty-one enrolled in a school.

**Student personnel** - means teachers, principals, counselors, social workers, school resource officers, teacher’s aides, psychologists, or other school staff who interact directly with students.

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

1. **Positive Behavior Intervention and Supports**

* 1. Every student deserves to be treated with dignity, be free from abuse, and treated as a unique individual with individual needs, strengths, and circumstances. The school shall implement an evidence-based school wide system or framework of positive behavioral interventions and supports.

* 1. Education environments shall be structured to greatly reduce, and in most cases eliminate, the need to use restraint or seclusion. Positive Behavior Intervention and Supports (PBIS) creates structure to the environment using a non-aversive effective behavioral system. It is a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

* 1. The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.

* 1. Components of a system of Positive Behavior Intervention and Supports include:

* + 1. Trained school staff to identify conditions such as:

* + - 1. Where, under what conditions, with whom and why specific inappropriate behavior may occur.

* + - 1. Preventative assessments should include:

* + - * 1. A review of existing data,

* + - * 1. Interviews with parents, family members and students and

* + - * 1. Examination of previous and existing behavioral intervention plans.

* + - 1. With the analysis of these data the school shall develop and implement preventative behavioral interventions and teach appropriate behavior.

* + - * 1. Modify the environmental factors that escalate the inappropriate behavior.

* + - * 1. Support the attainment of appropriate behavior.

* + - * 1. Use verbal de-escalation to defuse potentially violent dangerous behavior.

* + 1. The school shall establish a system that will support students’ efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior, decrease the development of new problem behaviors; prevent worsening of existing problem behaviors; redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors. The system should include family involvement as an integral part of the system.

1. **Prohibited Practices:**

The following are prohibited under all circumstances, including emergency safety situations: A. Prone restraint as defined in Executive Order 2009-13S;

* 1. Corporal punishment;

* 1. Child endangerment as defined in R.C. 2919.22;

* 1. Seclusion or restraint of preschool students in violation of the provisions of Ohio Adm. Code Rule 3301-37-10(D);

D. The deprivation of basic needs;

* 1. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following techniques:

* + 1. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way,

* + 1. Pinning down with knees to torso, head and/or neck,

* + 1. Using pressure points, pain compliance and joint manipulation techniques,

* + 1. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint,

* + 1. Using other students or untrained staff to assist with the hold or restraint, or

* + 1. Securing a student to another student or to a fixed object;

* 1. Mechanical or chemical restraints (which does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, or medication administered as prescribed by a licensed physician);

* 1. Aversive behavioral interventions; or

* 1. Seclusion of students in a locked room.

1. **Restraint**

1. The use of prone restraint, physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student’s primary mode of communication is prohibited.

1. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate. School personnel may use physical restraint only in accordance with local policy and the requirements of this policy.

1. If physical restraint is used, staff must:

* 1. Be appropriately-trained to protect the care, welfare, dignity, and safety of the student;

* 1. Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;

* 1. Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;

* 1. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;

* 1. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs; and .

* 1. Complete all required reports and document staff’s observations of the student.

1. If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the school shall conduct a functional behavioral assessment to identify the student’s needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

**VIII. Seclusion**

1. Seclusion may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible. Seclusion shall never be used as a punishment or to force compliance. Seclusion should only be used in a manner that is age and developmentally appropriate. School personnel may use seclusion only in accordance with local policy and the requirements of this policy.

1. Seclusion is a last resort safety intervention that provides an opportunity for the student to regain self-control.

1. A room or area used for seclusion must:

* 1. provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and

* 1. not be locked.
1. Seclusion shall not be used:

* 1. for the convenience of staff;

* 1. as a substitute for an educational program;

* 1. as a form of discipline/punishment;

* 1. as a substitute for less restrictive alternatives;

* 1. as a substitute for inadequate staffing;

* 1. as a substitute for staff training in positive behavior supports and crisis prevention and intervention; or

* 1. as a means to coerce, retaliate, or in a manner that endangers a student.

1. If seclusion is used, staff must:

* 1. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;

* 1. Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;

* 1. Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control as quickly as possible;

* 1. Remove the student when the immediate risk of physical harm to self or others has dissipated;

* 1. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs; and

* 1. Complete all required reports and document their observation of the student.

1. If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the school shall conduct a functional behavioral assessment to identify the student’s needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

1. **Training and Professional Development**

The school shall have a plan regarding the training of its staff in accordance with this policy, and must maintain written or electronic documentation on training provided and lists of participants in each training. Training shall include the following components:

* 1. All student personnel shall be trained annually on the requirements of this policy, Ohio Adm. Code 3301-35-15, and the district’s policies and procedures regarding restraint and seclusion.

* 1. The school shall ensure that an adequate number of personnel are trained in crisis management and de-escalation techniques, and that their training is kept current in accordance with the requirements of the provider of the training.

1. **Required Data and Reporting**

Each use of seclusion or restraint shall be documented in writing and reported to the building administration immediately; reported to the parent immediately; and documented in a written report. A copy of the written report shall be made available to the parent or guardian within 24 hours, and the school shall maintain a copy of the report in the student’s file. These reports are educational records subject to the Family Educational Right to Privacy Act, and a school is prohibited from releasing any personally identifiable information to anyone other than the parent, in accordance with the requirements of that Act.

Every school shall report information concerning its use of restraint and seclusion annually to the Ohio Department of Education as requested by the Ohio Department of Education.

1. **Monitoring and Complaint Processes**

The school shall make its records concerning restraint and seclusion available to staff from the Ohio Department of Education upon request.

* 1. School Monitoring and Complaint Procedures

To ensure that practices are implemented as set forth in this policy, the school shall:

* + 1. Provide a procedure for a parent to present written complaints to the school leader to initiate a complaint investigation by the school regarding an incident of restraint or seclusion; and
		2. Respond to the parent’s complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion.

* 1. Availability of IDEA Complaint Process to Students with Disabilities

The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities. In accordance with the consent order entered in *Doe v. State of Ohio*, complaints alleging the improper use of restraint or seclusion on a student with a disability will be investigated by the Ohio Department of Education, Office for Exceptional Children, if the complaint otherwise falls within the procedures concerning state complaints under IDEA as set forth in Ohio Adm. Code Rule 3301-51-05(K)(4)-(6). Complaints alleging injuries to a student with a disability or the use of restraints or seclusion shall not be deemed insufficient on the face of the complaint if they are framed within the context of IDEA, including:

* + A pattern of challenging behaviors that are related to the student’s disability;

* + Whether the student has had or should have had a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP);

* + Whether the FBA and PBSP are appropriate;

* + Whether the student’s behavior and interventions are addressed or should have been addressed in the IEP; and

* + Whether staff has been sufficiently trained in de-escalation and restraint techniques.

**Physical Restraint Documentation Form**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Incident\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time incident began\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time incident ended\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location of incident:

School personnel involved in incident:

Describe the student’s activity and behavior immediately preceding the behavior that prompted the use of physical restraint:

Describe efforts of school personnel to de-escalate the situation, and alternatives to physical restraint that were utilized prior to physical restraint:

Provide a description of the physical restraint utilized:

Describe the actions of the student and school personnel that occurred during the physical restraint:

Describe observed student and school employee behaviors that followed the physical restraint:

Describe de-escalation techniques and interventions utilized following the physical restraint:

Describe any injuries to the student or school employees:

Describe future alternatives to physical restraint that will be utilized:

Signature of person completing form\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Signature of witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ \_\_ agree \_\_ \*Disagree

Signature of witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ \_\_ agree \_\_ \*Disagree

Signature of witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ \_\_ agree \_\_ \*Disagree

\_\*Team members who disagree may submit separate statements presenting their conclusions (complete comment form as necessary).\_\_\_\_\_\_

Time and type of Notification to Parent or Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_ By whom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time and type of Notification to Building Administrator \_\_\_\_\_\_\_\_\_\_ By whom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date this information was provided to parent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By whom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Findings of debriefing meeting:

|  |  |
| --- | --- |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   | \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   | \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   |  \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   |  \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   | \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   |  \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_  | \_\_ agree \_\_ \*Disagree  |

\*Team members who disagree may submit separate statements presenting their conclusions (complete comment form as necessary).

(If parents/guardians did not attend the de-briefing meeting, explain other methods to ensure parent/ guardian participation and/or child as appropriate - conference call, videoconference, home visit, etc.)

**Seclusion Documentation Form**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Incident\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time incident began\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time incident ended\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location of incident:

School personnel involved in incident:

Describe the student’s activity and behavior immediately preceding the behavior that prompted the use of seclusion:

Describe efforts of school personnel to de-escalate the situation, and alternatives that were utilized prior to seclusion:

Provide a description of the seclusion:

Describe the actions of the student and school personnel that occurred during the use of seclusion:

Describe observed student and school employee behaviors that followed the use of seclusion:

Describe de-escalation techniques and interventions utilized following the use of seclusion:

Describe any injuries to the student or school employees:

Describe future alternatives to seclusion that will be utilized:

Signature of person completing form\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Signature of witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ \_\_ agree \_\_ \*Disagree

Signature of witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ \_\_ agree \_\_ \*Disagree

Signature of witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ \_\_ agree \_\_ \*Disagree

\_\*Team members who disagree may submit separate statements presenting their conclusions (complete comment form as necessary).\_\_\_\_\_\_

Time and type of Notification to Parent or Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_ By whom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time and type of Notification to Building Administrator \_\_\_\_\_\_\_\_\_\_ By whom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date this information was provided to parent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By whom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Findings of debriefing meeting:

|  |  |
| --- | --- |
|  Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   | \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   | \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   |  \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   |  \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   | \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_   |  \_\_ agree \_\_ \*Disagree  |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_  | \_\_ agree \_\_ \*Disagree  |

\*Team members who disagree may submit separate statements presenting their conclusions (complete comment form as necessary).

 (If parents/guardians did not attend the de-briefing meeting, explain other methods to ensure parent/ guardian participation and/or child as appropriate - conference call, videoconference, home visit, etc.)

**POLICY: Promotion, Placement, and Retention**

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The School believes that students should only be promoted when they have demonstrated mastery of specific academic standards. The School is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of the School’s academic program is its promotion policy. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, we have developed this **Promotion, Placement, and Retention Policy**.

We expect that with our multiple layers of student supports that are part of our extended day, week, and year, the majority of students will successfully meet our academic expectations. Students who do not demonstrate readiness will not be promoted.

The Board of Trustees (hereinafter “Board”) recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at various stages of their growth.

**Promotion Requirements**

It shall be policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with their own development. Such pattern should coincide with the system of grade levels established by the Board and the instructional objectives established for each child. Thus, a student will be promoted to the succeeding grade level when they have:

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

10. complied with all attendance policies of the School.

**Retention Guidelines**

A student may be retained at their current grade level when they have:

1. in the opinion of the professional staff, failed to demonstrate proficiency in mathematics and reading the core subjects of language arts,
2. in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level,
3. scored at the below basic level on any State-mandated proficiency test, or
4. failed to comply with the attendance policies of the School (The policy shall prohibit the promotion of a student to the next grade level if the student has been truant for more than ten per cent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade unless the student’s principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.)

A student may be placed at the next grade level when retention would no longer serve any good purpose.

**Principal’s Responsibilities**

The Principal shall develop administrative guidelines for promotion, placement, and retention of students that:

1. requires the recommendation of relevant staff members,
2. requires that parents are informed in advance of the possibility of retention,
3. assures efforts will be made to remediate the student’s difficulties before they are retained, and
4. assigns to the Principal the final responsibility for determining the promotion, acceleration, placement, or retention of each student.

**POLICY: Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation**

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

The (District) Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

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

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

1. Referrals and Evaluation
	1. Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child’s abilities.
	2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
	3. The principal (or his or her designee) of the referred student’s school shall obtain written permission from the student’s parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
	4. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student’s principal’s discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee-if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child’s parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
	5. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within in 45 days of submission of the referral to the referred student’s principal. This notification shall include instructions for appealing the outcome of the evaluation process.
	6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee’s decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The superintendent’s decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.
2. Acceleration Evaluation Committee
3. Composition
4. The referred student’s principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
	1. A principal or assistant principal from the child’s current school;
	2. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
	3. A teacher at the grade level to which the student may be accelerated (with the exception of the students referred for possible early graduation from high school)
	4. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
	5. A gifted education coordinator or gifted intervention specialists. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
5. The acceleration evaluation committee shall be charged with the following responsibilities:
	1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student
		* Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student’s own thoughts on possible accelerated placement in its deliberations
		* Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards( and consideration of the student’s maturity and desire for accelerated placement. The committee shall consider the student’s own thoughts on possible accelerated placement in its deliberations.
		* Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student’s own thoughts on possible accelerated placement in its deliberations.
	2. The acceleration evaluation committee shall issue a written decision to the principal and the student’s parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by the majority vote of the committee membership.
	3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
		* Placement of the student in an accelerated setting;
		* Strategies to support a successful transition to the accelerated setting
		* Requirements and procedures for earning high school credit prior to the entering high school (if applicable); and,
		* An appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
	4. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of the educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
	5. The acceleration evaluation committee shall designate a school staff member to ensure successful implantation of the written acceleration plan and to monitor the adjustments of the student to the accelerated setting.
6. Accelerated Placement
	1. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.
		* At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
		* At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommend by the acceleration evaluation committee, the student’s written acceleration plan shall be revised accordingly, and a new transition period shall be

specified.

* 1. At the end of the transition period, the accelerated placement shall become permanent. The student’s records shall be modified accordingly, and the acceleration implementation plan shall become part of the student’s permanent record to facilitate continuous progress through the curriculum.

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**POLICY: Safe School Environment**

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**PURPOSE OF POLICY**

It is of utmost importance to provide a safe environment for our students, staff, volunteers, and guests. The School has a zero tolerance policy in regard to acts of violence and verbal, physical, or any other kind of behavior that could lead to or cause violence. These acts include anything done in person or by any other means whatsoever. The School does not tolerate violent behavior or actions anywhere within the School, on the school bus or during School activities by or against any of our staff or students, thus has created this **Safe School Environment Policy** (hereinafter “Policy”).

**FORBIDDEN ACTS**

School staff has not only a duty to ensure that students can learn and achieve high academic standards, but also has a duty to safeguard students from physical abuse, sexual abuse, emotional abuse, neglect, or any other reasonably preventable harm while at the School or while participating in School activities. Unacceptable behavior such as discrimination, uttering disparaging remarks, bullying, harassment, intimidation, or any other similar action will not be tolerated in the School.

Harassment, intimidation, disparagement, and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

**NOTE**: Disciplinary action will be imposed if harassment, intimidation, disparagement, and bullying occur while away from the School or School activities, if such acts affect other School students or staff.

**Disparaging Remarks**

At no time is any student allowed to demean, utter disparaging remarks about, or undermine any other individual within the School property or while participating in School activities.

**POLICY: Prohibition of Harassment, Intimidation, or Bullying**

**1 Statement of Purpose**2

* 1. The SunBridge School District prohibits acts of harassment, intimidation or bullying. The district has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe environment.
	2. Harassment, intimidation, or bullying of students or personnel by students, school personnel, or school volunteers is prohibited, whether in the classroom, on school property, on school buses or vehicles, at school-sponsored events, or in cyber-space.
	3. Because students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.
1. **Definition of Terms3**
	1. The SunBridge School District establishes that “harassment, intimidation, or bullying” means any intentional written, verbal, graphic, or physical act or gesture that a student has exhibited toward another particular student more than once and the behavior both:
		1. causes mental or physical harm to the other student;
		2. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
	2. “Harassment, intimidation, or bullying” also means electronically committed acts (i.e.., acts conducted using electronic or wireless communication devices) that a student has exhibited toward another particular student more than once and the behavior both:
		1. causes mental or physical harm to the other student;

2 Statutory Requirement: *The policy shall include a statement prohibiting harassment, intimidation, or bullying of any student on school property or at school-sponsored events. O.R.C. 3313.666(B)(1).*

3 Statutory Requirement: *The policy shall include a definition of harassment, intimidation, or bullying that shall include the definition in division (A) of this section:*

*As used in this section, “harassment, intimidation, or bullying” means any intentional written, verbal, or physical act that a student has exhibited toward another particular student more than once and the behavior both:*

* + 1. *Causes mental or physical harm to the other student;*
		2. *Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student. O.R.C. 3313.666(A)(1)-(2)*
		3. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
	1. “Harassment, intimidation, or bullying” also means any intentional written, verbal, graphic, or physical act or gesture that a student has exhibited toward another particular student more than once, and based on any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic; and that both:
		1. causes mental or physical harm to the other student;
		2. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
	2. A “school-sponsored activity” means any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Ohio Board of Education.
	3. “Harassment or bullying” shall not mean any action that would constitute protected free expression under the First Amendment to the Constitution of the United States.[[2]](#footnote-2)
1. **Types of Conduct**
	1. Harassment, intimidation or bullying can include, but is not limited to, the following behavior, overt acts, and/or circumstances:
		1. Verbal, nonverbal, physical or written harassment, bullying, hazing or other victimization that has the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
		2. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
		3. Unreasonable interference with a student’s performance or creation of an intimidating, offensive or hostile learning environment;
		4. Physical violence and/or attacks;
		5. Threats, taunts and intimidation through words and/or gestures;
		6. Extortion, damage or stealing of money and/or possessions;
		7. Exclusion from the peer group or spreading rumors; and,
		8. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:
			1. Posting slurs on websites where students congregate or on web-logs (personal online journals or diaries);
			2. Sending abusive or threatening instant messages;
			3. Using camera phones to take embarrassing photographs of students and posting them online; and,
			4. Using Websites to circulate gossip and rumors to other students;
			5. Excluding other from an online group by falsely reporting them for inappropriate language to internet service providers.
2. **Dissemination of Policy5**
	* 1. The district shall annually disseminate the policy to staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions, on school buses or school-related vehicles, or in cyber space. The policy shall appear in student handbooks and in all publications that set forth the school district’s comprehensive rules, procedures, and standards of conduct for schools and students in the district.
		2. To ensure staff are prepared to prevent and effectively intervene with incidents of harassment, intimidation, or bullying, the district shall incorporate information about the policy into employee training manuals and programs.
3. **Complaints6**

## Written and Oral Complaints

* + 1. The district requires the principal or the principal’s designee at each school to be responsible for receiving complaints alleging violations of this policy. Students, parents or guardians may file written complaints of suspected harassment, intimidation or bullying with any school staff member or administrator. A teacher or other school staff member who receives a written complaint shall promptly forward it (no later than the next school day) to the building principal or his/her designee for review and action.
		2. Oral complaints shall also be considered official complaints. Students, parents or guardians, and school personnel may make oral complaints of conduct that they consider to be harassment, intimidation or bullying by verbally reporting to a teacher, school administrator, or other school personnel. A teacher or other school staff member who receives an oral complaint shall promptly document the complaint in writing, and shall promptly forward it (no later than the next school day) to the building principal for review and action.
		3. Both written and oral complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness.

5Statutory Requirement: *Each board’s policy shall appear in any student handbooks, and in any of the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the district. Information regarding the policy shall be incorporated into employee training manuals. O.R.C. 3313.666(C).*

6 Statutory Requirements: *The policy shall include: a procedure for reporting prohibited incidents O.R.C. 3313.666(B)(3).*

## Anonymous Complaints

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

1. **School Personnel Responsibilities and Individual Intervention Strategies 7**
	1. Teachers and Other School Staff
		1. Teachers and other school staff, who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed by filing a written incident report concerning the events witnessed.
		2. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior.
		3. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation or bullying.”
	2. Administrator Responsibilities8
		1. Investigation
			1. The district requires the principal and/or the principal’s designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal’s designee shall conduct a prompt and thorough investigation of all written and oral complaints of suspected harassment, intimidation, or bullying. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include: findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

7 Statutory Requirement: *The policy shall include: a requirement that school personnel report prohibited incidents of which they are aware to the school principal or other administrator designated by the principal; a procedure for documenting any prohibited incident that is reported. O.R.C. 3313.666(B)(4), 3313.666(B)(6).*

8 Statutory Requirement: *The policy shall include: a procedure for documenting any prohibited incident that is reported; and, a procedure for responding to and investigating any reported incident. O.R.C. 3313.666(6)-(7).*

* + - 1. Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.
		1. Responding to Incidents: Disciplinary and Non-Disciplinary Interventions

6.2.2.1 Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal or his/her designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

* + - 1. \_\_\_\_\_\_\_\_\_School District recognizes that acts of harassment, intimidation, or bullying can take many forms and can vary dramatically in seriousness and impact on the targeted individual and school community. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. Disciplinary and appropriate remedial actions for a student or staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to, and including, suspension or expulsion.
			2. In determining appropriate interventions for each individual who commits an act of harassment, intimidation, or bullying, the building principal shall give the following factors full consideration:

 \* the degree of harm caused by the incident(s);

 \* the surrounding circumstances;

 \* the nature and severity of the behavior;

 \* the relationship between the parties involved; and,

 \* past incidences or continuing patterns of behavior.

* + - * 1. Non-disciplinary Interventions

Counseling: When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying.

Peer Mediation: If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim’s communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

* + - * 1. Disciplinary Interventions

6.2.2.3.2.1When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

6.2.2.3.2.2In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

6.2.2.3.2.3Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

1. **Intervention Strategies for Classroom, School Building, or District**
	1. SunBridge School District recognizes that overall school climate and school culture might overtly or inadvertently support prohibited behaviors. Accordingly, when the district responds to an individual who has committed a verified act of harassment, intimidation, or bullying, the district should consider whether taking action beyond the individual would prevent potential problems. Additionally, the SunBridge district should attempt to actively involve parents, school employees, school volunteers, students and community members in the remediation of prohibited behaviors.9 The following are examples of potential intervention strategies that shall serve as a resource for administrators and school personnel:

7.1.1 Respectful responses to harassment, intimidation or bullying concerns raised by students, parents or school personnel;

* + 1. Planned professional development programs addressing targeted individuals’ problems;
		2. Data collection to document victim problems to determine the nature and scope of the problem;

9 Statutory Requirement: *The policy shall be developed in consultation with parents, school employees, school volunteers, students, and community members. O.R.C. 33313.666(B).*

* + 1. Use of peers to help ameliorate the plight of victims and include them in group activities;
		2. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);

7.1.6 Awareness and involvement on the part of all school personnel and parents with regard to victim problems;

* + 1. An attitude that promotes communication, friendship, assertiveness skills and character education;
		2. Modeling by school personnel of positive, respectful and supportive behavior toward students;
		3. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (*Ohio School Climate Guidelines*);
		4. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
		5. Form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.
1. **Intervention Strategies to Protect Victims**10
	1. When responding to verified acts of harassment, intimidation, or bullying, the district shall consider potential strategies to protect victims from additional harassment, intimidation, or bullying, and from retaliation following a report. Potential strategies include:
		1. Supervising and disciplining offending students fairly and consistently;

8.1.2 Providing adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;

* + 1. Maintaining contact with parents and guardians of all involved parties;
		2. Providing counseling for the victim if assessed that it is needed;
		3. Informing school personnel of the incident and instructing them to monitor the victim and the offending party for indications of harassing, intimidating and bullying behavior; instructing personnel to intervene when prohibited behaviors are witnessed;
		4. Checking with the victim daily to ensure that there have been no incidents of harassment/intimidation/bullying or retaliation from the offender(s).

10 Statutory Requirement: *The policy shall include a strategy for protecting a victim from additional harassment, intimidation, or bullying, and from retaliation following a report. O.R.C. 3313.666(B)(8).*

1. **Reporting Obligations**11
	1. Reports to the Parent or Guardian of the Perpetrator
		1. If after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.
	2. Reports to the victim and his/her parent of guardian
		1. If after investigation, acts of bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation and bullying.
	3. List of verified acts of harassment, intimidation or bullying12
		1. \_\_\_\_\_\_\_ School District administrators shall semiannually provide the president of the district board a written summary of all reported incidents and post the summary on the district Web site, if one exists. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.
2. **Police and Child Protective Services**
	1. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. \_\_\_\_\_\_\_\_\_ School District must also investigate for the purpose of determining whether there has been a violation of \_\_\_\_\_\_\_\_\_\_\_\_School District Policy or Procedure, even if law enforcement or CPS is also investigating. All \_\_\_\_\_\_\_\_\_\_ School District personnel must cooperate with investigations by outside agencies.
	2. In addition to, or instead of, filing a bullying/harassment/intimidation complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit.

 Nothing prohibits a complainant from seeking redress under any other provision of the Revised Code or common law that may apply.

1. **Training13**
	1. Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies, procedures and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other district and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.
	2. Information regarding the policy on harassment/intimidation/bullying behavior shall be incorporated into employee training materials and volunteers with direct contact with students. Time spent by school employees in the training, workshops or courses shall apply toward any state or district mandated continuing education requirements.
	3. School personnel members are encouraged to address the issue of harassment/intimidation/bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment/intimidation/bullying.”

13 Statutory Requirement: *To the extent that state or federal funds are appropriated for these purposes, each school district shall: 1) provide training, workshops, or courses on the district’s harassment, intimidation, or bullying policy adopted pursuant to section 3313.666 of the Revised Code to school employees and volunteers who have direct contact with students. Time spent by school employees in the training, workshops, or courses shall apply towards any state- or district-mandated continuing education requirements; 2) develop a process for educating students about the policy. O.R.C. 3313.667(B)(1)-(2).*

Harassment

Behavior that targets an individual because of their race, color, religion, gender, age, national origin, marital status, disability, or veteran status or any other protected status as defined by federal, provincial, state, or local laws is strictly prohibited. Harassment is such verbal or physical conduct that unreasonably disrupts or harms another in the School or while participating in School activities. Each individual at the School has the right to be free from improper or offensive conduct while at the School or while participating in School activities. School students, employees, student family members, guests, and visitors should be treated with respect, courtesy, and dignity at all times. Unwelcome, insulting, or offensive remarks or actions have no place at the School. To maintain an atmosphere free from harassment, each individual at the School should exercise good judgment in their relationships with others.

The School is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, or disability. Harassment at the School, on the school bus, via computer/internet or at School-sponsored events is strictly prohibited. The School requires all students to conduct themselves in an appropriate manner with respect to their fellow employees, students, visitors, guests, and all members of the School community.

*Harassment In General*. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, or disability. This includes cyberbullying.

What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, students should consider, before speaking or acting, how their words and actions might reasonably be viewed by other individuals. It is also important for students to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile, or offensive.

*Sexual Harassment*. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

 1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of education,

 2. The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a student,

 3. Such conduct interferes with an individual's education or participation in extracurricular activities, or

 4. The conduct creates an intimidating, hostile, or offensive work or school environment.

Intimidation and Bullying

Intimidation and bullying means any deliberate or intentional gesture, or any deliberate or intentional written, verbal, or physical act or threat that one individual exhibits towards another individual at the School or when participating in a School activity, and the behavior both: (1) has one or more of the following effects: (a) harming the other individual; (b) damaging the other individual’s property; (c) placing the other individual in reasonable fear of harm to their person; (d) placing the other individual in reasonable fear of damage to their property; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive environment for the impacted individual. This includes cyberbullying by use of technology in school or out of school.

Teen Dating Violence

The Board is committed to providing a learning environment in which dating violence is not tolerated. Consistent with this philosophy, the Board is committed to promoting an environment free from dating violence. Accordingly, the Board seeks to increase awareness of teen dating violence and help in responding to the needs of victims and children who are witnesses to such violence.

Teen dating violence occurring in any setting is unlawful and teen dating violence occurring in any school setting will not be tolerated. Further, retaliation against an individual who has complained about teen dating violence or cooperated in an investigation of teen dating violence will not be tolerated. The Board will respond promptly to complaints and reports of teen dating violence or retaliation and corrective action will be taken where necessary, including disciplinary action where appropriate.

**REPORTING**

If an individual experiences or observes harassment, intimidation, bullying, or disparaging remarks, they should immediately report the incident to the School Principal, Dean of Students, or any other member of the School’s staff.

All School employees, Trustees, volunteers, and students are required to report prohibited incidents of which they are aware to the Principal or their designee. The Principal or their designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or their designee shall conduct a prompt, thorough, and complete investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, and the reported incident has been substantiated, the parent or guardian of any student involved in the prohibited incident shall be notified and to the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) have access to any written reports pertaining to the prohibited incident. The School will maintain information regarding the number of incidents of harassment of students against other students that violate this policy. All School employees, volunteers, and students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

How to Report Violations

Any violations of this Policy should be immediately reported to the Principal of Operations, the Executive Principal, or any other member of the School’s staff for further action. Anonymous reporting can be made via US mail.

Mandatory Reporting

All School employees will comply at all times with all laws that require the reporting of certain information to various authorities. No provision in any School policy or procedure shall be read or interpreted in a way to be in conflict with a law related to mandatory reporting.

Timeliness of Reporting and Response

The Code requires that Staff responds immediately and consistently to incidents of bullying, harassment, intimidation, substance abuse, and/or violence or any other violation of the Code or other policy or procedure of the School that impacts negatively on students in a manner that effectively addresses incidents, deters future incidents, and affirms respect for individuals.

Grievance Procedure

Complaints under this **Grievance Procedure** must be filed within 30 school days of occurrence of the alleged event. The complaint must be in writing. The Principal or any person of the grievant’s choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

 1. The name and school (or address and telephone number if not a student or employee) of the grievant (complainant).

 2. The name (and address and telephone number if not a student or employee) of the grievant representative, if any.

 3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).

 4. A description, in as much detail as possible, of the alleged discrimination or harassment.

 5. The date(s) of the alleged discrimination or harassment.

 6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.

 7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Grievance – Where to File a Complaint

Individuals who believe they have been subjected to harassment under this policy may file a complaint with the Principal or the Dean of Students. If the Principal is the person who is alleged to have caused the harassment, the complaint may be filed with the Board. Under these circumstances, a representative of the Board will conduct the investigation as outlined below.

Grievance – Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Principal deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Principal will interview witnesses whom they deem necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. The Principal will make every effort to complete such interviews and gathering of information within fifteen (15) school days of receiving the written complaint.

After completing the investigation, the Principal will meet with the grievant and/or their representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the School involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment).

Retaliation

The School will not tolerate retaliation in any way against individuals who report instances of violations of this Policy, who provide information related to violations of this Policy, or who otherwise assist with the reporting of or investigation of violations of this Policy. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion.

**SCHOOL ENVIRONMENT**

Health and Safety

The School is committed to providing a safe and healthy environment for its students and Employees. The School will follow all federal, state, and local laws regarding workplace safety and health. Each employee must immediately report any work-related accident, illness, unsafe condition or practice to the Principal or their designee. Once the situation has been reported, the individual making the report to the Principal must complete an **Injury Incident Report** so a formal record of the incident may be kept on file.

Appropriate Relationships with Children

School employees are expected to act in an open and transparent way that would not lead any reasonable person to suspect their actions or intent. School staff is in a position of trust and has a duty to protect young people from discrimination and harm, and to maintain appropriate professional boundaries.  It is equally important for staff to avoid behavior that might be misinterpreted by others as being inappropriate.

School Searches

School property, equipment, vehicles, and any other asset owned, leased, operated, or in the possession of the School is considered to be under the control of the School. A search of this School property (including, but not limited to, student storage units, backpacks, and any vehicle parked on School property or used in the course of School activities) may be made at the discretion of the School’s Principal if a reasonable suspicion arises that items considered illegal, disruptive, or a general nuisance to the educational process are at the School. The School’s Principal, or their designee, may also search a student’s person and personal property, desk area, backpack, or vehicle parked on School property whenever the School’s Principal, or their designee, has reasonable suspicion to believe that a student is in possession of illegal or unauthorized materials. School officials will detain a student if there is a reasonable suspicion that the student has drugs, narcotics, weapons, explosives, or other dangerous contraband in their possession, and if such possession would constitute a clear and imminent danger to the safety and welfare of the student, any other persons, or any school property. Furthermore, School officials will promptly notify parents and the appropriate law enforcement agency of illegal possession of such materials, if found.

Drugs and Alcohol

Use, possession, distribution, or sale of alcohol, tobacco, illicit drugs, or prescription drugs that are in possession by one for whom they were not prescribed is prohibited on School grounds, at any School-sanctioned activities, when students are being transported in School-sponsored vehicles, or at any time or in any place where the School conducts business. A student violation of this policy will lead to a suspension, reporting to authorities, and/or a recommendation for expulsion, as required by law, or at the discretion of the School. An employee violation of this policy will lead to disciplinary actions up to and including immediate termination.

If a student receives a suspension for a first violation of this policy, the student may be required to enroll in a rehabilitation/counseling program at the sole cost of the student’s family. The student’s family, when appropriate, will be required to report back with an assessment, diagnosis, and treatment plan as a condition for re-admittance into the school. A second violation of the policy will be reported to authorities and will lead to an expulsion hearing. Depending on the severity of the circumstances, the School reserves the right to proceed directly to a notification of the authorities and an expulsion hearing.

All employees are subject to pre-employment screening, reasonable suspicion, periodic, and/or random drug and alcohol testing.

Prescription Medication

Any student who needs to take prescription medication while on School property or while engaged in School activities must 1) give the prescription medication to the School office staff for safe keeping, and 2) provide a notification from the student’s doctor indicating the kind of medication and dosing instructions.

**NOTE**: Any student who has not followed this policy and is in possession of medicine of any kind shall be treated as if they were in possession of illegal drugs.

Tobacco

The School is committed to enforcing the provisions of the Smoke-Free Workplace Law. Additionally, the School prohibits the use of any tobacco product in the workplace. Accordingly, the School's policy on smoking is as follows:

* It is recognized that smoking is dangerous to the health of the smoker and that second-hand smoke is a cause of disease, including lung cancer, in healthy non-smokers. The simple separation of smokers and non-smokers within the same air space may reduce, but does not eliminate, the exposure of non-smokers to environmental tobacco smoke. This applies to *all* smoking tobacco products, i.e., cigarettes, cigars, and pipes. This policy has been developed to help protect all persons from the exposure to environmental tobacco smoke and to help ensure a safe working environment.
* The School also recognizes that smokeless tobacco is dangerous to one’s health and creates sanitary issues. Thus, it prohibits the use of all smokeless tobacco products (i.e. snuff and chewing tobacco) in all School facilities and areas of the workplace with no exceptions.
* Smoking is prohibited in all facilities and areas of the entire workplace with no exceptions. Smoking is not permitted anywhere at the School, including all common work areas, elevators, hallways, School owned or operated vehicles, restrooms, conference and meeting rooms, and all other enclosed or outdoor areas in the workplace. Further, there is no use of any tobacco product within thirty (30) feet of any window or door where any School functions are occurring. Should the laws of the State of Ohio require further limitations or restrictions on the use of any tobacco product, the School will uphold those further limitations or restrictions. The policy applies to all employees, consultants, contractors, visitors, and students.
* Any disputes involving smoking must be referred to the Principal.

Gang Affiliation

The School has adopted a policy prohibiting gang activities and presence at the School pursuant to state law, in recognition of the fact that gang activities and presence at school threaten the welfare and safety of students, teachers, visitors, guests, and others in the School community. The term “gang” as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

The purpose of this policy is to protect the health, safety, and welfare of those in the School community and to prevent the initiation or continuation of gang membership and gang activity in the School.

Prohibited gang affiliation or appearance includes: any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang will not be allowed in School buildings or on School grounds, at School-sanctioned activities and events, or School-sponsored transportation. Gestures, signals, or graffiti that denote gang membership or activities are prohibited in the School building and on School grounds, at School-sanctioned activities and events, and on School-sponsored transportation. The prohibition against gang-related apparel and actions will be applied at the discretion of the staff at the School. Consequences will be applied according to the circumstances of the infraction and may include suspension or expulsion. The School will communicate with law enforcement regarding this policy, and any information related to violations of this policy, in order to further its purposes.

**VIOLATIONS AND DISCIPLINE**

## General Discipline Procedures

The purpose of disciplinary consequences is to ensure that both the individuals involved in the situation as well as the school community maintain complete focus on learning and growth. Inappropriate student behavior not only impacts the individual, but also exacts a cost on teachers, others students, and the larger school community. Students must understand that they are a part of a larger whole and are accountable to their peers for adhering to the values and expectations of the community. Prompt resolution of problems and student/family solutions to inappropriate behavior is expected.

Except as otherwise indicated in this Policy, disciplinary action for students, depending upon the nature of the action and/or referral, may include but is not limited to: a student warning (oral or written), parent notification, a written assignment, lunch or enrichment detention, community service, suspension, or expulsion. This list of possible consequences is not indicative of a series of progressive punishment that must happen in order. The School may, at its sole discretion, elect to utilize any corrective measure at its legal disposal without first utilizing other less severe consequences.

Except as otherwise indicated in this Policy, employees who violate this Policy are subject to disciplinary action up to and including immediate termination.

All decisions regarding disciplinary action will be made by the Principal or their designee. The School will make every effort to notify parents/guardians promptly of any disciplinary action and will do so in writing wherever possible.

The School reserves the right to discipline students’ off campus behavior which substantially disrupts the School’s educational process or mission, or threatens the safety or well-being of a student or staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or School’s mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student’s or Staff member’s security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying, disparagement, and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying, disparagement, or cyber-bullying that they require a response either at the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying, disparagement, or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion.

No Limitation on Other Legal Recourse

Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio law that may apply.

Training and Workshops

The School may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct. The School may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contract with students.

*R.C. §§ 3301.0714(B)(1)(p); 3313.666, 3313.667*

Other Initiatives

The School will take other measures as required by law to prevent harassment, bullying, intimidation, and disparagement of staff and students. False reports will be treated as a violation of Safe Schools and will follow general discipline procedures.

**POLICY: Special Education Policies and Procedures**

INTRODUCTION

By adopting these Model Policies and Procedures, SunBridge Schools (the “District”) is adopting written policies and procedures regarding the manner in which the District fulfills its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (hereafter referred to as the “Operating Standards”). The Operating Standards require that the District adopt written policies and procedures in a number of different areas, and the District has chosen to adopt the model policies and procedures promulgated by the Ohio Department of Education’s Office for Exceptional Children (ODE-OEC) in order to satisfy these requirements of the Operating Standards.

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

**I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)**

The District ensures that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of 3 and 21, inclusive, in accordance with IDEA and the Operating Standards.

A. RESIDENTIAL PLACEMENT

If the District places a child with a disability in a public or private residential program deemed necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is at no cost to the parents of the child.

B. ASSISTIVE TECHNOLOGY

The District makes assistive technology available if required as part of the child’s special education, related services or supplementary aids and services.

C. EXTENDED SCHOOL YEAR (ESY) SERVICES

The District ensures that extended school year services are provided if a child’s individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child. If a child is transitioning from Part C services, the District considers extended school year (ESY) services as part of the IEP process.

D. NONACADEMIC SERVICES

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child’s IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities.

Nonacademic and extracurricular services and activities include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

The District ensures that a child with a disability receives appropriate physical education services. The District affords each child with a disability the opportunity to participate in a regular physical education program available to non-disabled children, unless the child is enrolled full time in a separate facility or needs specially designed physical education, as prescribed in the child’s IEP. The District provides a specially designed physical education program if prescribed by the IEP.

For preschool children, the District considers adapted physical education or related services, as appropriate, in conjunction with center-based or itinerant teacher services, and considers the factors set forth in 3301-51-11(F) of the Operating Standards.

F. TRANSPORTATION

The District provides, as a related service, transportation service in accordance with IDEA and the Operating Standards.

**II. CONFIDENTIALITY**

The District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the District, the Special Education Coordinator is responsible for maintaining the confidentiality of personally identifiable information. The District ensures that all persons collecting or using personally identifiable information receive training and instruction regarding the District’s policies regarding that information. The District maintains for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. The District gives notice to all parents of students receiving special education and related services that is adequate to fully inform parents about confidentiality requirements, in accordance with 3301-51-04(C) of the Operating Standards. The District also ensures that its contractors adhere to applicable confidentiality requirements.

A. ACCESS RIGHTS

The District permits parents (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used by the District. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. The District does not charge a fee to search for or retrieve information. The District may charge a fee for copies of records, but does not charge a fee for copies of records that will effectively prevent the parents from exercising their right to inspect and review records.

The District complies with a request to access records without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to 3301-51-05 of the Operating Standards, and any resolution session pursuant to 3301-51-05 of the Operating Standards, and in no case more than 45 days after the request has been made.

The District responds to reasonable requests for explanations and interpretations of the records, provides copies if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records and permits a representative of a parent to inspect and review records.

The District presumes that a parent has the authority to inspect and review records relative to that parent's child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

Upon request, the District provides parents a list of the types and locations of education records collected, maintained or used by the District.

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

B. AMENDMENT OF RECORDS/HEARING PROCESS

If a parent requests the District to amend the information in the education records collected, maintained or used in the provision of special education or related services, the District decides whether to amend the information in accordance with the request within a reasonable period of time. If the District decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a hearing as set forth below and in 3301-51-04 of the Operating Standards.

(1) HEARING PROCEDURE

If the parent requests a hearing to challenge information in education records, the hearing is conducted in accordance with the procedures in 34 Code of Federal Regulations (C.F.R.) 99.22 (July 1, 2005) and within a reasonable period of time after the District receives the request. The hearing is conducted in accordance with the following procedures:

(a) The parents shall be given notice of the date, time and place reasonably in advance of the hearing;

(b) The records hearing shall be conducted by any individual, including an official of the

District, who does not have a direct interest in the outcome of the hearing;

(c) The parents shall be afforded a full and fair opportunity to present evidence relevant to the child’s education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child;

(d) The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney;

(e) The District makes its decision in writing within a reasonable period of time after the hearing; and

(f) The decision is based solely upon the evidence presented at the hearing and includes a summary of the evidence and the reasons for the decision.

(2) RESULTS OF HEARING

If the District, as a result of the hearing, decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and informs the parent in writing.

If the District, as a result of the hearing, decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent’s right to place in the child’s records a statement commenting on the information or setting forth any reasons the parents disagree with the decision of the District.

Any explanation placed in the records of a child are:

(a) Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and

(b) Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

C. PARENTAL CONSENT PRIOR TO DISCLOSURE OF RECORDS

The District obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by

3301-51-04(B)(3) of the Operating Standards, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational

Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

The parent's consent must be in writing, signed and dated and must:

(1) Specify the records to be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

The District obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:

(1) To officials of participating agencies providing or paying for transition services in accordance with 3301-51-07 of the Operating Standards;

(2) To officials in another district or school in connection with the child’s enrollment in a nonpublic school; and/or

(3) For purposes of billing insurance and/or Medicaid.

D. TRANSFER OF RIGHTS AT AGE OF MAJORITY

The District affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

The rights of parents regarding education records under FERPA transfer to the child at age 18.

If the rights accorded to parents under Part B of the IDEA are transferred to a child who reaches the age of majority (which is 18 in Ohio), the rights regarding education records also transfer to the child. See Chapter IV, Procedural Safeguards, Section G, regarding the transfer of rights under IDEA at the age of majority.

Once a child reaches the age of 17, the IEP must include a statement that the child has been informed regarding this transfer of rights.

E. DISCIPLINARY INFORMATION AND REPORTS TO LAW ENFORCEMENT

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

When a child transfers from the District, the transmission of any of the child’s records includes both the child’s current IEP and any statement of current or previous disciplinary action that has been taken against the child.

A statement of disciplinary action shall:

(1) Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:

(a) Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;

(b) Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or

(c) Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and

(2) Include any information that is relevant to the safety of the child and other individuals involved with the child.

A statement of disciplinary action may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

If the District reports a crime to the appropriate law enforcement officials, the District transmits copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

F. DESTRUCTION OF RECORDS

The District informs parents when personally identifiable information is no longer needed to provide educational services to the child. If the parents request, the information is the destroyed. However, a permanent record of a student’s name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed is maintained without time limitation.

**III. CHILD FIND**

In accordance with federal law, the District assumes responsibility for the location, identification and evaluation of all children birth through age 21 who reside within the district and who require special education and related services.

This includes students who are:

(1) Advancing from grade to grade;

(2) Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our District (regardless of the severity of their disability);

(3) Wards of the state and children who are highly mobile, such as migrant and homeless children; and

(4) Home-schooled.

A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

In the District, the Evaluation Team ensures that the student meets the eligibility requirements of IDEA and state regulations.

In all cases, the Evaluation Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, the District will not identify the student as disabled if the limited English proficiency (LEP) is the cause of the suspected disability.

B. CHILD IDENTIFICATION PROCESS

(1) GENERAL

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. The Intervention Specialist or Special Education Coordinator coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

(2) IDENTIFICATION OF CHILDREN BETWEEN THE AGES OF BIRTH TO AGE 3.

When the District becomes aware of a child between the ages of birth to 3 who has or may have a disability, it either:

(a) Makes a child referral directly to the county family and children first council responsible for implementing the “Help Me Grow” (HMG) early intervention services under Part C of the IDEA; and/or

(b) Provides the parents with the information so that they can make the referral themselves.

Parents may opt out of and/or opt not to be referred for Part C services. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from the District, even if the child is between the ages of birth to 3. The District is responsible for providing an evaluation but is not responsible for the provision of FAPE for an eligible child until the child is age 3.

(3) TRANSITION TO SPECIAL EDUCATION FROM HELP ME GROW (HMG).

The District and the county family and children first council responsible for HMG have a current interagency agreement that includes processes for the referral of children from HMG to the District. The District has an assigned the Principal of Instruction as the primary person responsible for contact with HMG regarding children transitioning from that program.

(a) If invited by a representative of HMG (and with parent permission), a District representative attends a transition conference to discuss transition from early intervention services to preschool for a child suspected of having a disability.

(b) If the parents request, the District invites the Part C service coordinator to the initial IEP meeting.

If there is a suspected disability and the child is eligible for special education and related services as a preschool child, the District works to ensure that an IEP is in place and implemented by the child’s third birthday. In the case of children who are 45 days or less from their 3rd birthdays and who are suspected of having disabilities, an evaluation is completed within 60 days of parental consent, but an IEP is not required by their third birthdays.

As part of the IEP process, the IEP team determines if extended school year services are required for the preschool child.

(4) COORDINATION WITH OTHER AGENCIES.

The District has interagency agreements with Head Start programs within the school district’s service delivery that provide for:

(a) Service coordination for preschool children with disabilities, 3 through 5 years of age, in

a manner consistent with the state interagency agreement for service coordination with

Head Start; and

(b) Transition of children eligible for special education and related services as a preschool child at age 3.

The District also has interagency agreements with the relevant county board(s) of MR/DD for identification, service delivery and financial responsibilities to adequately serve preschool children with disabilities 3 through 5 years of age.

C. DATA COLLECTION

The District maintains an education management information system and submits data to ODE pursuant to rule 3301-14-01 of the Administrative Code. The District’s collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

**IV. Procedural Safeguards**

A. PRIOR WRITTEN NOTICE

The District provides prior written notice as required by IDEA and Operating Standards. See Appendix A which summarizes the situations in which prior written notice is required. The

District uses the form required by ODE-OEC Prior Written Notice PR-01.

(1) CONTENT OF PRIOR WRITTEN NOTICE

The prior written notice, in accordance with the IDEA regulations and the Operating Standards, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

(a) A description of the action proposed or refused by the District;

(b) An explanation of why the District proposes or refuses to take this action;

(c) A description of other options that the IEP team considered and the reasons why those options were rejected;

(d) A description of each evaluation procedure, assessment, record or report that the District used as a basis for the proposed or refused action;

(e) A description of other factors that are relevant to the District’s proposal or refusal;

(f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and

(g) Sources for parents to contact to obtain assistance in understanding the provisions of Ohio’s rule regarding procedural safeguards.

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

The District provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the District takes steps to have the notice translated orally or by other means to the parent in the parent’s native language or other mode of communication. The District takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met.

The District may provide the prior written notice, procedural safeguards notice and the notification of a due process complaint by email if the parents choose to receive the notices electronically.

B. PROCEDURAL SAFEGUARDS NOTICE

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the Operating Standards.

*A Guide to Parent Rights in Special Education* developed by ODE-OEC, includes a full explanation of these procedural safeguards as required by IDEA and 3301-51-02, 3301-51-04 and 3301-51-05 of the Operating Standards.

The District provides parents with a copy of procedural safeguards at least once a year. This includes:

(1) Providing a copy to the parents of a child who transfers into the District from out-of-state; and

(2) Providing a copy to the parents of a child who transfers into the District from an in-state school if the sending District has not provided a copy to the parents during the current school year.

In addition, the District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

(1) The initial referral or parental request for evaluation;

(2) The receipt of the first due process complaint in a school year;

(3) A change in placement for disciplinary action; and

(4) When requested by the parents or the child who has reached the age of majority.

In providing procedural safeguards, the District follows the procedures for communication that are described above under Prior Written Notice.

C. PARENTAL CONSENT

Consent means that the parents:

(a) Have been fully informed, in the parents’ native language or other mode of communication, of all information relevant to the activity for which consent is sought;

(b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and

(c) Understand that the granting of consent is voluntary and may be revoked at any time.

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

(a) Conducting an initial evaluation to determine if a child is eligible for special education;

(b) Initially providing special education and related services;

(c) Conducting a reevaluation when assessments are needed;

(d) Making a change in placement on the continuum of alternative placement options (i.e., regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions); and

(e) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA. For example, parental consent is obtained prior to releasing records to a representative of an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

The District uses the ODE-OEC required Consent for Evaluation PR-05 form to obtain written parental consent for evaluation and reevaluation and the required IEP PR-07 form to obtain written parental consent for the initial provision of special education and related services and for making a change in placement.

The District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

(2) CHANGE IN PLACEMENT

Once the District receives the initial parental consent for special education and related services, the District must obtain consent only for a change in placement. A “change of placement” means a change from one option on the continuum of alternative placements to another (instruction in regular classes, special schools, home instruction and instruction in hospitals and institutions).

If the District cannot obtain parental consent, it may file a due process complaint requesting a due process hearing or engage in conflict resolution to obtain agreement or a ruling that the placement may be changed.

(3) PARENTS’ FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The District makes “reasonable efforts” to contact parents and obtain written parental consent that may include:

(a) Written correspondence;

(b) Phone calls;

(c) Electronic mail communications, to include but not limited to e-mail and password-protected parent pages; and/or

(d) Visits to the home or parents’ places of employment.

The District documents its attempts. If the parents fail to respond or refuse to provide consent, the District proceeds as follows:

(4) INITIAL EVALUATION

If the parents fail to respond to the District’s efforts to obtain consent or refuse consent for the initial evaluation, the District may:

(a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or

(b) Decide not to pursue the initial evaluation and provide the parents with prior written notice.

If the child is being home schooled or has been placed in a private school at the parents’ expense, the District cannot file a due process complaint or request the parents to participate in a resolution meeting and/or mediation.

(5) REEVALUATION

If the parents fail to respond to the District’s efforts to obtain consent for a reevaluation when assessments are needed, the District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when assessments are needed, the

District may:

(a) Agree with the parents that a reevaluation is unnecessary;

(b) Conduct a reevaluation by utilizing data and/or documentation that the District already possesses;

(c) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or

(d) Decide not to pursue having the child reevaluated.

The District continues to provide FAPE to the child if the District agrees with the parents that a reevaluation is unnecessary.

(6) INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

If the parents do not attend the IEP meeting to develop the IEP for the initial provision of services, the District attempts to obtain written parental consent through other methods such as calling the parents, corresponding with the parents and or visiting the parents.

If the parents expressly refuse consent, as evidenced by their signatures on the IEP indicating that consent is not given, the District maintains a copy of the signed IEP showing that the District offered FAPE.

If the parents fail to respond or refuse consent, the District provides the parents with prior written notice and continues to provide the child with appropriate interventions in the regular education classroom. The District may not request a due process hearing or engage in conflict resolution to obtain agreement or a ruling that services may be provided to the child.

The District does not use the parents’ refusal to consent to one service or activity to deny the parents or the child any other service, benefit or activity in the District, except in those instances in which IDEA authorizes that denial.

(7) REVOCATION OF CONSENT

The parents may revoke consent for and remove the child from special education and related services. Once the District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment.

The District is not required to amend the child’s education records to remove any references to the child’s receipt of special education and related services because of the revocation of consent.

If a parent has provided written revocation of consent, the District does not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

D. INDEPENDENT EDUCATIONAL EVALUATION

Parents who disagree with an evaluation that was completed or obtained by the District may request an independent educational evaluation at public expense. Parents are entitled to request only one independent educational evaluation at public expense each time the District conducts an evaluation with which the parents disagree.

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

If the parents request an independent educational evaluation at public expense, the District either:

(a) Ensures that an independent evaluation is provided at public expense; or

(b) Files a due process complaint requesting a hearing to show that the District’s evaluation is appropriate.

If the District files a due process complaint and the final decision is that the District’s evaluation is appropriate, the parent still has the right for an independent educational evaluation, but not at the public expense.

(2) PARENT INITIATED EVALUATIONS

If a parent obtains an independent educational evaluation at public expense or shares with the

District an evaluation obtained at private expense, the District considers that evaluation, if it meets District criteria, in any decision made with respect to the provision of FAPE to the child.

(3) DISTRICT CRITERIA

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent’s right to an independent educational evaluation. Except for the above-mentioned criteria, the District does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

E. CONFLICT RESOLUTION

(1) ADMINISTRATIVE REVIEWS

Within 20 days of receipt of a complaint from a child’s parents or another educational agency, the District’s superintendent, or the superintendent’s designee, conducts a review, may hold an administrative hearing and notifies all parties of the decision in writing.

(a) All parties have the right to invite others, including legal counsel, to participate in the review.

(b) The review is conducted at a time and place convenient to all parties.

(c) Every effort is made to resolve any disagreements at the administrative review.

(2) MEDIATION

At its discretion, the District participates in the resolution of disputes with other parties through the voluntary mediation processes available through ODE-OEC.

(3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

Due process complaints filed against the District proceed in the manner set forth in 3301-51-05(K) of the Operating Standards.

The District convenes a resolution meeting before the initiation of a due process hearing. The resolution meeting:

(a) Occurs within 15 days of the receipt of notice of the parents’ due process complaint;

(b) Includes a representative of the District who has decision-making authority on behalf of the District;

(c) Does not include the District’s attorney unless the parents are accompanied by an attorney;

(d) Provides an opportunity for the parents to discuss their due process complaint and the facts the complaint is based on; and

(e) Provides the District an opportunity to resolve the dispute.

The District does not hold a resolution meeting if the parents and the District agree in writing to waive the meeting or agree to use the mediation process. Also, if the District files the due process complaint, it is not required to hold a resolution meeting.

The District, if it is the child’s school district of residence, is responsible for conducting the impartial due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures required by 3301-51-05(K)(10)–(15) of the Operating Standards when conducting a hearing at a time and place that is reasonably convenient to the parents and the child involved.

If the parents request to inspect and review any education records relating to their child, the

District replies without unnecessary delay and makes the records available before the hearing.

The District provides the parents with one copy of the written, or at the option of the parents, an electronic verbatim record of the hearing and findings of fact and decision at no cost. The decision is final except that any party to the hearing may appeal the decision to ODE-OEC.

The District pays for the costs incurred for the hearing except for expert testimony, outside medical evaluations, witness fees, subpoena fees and cost of counsel requested by the other party to the hearing and compensates the hearing officer as provided in 3301-51-05(K)(16)(d) of the Operating Standards. If the hearing was requested by another agency, the District shares the costs of the hearing except for the costs identified in the preceding sentence.

Any further appeals or actions proceed in accordance with 3301-51-05 of the Operating Standards.

F. CHILD’S STATUS DURING DUE PROCESS PROCEEDINGS/CODE OF CONDUCT VIOLATIONS

(1) CHILD’S STATUS DURING DUE PROCESS PROCEEDINGS

The District ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the state or the District and the parents of the child agree otherwise. If the state level review officer agrees with the child’s parents that a change in placement is appropriate, that placement is treated as an agreement between the state and the parents.

If the complaint involves an application for initial admission to the District, the child, with the consent of the parents, is placed in the District until the completion of all proceedings.

If the complaint involves an application for services from a child who is transitioning from Part

C to Part B, the District provides those special education and related services that are not in dispute, if the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services.

(2) DISCIPLINARY PROCEEDINGS

The District may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 3301-51-05 of the

Operating Standards, is appropriate for a child with a disability who violates a code of student conduct.

(a) Changes in placement less than 10 consecutive school days:

The District may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

The District considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

(1) The removal is for more than 10 consecutive school days, or

(2) The child has been subjected to a series of removals that constitute a pattern:

(a) Because the series of removals totals more than 10 school days in a school year;

(b) Because the child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals; and

(c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

(b) Services during removal from current placement

The District provides services to a child removed from the child’s current placement as follows:

(1) If the child has been removed from the child’s current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;

(2) After a child with a disability has been removed from the child’s current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is not a change in placement), the District provides services, as determined by school personnel in consultation with at least one of the child’s teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP;

(3) If the removal is a change in placement, the child’s IEP team determines appropriate services; and

(4) If a child with a disability is removed from the child’s current placement for either more than 10 consecutive days for behavior that is determined not to be a manifestation of the child’s disability or under circumstances that constitute special circumstances, as defined below, the District ensures that the child:

(a) Continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and

(b) Receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(c) Manifestation determination:

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent and relevant members of the child's IEP team (as determined by the parent and the school district) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct was a manifestation of the child’s disability. The District determines that the conduct is a manifestation of the child’s disability:

(1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

If the District, parents and relevant members of the IEP team determine that the conduct in question was the direct result of the school district’s failure to implement the IEP, the District takes immediate steps to remedy those deficiencies.

(1) If the conduct was a manifestation of the child’s disability, the IEP team either:

(a) Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practicable, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; or

(b) If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; and

(2) Returns the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

(d) Special circumstances:

The District may remove a child to an interim alternative educational setting for not more than

45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of ODE or a school district;

(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district; or

(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district.

The District defines the terms controlled substance, weapon, illegal drug and serious bodily injury in accord with 3301-51-05(K)(20)(h)(i) of the Operating Standards.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with the procedural safeguards notice described in Section B above.

(e) Expedited Due Process Hearing

The District or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

(1) The District may request an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.

(2) The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

The District is responsible for conducting the expedited due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed and no extensions of time shall be granted. The hearing officer then must make a determination within 10 school days after the hearing. The District follows the expedited timelines and the procedures set forth in 3301-51 05(K)(22)(c)-(d) of the Operating Standards.

G. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY/STUDENT NOTIFICATION

Once a child reaches the age of majority, the District sends all required notices to both the student and parent, unless the student has been determined incompetent under state law. If a child with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student.

One year before the child’s 18th birthday, the District notifies both the parents and the child of the parental rights that will transfer to the child upon reaching the age of majority (age 18) and provides the child with a copy of Whose IDEA Is This? The District documents this notice on the child’s IEP PR-07 form.

Once the child turns 18, the District obtains informed written consent, as required by the Operating Standards, from the student, unless the student has been determined incompetent under state law.

H. SURROGATE PARENTS

The District ensures that the rights of a child are protected when:

(1) No parent, as defined in 3301-51-01 of the Operating Standards, can be identified;

(2) The District, after making reasonable efforts, cannot locate a parent;

(3) The child is a ward of the state; or

(4) The child is an unaccompanied homeless youth as defined by 3301-51-05(E)(1)(d) of the Operating Standards.

One way in which the District protects the rights of such children is through the assignment of surrogate parents where appropriate. The District has a method for determining when a child needs a surrogate parent and for assigning a surrogate parent to the child, and complies with the requirements of 3301-51-05(E) of the Operating Standards regarding surrogate parents.

**V. EVALUATION**

The District ensures that initial evaluations are conducted and that reevaluations are completed for children residing within the District. The District uses a referral process to determine whether or not a child is a child with a disability. The District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child’s evaluation for purposes of determining eligibility for special education services.

A. INITIAL EVALUATION

1. TIMING AND INITIATION

The district conducts an evaluation before the initial provision of special education and related services. Either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

Within 30 days of receipt of a request for an evaluation, the District either obtains parental consent for an initial evaluation or provides to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

(a) Is conducted within 60 days of receiving parental consent for the evaluation unless the exception set forth in 3301-51-06(B)(5) of the Operating Standards applies; and

(b) Consists of procedures:

(i) To determine if the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and

(ii) To determine the educational needs of the child.

The district obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements.

The evaluation team consists of the IEP team and other qualified professionals.

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

(a) Review of existing evaluation data on the child, including:

(i) Evaluations and information provided by the parents of the child;

(ii) Current classroom-based, local or state assessments and classroom-based observations;

(iii)Observations by teachers and related services providers;

(iv)Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;

(v) Data from previous interventions, including:

(a) Interventions required by rule 3301-51-06 of the Operating Standards and

(b) For the preschool child, data from early intervention, community, or preschool program providers; and

(vi)Any relevant trend data beyond the past twelve months, including the review of current and previous IEPs; and

(b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

(i) Whether the child is a child with a disability, as defined in 3301-51-01 of the

Operating Standards, and the educational needs of the child;

(ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;

(iii)The present levels of academic achievement and related developmental needs of the child;

(iv)Whether the child needs special education and related services; or

(v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and

(vi)Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The District administers such assessments and other evaluation measures as may be needed to produce the data identified above. The district provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

3. CONDUCT OF EVALUATION

In conducting the evaluation, the District:

(a) Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining:

(i) Whether the child is a child with a disability as defined in 3301-51-01(B)(10) of the

Operating Standards; and

(ii) The content of the child’s IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);

(b) Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The District ensures that:

(a) Assessments and other evaluation materials used to assess a child:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;

(iii)Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments.

(b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);

(d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;

(e) Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.

(f) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children’s prior and subsequent schools, as necessary and as expeditiously as possible, consistent with 3301-

51-06(B)(5)(b) and (B)(6) of the Operating Standards, to ensure prompt completion of the full evaluations.

(g) In evaluating each child with a disability under 3301-51-06(E)-(G) of the Operating

Standards, the evaluation is sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(h) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(i) Medical consultation shall be encouraged for a preschool or school-age child on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected; and

(j) For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:

(i) Physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;

(ii) Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and

(iii) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

The District also ensures that internal assessments and data compilation, such as the personal/interpersonal skills observations and the development of Individual Learning Plans (ILPs) meet the above conditions.

B. ELIGIBILITY DETERMINATION AND EVALUATION TEAM REPORT

1. COMPLETION OF THE EVALUATION TEAM REPORT

The following occurs upon completion of the administration of assessments and other evaluation measures:

(a) The IEP team and other qualified professionals and the parent of the child determines whether the child is a child with a disability, in accordance with the Operating Standards; and

(b) The District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:

(a) A summary of the information obtained during the evaluation process; and

(b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team’s determination of disability shall submit a statement of disagreement.

The District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination.

2. DETERMINATION OF ELIGIBILITY

A child is not determined to be a child with a disability:

(a) If the determinant factor for that determination is:

(i) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary

Act of 1965, as amended and specified in the No Child Left Behind Act of 2002,

January 2002, 20 U.S.C. 6301 (ESEA);

(ii) Lack of appropriate instruction in math; or

(iii)LEP; and

(b) If the child does not otherwise meet the eligibility criteria under 3301-51-01(B)(10) o the Operating Standards.

The district, in interpreting evaluation data for the purpose of determining if a child is a child with a disability, does the following:

(a) Draws upon information from a variety of sources, including aptitude and achievement tests, state and district wide assessments, parent input and teacher recommendations, ILPs, personal/interpersonal skills observations, as well as information about the child’s physical condition, social or cultural background and adaptive behavior; and

(b) Ensures that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a child has a disability and needs special education and related services, the District develops an IEP for the child.

C. REEVALUATIONS

The District conducts reevaluations of a child with a disability:

(a) If the District determines that the child’s educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation; or

(b) If the child’s parent or teacher requests a reevaluation; or

(c) When a child transitions from pre-school to school-aged services; or

(d) In order to make a change in disability category.

A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the District agree that a reevaluation is unnecessary.

The District evaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child’s eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child’s eligibility terminates for one of these reasons, the District provides the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.

D. IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)

The District has written procedures for the implementation of the evaluation process the District uses to determine the existence of a specific learning disability (SLD). In addition, the District uses the form required by ODE-OEC, Evaluation Team Report PR-06 and completes Part 3:

Documentation for Determining the Existence of a Specific Learning Disability of PR-06 when the District suspects the child has a SLD.

(1) DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

The parents, the IEP team, and a group of qualified professionals from the District determine that a child has a SLD if:

(a) The child does not achieve adequately for the child’s age or to meet state-approved grade-level standards in one or more of the following areas, when the District provides learning experiences and instruction appropriate for the child’s age or state-approved grade-level standards:

(i) Oral expression;

(ii) Listening comprehension;

(iii) Written expression;

(iv) Basic reading skill;

(v) Reading fluency skills;

(vi) Reading comprehension;

(vii) Mathematics calculation; or

(viii) Mathematics problem-solving;

AND

(b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in number 1, above, when the District uses an evaluation process to determine the child’s response to scientific, research-based intervention;

OR

(c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, when the District uses appropriate assessments consistent with 3301-51-06(E) and (F) of the Operating Standards that the group has determined to be relevant to the identification of a SLD.

Alternatively, the District may choose a third method of evaluation, for determining if a child has a SLD. The District seeks prior approval from ODE-OEC if it chooses to use an alternative research-based assessment procedure to determine if a child has a SLD.

(2) USE OF AN EVALUATION PROCESS BASED ON THE CHILD’S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION FOR SLD DETERMINATION

If the District uses an evaluation process based on the child’s response to scientific, research-based intervention to determine whether a child has a SLD. The District ensures that this process:

(a) Begins when the District has gathered and analyzed sufficient data from scientifically-based instruction and targeted and intensive individualized interventions that provide evidence that the child’s needs are unlikely to be met without certain specialized instruction, in addition to the regular classroom instruction;

(b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child’s identified needs;

(c) Is based on results of scientifically-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically-based instruction and the results of these procedures have been reported to the child’s parents; and

(d) Includes the analysis of data described in 3301-51-06(H)(3)(b)(i) and (H)(3)(b)(ii) of the

Operating Standards to determine whether a discrepancy is present between the child’s actual and expected performance, in both the child’s rate of progress in developing skills, and in the child’s level of performance on measures assessing one or more of the academic areas listed in 3301-51-06(H)(3)(a)(i) of the Operating Standards

The District will not use this process to delay unnecessarily a child’s referral for a comprehensive evaluation to determine eligibility for special education services.

(3) ADDITIONAL REQUIREMENTS FOR SLD DETERMINATION

The District ensures that the following additional requirements are satisfied when determining if a child has a SLD:

*Inclusion of additional required group members for SLD determination:*

The group that determines that a child suspected of having a SLD is a child with a disability includes the child’s parents and a group of qualified professionals consisting of, but not limited to:

(a) In the case of a school-age child, the child’s regular teacher (or if the child does not have a regular teacher, the District includes a regular classroom teacher qualified to teach a child of the child’s age);

(b) In the case of children less than school-age, an individual qualified by ODE to teach a child of the child’s age; and

At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

*Observation requirements:*

The District ensures that the child is observed in the child’s learning environment, including the regular classroom setting, to document the child’s academic performance and behavior in the areas of difficulty. The group of qualified professionals identified by the District conducts the observation by:

(a) Using information from an observation of the child’s performance conducted during routine classroom instruction, including monitoring of the child’s performance during instruction, that was done before the child was referred for an evaluation; or

(b) Having at least one member of the group conduct an observation of the child’s academic performance in the regular classroom after the child has been referred for an evaluation and parent consent has been obtained. The information can be supported by personal/interpersonal skills observations conducted by the classroom teacher on a daily basis.

In the case of a child of less than school-age or a child who is out of school, the District ensures that a group member observes the child in an environment appropriate for a child of that age.

*Ensuring the child’s underachievement is not due to a lack of appropriate instruction in reading and math:*

In order to ensure that underachievement in a child suspected of having a SLD is not due to lack of appropriate instruction in reading or math, the District considers:

(a) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate instruction in regular education settings delivered by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child’s progress during instruction, the results of which were provided to the child’s parents. This information will be archived in the student’s ILP and will be updated as new assessments results become available.

*Obtaining parental consent to evaluate:*

The District promptly requests parental consent to evaluate a child to determine if the child needs special education and related services:

(a) If prior to the referral, the child does not make adequate progress after an appropriate period of time when provided with appropriate instruction. To make this determination, the District considers:

(i) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate scientifically-based instruction in regular education settings delivered by qualified personnel; and

(ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child’s progress during instruction, the results of which were provided to the child’s parents; and

(b) Whenever a child is referred for an evaluation.

*Consideration of exclusionary factors:*

When determining that a child has a SLD, the District ensures that the findings from the evaluation process are not primarily the result of:

(a) A visual, hearing, or motor disability;

(b) Mental retardation;

(c) Emotional disturbance;

(d) Cultural factors;

(e) Environmental or economic disadvantage; or

(f) LEP.

If the District determines that one of these factors is the primary reason for the child’s suspected disability, the District does not identify the child as having a SLD.

**VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) and INDIVIDUAL LEARNING PLANS (ILPs)**

The District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who resides in the district. For all children with disabilities for whom our district is the district of residence, the District is responsible for ensuring that the requirements of 3301-51-07 of the Operating Standards are met regardless of which district, county board of MR/DD, or other educational agency implements the child’s IEP.

The District also ensures that all students will have an Individual Learning Plan (ILP) as well as a Competency Portfolio (CP) that tracks academic performance on a variety of district-wide assessments for the duration of the student’s time within the district. For students with disabilities, the ILP will be used in addition to the IEP to support the students in reaching their goals. The classroom teacher and the intervention specialist will collaborate to ensure continuity of IEP strategies in the ILP.

The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:

(a) Within 30 calendar days of the determination that the child needs special education and related services;

(b) Within 90 days of receiving informed parental consent for an evaluation; or

(c) Within 120 calendar days of receiving a request for an evaluation from a parent or school district (unless the evaluation team has determined it does not suspect a disability).

The District ensures that the parents receive a copy of the child’s IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within

30 calendar days of the date of the IEP meeting.

A. MEMBERS OF THE IEP TEAM

The IEP team includes:

(1) The child’s parents;

(2) Not less than one of the child’s regular education teachers, if the child is or may be participating in the regular education environment;

(3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;

(4) A representative of the school district who:

a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

b) Knows the general education curriculum; and

c) Knows about the availability of resources of the school district.

(5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;

(6) At the discretion of the parents or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

(7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

A member of the IEP team, other than the parent and the child if appropriate, is not required to attend an IEP team meeting, in whole or in part, if the parent and the district agree, in writing, that the attendance of that member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at the meeting or portion of the meeting.

B. PARENTAL PARTICIPATION

The District takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

(1) Notifying the parents of the meeting early enough to ensure that they will have a opportunity to attend; and

(2) Scheduling the meeting at a mutually-agreed upon time and place.

A Notice to a Parent Regarding an IEP meeting:

(1) Indicates the purpose, time and location of the meeting and who will be in attendance and

(2) Informs the parents of the provisions of the Operating Standards regarding the participation of other individuals who have knowledge or special expertise about the child and the participation of Part C service coordinator or other representatives of part C system at the initial IEP team meeting for a child previously served under Part

C.

See 3301-51-07(J)(2)(a)(ii) of the Operating Standards.

Beginning no later than the first IEP to be in effect when the child turns 14, the Notice also:

(1) Indicates that a purpose of the meeting will be the development of a statement of the transition needs of the child; and

(2) Indicates that the District will invite the child.

Beginning no later than the first IEP to be in effect when the child turns 16, the Notice also:

(1) Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;

(2) Indicates that the school district will invite the child; and

(3) Identifies any other agency that will be invited to send a representative, if the parents consent.

The District conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the District makes multiple attempts to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

C. CONTENTS OF AN IEP

The District uses ODE’s required form, PR-O7, for its IEPs.

In developing each child’s IEP, the IEP team considers:

(1) The strengths of the child;

(2) The concerns of the parents for enhancing the education of their child;

(3) The results of the initial or most recent evaluation of the child;

(4) The results of the child’s performance on any state or district-wide assessment programs, as appropriate; and

(5) The academic, developmental and functional needs of the child.

Further, the IEP team considers the following special factors:

(1) In the case of a child whose behavior impedes the child’s learning or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

(2) In the case of a child with LEP, the language needs of the child as those needs relate to the child’s IEP;

(3) In the case of a child who is blind or visually impaired, the instruction of that child in accordance with the Operating Standards and section 3323.011 of the Revised Code;

(4) The communication needs of the child, including those of a child who is deaf or hard of hearing; and

(5) Whether the child needs assistive technology devices and services.

(1) CONTENTS OF EVERY IEP

The District’s IEPs are written, and are developed, reviewed and revised in IEP meetings. The

District’s IEPs include all of the following:

(a) A statement that discusses the child’s future and documents planning information;

(b) A statement of the child’s present levels of academic and functional performance, including:

(1) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

(2) For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;

(c) A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:

(1) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and

(2) Meet each of the child’s other educational needs that result from the child’s disability;

(d) A description of:

(1) How the child’s progress toward meeting the annual goals described in the IEP will be measured; and

(2) When periodic reports on the progress the child is making toward meeting the annual goals will be provided;

(e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

(1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the general education curriculum in accordance with the Operating Standards, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other children with disabilities and nondisabled children, as appropriate, in the activities described in 3301-51-07(H)(1)(e) of the

Operating Standards;

(f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;

(g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments consistent with Section 612(a)(16) of the IDEA;

(h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

(1) The child cannot participate in the regular assessment; and

(2) The particular alternate assessment selected is appropriate for the child; and

(i) The projected date for the beginning of the services and modifications described in the

IEP and the anticipated frequency, location and duration of those services and modifications.

(2) TRANSITION SERVICES

The District’s IEPs address transition services as follows:

(a) For children age 14 or over (or younger, if determined appropriate by the IEP team), the

IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education

program.); and

(b) Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team), the IEP includes:

(1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child has been informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

(4) NONACADEMIC SERVICES, PHYSICAL EDUCATION, EXTENDED SCHOOL YEAR AND

TRANSPORTATION

If appropriate, the IEP includes the services to be provided in each of these areas.

D. REVIEW AND AMENDMENT OF AN IEP

The District ensures that the IEP team:

(1) Reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(2) Revises the IEP, as appropriate, to address:

(a) Any lack of expected progress toward the annual goals and in the general education curriculum;

(b) The results of any reevaluation;

(c) Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;

(d) The child’s anticipated needs; or

(e) Other matters; and

(3) Reconvenes if an agency, other than the school district, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or by a written document amending or modifying the IEP, if the parent of the child and the District agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the District ensures that the IEP team is informed of the changes made. When an IEP is amended, the District sends a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.

**VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)**

The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled. Placement of students with disabilities in special classes, separate schooling or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily.

The District ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE).

The District determines the placement of a child with a disability at least annually, and the placement is based on the child’s IEP, and is as close as possible to the child’s home.

Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled.

In selecting the LRE for a child with a disability, the IEP team considers any potential harmful effect on the child or on the quality of the services that the child needs.

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

**VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN**

A. CHILD FIND

(1) GENERALLY

The District locates, identifies and evaluates all children with disabilities who are enrolled by their parents in chartered and non-chartered nonpublic schools, including religious elementary and secondary schools located within the District’s geographical boundaries.

The District consults with the nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities regarding the child find process, including:

(a) How parentally placed nonpublic school children suspected of having a disability can participate equitably; and

(b) How parent, teachers and nonpublic school officials will be informed of the child find process.

After timely and meaningful consultation with representatives of nonpublic schools, the District carries out child find activities for parentally placed nonpublic school children, including children whose parents live out-of-state. These activities are similar to the child find activities the District conducts for its public school children and ensures an accurate count of children with disabilities. The District completes these activities in a time period comparable to that for children attending its public schools, including completing any evaluations within 60 days of receiving parental consent. See Chapter V, Section A(1).

The District follows all IDEA and FERPA confidentiality requirements when serving children with disabilities attending nonpublic schools located within the District’s boundaries and obtains parental consent before releasing any personally identifiable information about a child to officials of the child’s district of residence or the nonpublic school in which the child is enrolled.

The District conducts, either directly or through contract, a full and individual initial evaluation of any parentally placed nonpublic school child suspected of having a disability who is enrolled in a nonpublic school within the District’s boundaries. The District obtains written parental consent before conducting an initial evaluation.

(a) If the parents of a parentally placed nonpublic school child do not provide consent or fail to respond to the District’s request for consent to evaluate the child, the District may not use mediation or due process procedures to pursue the evaluation. The District does not have to consider this child as eligible for services.

(b) If the parents do not make clear their intent to keep their child enrolled in the nonpublic school, the District provides the parents of a child who is determined to be eligible for special education services written documentation stating that the child’s school district of residence is responsible for making FAPE available to the child.

(c) The District sends a copy of this documentation to the child’s district of residence, provided the District obtains written parental consent to release the information.

The District conducts reevaluations of parentally placed nonpublic school children with disabilities receiving special education and any related services to determine continued eligibility for services. The District conducts reevaluations no more than once a year, unless the parents and the District agree otherwise, and at least once every three years, unless the parents and the district agree that a reevaluation is unnecessary.

(2) AUTISM SCHOLARSHIP PROGRAM PARTICIPANTS

The District assumes responsibility for the initial evaluations and re-evaluations of children who reside in the District and desire to participate in the Autism Scholarship Program. The district where the nonpublic school is located conducts all reevaluations for children with disabilities participating in the Autism Scholarship Program. (See 3301-51-08(R)(1) of the Operating Standards). The District creates the IEP that is required for eligible children who reside within the District to participate in the Autism Scholarship Program.

B. CONSULTATION

The District consults with nonpublic school representatives and representatives of parents who have placed their children with disabilities in nonpublic schools in a timely and meaningful way during the design and development of special education and related services for the children regarding the following:

(1) CHILD FIND

See above requirements.

(2) PROPORTIONATE SHARE OF FUNDS

(a) The determination of the proportionate share of federal IDEA Part B funds available to serve parentally-placed nonpublic school children with disabilities;

(b) The determination of how the proportionate share of those funds was calculated; and

(c) Consideration of the number of children and their needs and location.

“Proportionate share” refers to the amount of federal IDEA Part B funds the District must expend to provide the group of parentally-placed nonpublic school children with disabilities with equitable participation in services funded with federal IDEA Part B funds. The District follows the formula in 3301-51-05(E)(1)–(4) of the Operating Standards to calculate the proportionate amount.

(3) CONSULTATION PROCESS

(a) How the consultation process will bring together District representatives, nonpublic school officials and representatives of parentally placed nonpublic school children with disabilities;

(b) How the process will take place throughout the school year to ensure that parentally placed nonpublic school children with disabilities identified through the child find process can meaningfully participate in special education and related services.

(4) PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

(a) How, where and by whom special education and related services will be provided;

(b) The types of services, including direct services and alternate service delivery mechanisms;

(c) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children; and

(d) How and when these decisions will be made.

(5) WRITTEN EXPLANATION BY THE SCHOOL DISTRICT

How the District will provide the nonpublic school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract if the District disagrees with the views of the nonpublic school officials on the provision of services or the types of services.

The District obtains a written affirmation signed by representatives of the participating nonpublic schools that timely and meaningful consultation has occurred. If representatives of the participating nonpublic schools do not provide the affirmation within a reasonable period of time or choose not to participate under the proportionate share provisions of IDEA and engage in consultation, the District documents its consultation attempts and forwards the documentation to the ODE-OEC. If a nonpublic school located within the boundaries of the District chooses not to participate, the parents may contact the District to request services for the child.

C. RIGHTS TO SERVICES

The District is not required to pay for the cost of education, including special education and related services, of a child with a disability, enrolled at a nonpublic school or facility if:

(1) The child’s district of residence made FAPE available to the child; and

(2) The parents elected to place the child in the nonpublic school.

The District includes these children and their needs in the population being considered when making decisions about services to be provided to parentally placed nonpublic school children with disabilities.

If the parents make clear their intention to keep their child with a disability enrolled in the nonpublic school, the child’s district of residence does not need to develop an IEP for the child.

If the child with a disability re-enrolls in the District, the District makes FAPE available.

D. EQUITABLE SERVICES DETERMINED

The District makes the final decisions about the services to be provided through a services plan to eligible parentally placed nonpublic school children with disabilities who are attending nonpublic schools within the District’s geographic boundaries. The District makes these decisions after consultation with nonpublic school representatives and parents of parentally placed nonpublic school children and through meetings to develop, review and revise services plans. A child with a disability attending a nonpublic school does not have an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

E. EQUITABLE SERVICES PROVIDED

(1) THE SERVICES PLAN

(a) The District, whether or not it is the child’s school district of residence, convenes the services plan meeting, conference call, or video conference for each eligible child who will receive special education and any related services for children who attend nonpublic schools located within the District’s geographical boundaries.

(b) The District determines required participants at the services meeting.

(c) The District ensures that a nonpublic school representative participates in the development or revision of the services plan.

(d) The District conducts a meeting, conference call, or video conference at least annually to review and revise, if appropriate, each child’s services plan.

(e) The District uses the ODE required Services Plan PR-09 form for individually developing a services plan for each participating child that describes the specific special education and related services that the District will provide to the child. Parentally placed nonpublic school children with disabilities may receive a different amount of services than children with disabilities enrolled in the District.

(2) PROVISION AND LOCATION OF SERVICES

(a) District personnel provide services to parentally placed nonpublic school children who attend nonpublic schools located within the District’s geographical boundaries or the

District provides services through a contract with an individual, association, agency, organization or other entity.

(b) The District ensures that special education and related services, including materials and equipment, provided to parentally placed nonpublic school children with disabilities are secular, neutral and non-ideological.

(c) The District, in consultation with the nonpublic school, will determine where services will be provided. Services may be provided on or off the premises of the nonpublic school. The District may provide services at the nonpublic school with the permission of that school.

(3) TRANSPORTATION

(a) The District provides transportation to parentally placed nonpublic school children with disabilities who attend nonpublic schools located within the District’s geographical boundaries if the services being provided under IDEA are being delivered at a location other than the nonpublic school the child is attending. The District provides transportation:

(1) From the child’s nonpublic school or the child’s home to the site other than the nonpublic school; and

(2) From the service site to the nonpublic school or to the child’ home depending on the timing of the services;

(b) The District may include the cost of transportation to special education and related services that are being delivered at a location other than the nonpublic school in calculating whether it has met the requirements of spending a proportionate amount of federal funds that it receives to serve children with disabilities; and

(c) The District provides transportation to all children, with and without disabilities, who reside within the District and who are parentally placed in chartered nonpublic schools following the requirements in ORC 3327.01.

F. DUE PROCESS COMPLAINTS AND COMPLAINTS TO ODE

Due process rights do not apply to the provision of special education and related services the District has agreed to provide through a services plan. However, the parents of a child with suspected disability, or a child identified as having a disability, who is enrolled in a nonpublic school, have the right to file a due process complaint against the District where the nonpublic school is located regarding that District’s failure to meet the child find requirements, including location, identification, evaluation and reevaluation of the child.

If the District receives a due process complaint requesting a due process hearing from the parents of parentally placed nonpublic school child, the District follows the procedures that apply to other due process complaints.

The parents of a child with a disability, who has been unilaterally placed in a nonpublic school, have the right to file a formal written complaint with ODE-OEC regarding a number of different issues, which are listed in 3301-51-08(L)(3) of the Operating Standards.

When to Provide Prior Written Notice, Informed Consent and Procedural Safeguards Notice

|  |  |
| --- | --- |
| **Steps in the Special Education Process** | **Action Required** |
|  | Notification or Informed Consent | Prior Written Notice to Parents PR-01 | A Guide to Parent’s Guide to Rights in Special Education |
| 1. Procedural safeguards must be provided to the parents once a year (See narrative for exceptions to this requirement) |  |  | X |
| 2. Procedural safeguards must be provided upon request of the parents |  |  | X |
| 3. Initial referral by parents for a suspected disability | Informed consent (Parent Consent for Evaluation PR-05 form) |  | X |
| 4. Initial referral by district for a suspected disability | Informed consent (Parent Consent for Evaluation PR-05 form) | X |  X |
| 4. Initial evaluation and parents want services  | Parent Invitation (PR-02) |  |  |
| 5. Initial Evaluation and parents refuse services |  | X |  |
| 6. IEP meeting | Notification (Parent Invitation to Meeting PR-02 form) | Provide after an IEP, but before the implementation of the new IEP |  |
| 7. IEP Amendment  |  | Provide after an IEP, but before the implementation of the new IEP |  |
| 7. Reevaluation with assessments conducted | Informed consent (Parent Consent for Evaluation PR-05 form) | Provide before in all instances, and after the reevaluation if district proposed or refused to change the category of disability or the child’s eligibility |  |
| 8. Reevaluation without further assessments conducted | Notification | Provide before in all instances, and after the reevaluation if district proposed or refused to change the category of disability or the child’s eligibility |  |
| 9. Parents & district agree, without holding an IEP meeting, that no reevaluation will be conducted  | Notification | Not required, but may be provided |  |
| 10. Transfers from out of state or transfers from another district in state and team determines to reevaluate | Informed consent (Parent Consent for Evaluation PR-05 form)  | Provide prior to evaluation & after the IEP meeting, but before implementation of new IEP | If movedfrom out ofstate |
| 13. Exit from special education (child ages out/graduates) | Notification (Summary of performance OP-8) | Provide after the IEP meeting but before exiting the child from services  |  |
| 12. Exit from special education (evaluation done/no longer eligible) |  | Provide after the meeting to review the evaluation but before exiting the child from services  |  |
| 16. Releasing personally identifiable information | Informed consent (written consent) |  |  |
| 17. Destruction of personally identifiable information | Notification prior to destruction |  |  |
| 18. Transfer of parental rights  | Statement included in IEP PR-07 form |  | X |
| 19. Mediation or Resolution Session when Parent files for hearing |  | Provide before the implementation of a changed IEP |  |
| 20. Mediation when District files for hearing  |  | Provide before the mediation and before the implementation of a changed IEP |  |
| 19. Upon receipt of the first due process complaint or upon receipt of first state complaint in school year |  |  | X |
| 20.Parent file due process complaint & district has not provided parent PWN on topic of complaint  |  | X |  |
| 20. Disciplinary change in placement  |  | X | X |
| 21. Revocation of consent  |  | X |  |

Prior Written Notice, Informed Consent and Procedural Safeguards Notice

**1. Procedural safeguards must be provided to the parents once a year.**

 The school district must give a copy of the procedural safeguards notice to the parents at least once a year, except as noted below:

• Upon initial referral or the parents request for evaluation;

• Upon request by the parents;

• Upon receipt of the first due process complaint or state complaint in a school year; or

 • Upon a change in placement for disciplinary action.

**2. Initial referral by parents for a suspected disability**

Upon initial referral by the parents for a suspected disability, the district must provide the parents with a copy of the procedural safeguards notice and complete Referral for Evaluation (PR-04). For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide Prior Written Notice (PR-01) to the parents if the district does or does not suspect a disability. If the district does suspect a disability they will also provide the parents with a Parent Consent for Evaluation (PR-05).

 **3. Initial referral by district for a suspected disability**

Upon initial referral by district personnel for a suspected disability, the district must provide the parents with a copy of the procedural safeguards notice and complete Referral for Evaluation (PR-04). For a district referral, the date of referral is the date that the screening or review team decided that an evaluation should be conducted. (See Evaluation – 6.2 Request and Referral for Initial Evaluation) If the parents agree with a referral for an initial evaluation the district will also provide the parents with a Prior Written Notice (PR-01) and a Parent Consent for an Evaluation (PR-05). If the parents disagree with a referral for an initial evaluation and will not provide consent for an evaluation, the district will provide the parents with a Prior Written Notice (PR-01).

**4. Initial evaluation and parents want services**

When the district completes the initial evaluation and finds the child eligible for services and the parent agrees that they want to write an IEP for services, the district will provide the parent a Parent Invitation (PR-02) early enough to allow the parent to attend the IEP meeting. There is no requirement to provide the parent a Prior Written Notice (PR-01).

**5. Initial evaluation and parents refuse services**

When the district completes the initial evaluation and finds the child eligible for services and the parent refuses those services and participation in an IEP team meeting, the district will provide the parent a Prior Written Notice (PR-01).

**6. IEP Meeting**

The district must use the required Parent Invitation (PR-02) to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. If the child, who is the subject of the IEP meeting, will be 14 years of age prior to the expiration of the new or revised IEP the child must also be invited to the IEP meeting. The child’s name may be added to the parent invitation to fulfill this requirement. In sending the invitation the district must: • Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and • Schedule the meeting at a mutually agreed upon time and place. A district must provide Prior Written Notice (PR-01) to the parents after an IEP meeting but before implementation of the new or revised IEP. A district must provide Prior Written Notice (PR-01) to the parents and receive written informed consent from the parents before the initial placement of a child in special education. Written informed consent to initiate special education and related services is provided through the parents’ signature on the IEP (PR-07).

**7. IEP Amendment**

The district will contact the parent and ask if the parent would agree to discuss a proposed change to their child’s IEP without holding an IEP team meeting. If the parent agrees district personnel will discuss the proposed changes with the parent and revise the child’s IEP accordingly. The district will then send the parent a prior written notice (PR-01) prior to implementation of the amended IEP along with a copy of the amended IEP. The amended IEP will not be implemented until the parent has received their copy of the prior written notice (PR-01).

**8. Reevaluation with assessments conducted**

A district must provide Prior Written Notice (PR-01) to the parents and obtain informed parental consent using the Parent Consent for Evaluation (PR-05) from the parents before conducting any tests or assessments as part of any reevaluation of a child with disabilities, unless the district has provided notice and the parents have failed to respond to reasonable attempts to obtain consent. The district must provide Prior Written Notice (PR-01) to the parents after the reevaluation is completed only if the district proposed or refused to change the category of the disability or the child’s eligibility

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 **9. Reevaluation without further assessments conducted**

The district must provide Prior Written Notice (PR-01) to the parents before conducting any reevaluation. If the IEP team determines that no additional data are needed to determine that the child continues to be a child with a disability and to determine the child’s educational needs, the district must notify the child’s parents no further assessments are necessary. The notification must include: • The team’s determination and the reasons for the determination; and • The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child’s educational needs. The Prior Written Notice (PR-01) may be used for this notification as long as it includes the information listed directly above. The district must provide Prior Written Notice (PR-01) to the parents after the reevaluation is completed only if the district proposed or refused to change the category of the disability or the child’s eligibility.

**10. Parents and district agree, without holding an IEP meeting, that no reevaluation will be conducted**

 If the parents and the district agree that a reevaluation is unnecessary, this decision should be documented in writing. The district may but is not required to provide Prior Written Notice (PR-01).

**11. Transfers from out-of-state or transfers from another district in state and team determines to reevaluate**

Upon the enrollment of a child with an existing IEP from another district or state, the district must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. In either case a Prior Written Notice (PR-01) must be provided to the parents at the conclusion of the IEP meeting and before the IEP is implemented. (See IEP – 7.1 General) Transfer from out-of-state If the child moved into the district from another state, the district must provide the parents with a copy of the procedural safeguards notice . If the district determines that a new evaluation is necessary for a child who transfers from out-of-state, the evaluation is considered an initial evaluation and the district must provide Prior Written Notice (PR-01) to the parents and obtain written parental consent using the Parent Consent for Evaluation (PR-05). (See Evaluation – 6.2 Request and Referral for Initial Evaluation) Transfer from another district in state If the child transfers into the district from another district in the state, the district provides the parents with a copy of the procedural safeguards notice if the sending school district has not provided the parents with a copy during the current school year. If the IEP team refers a child who transfers from another district in the state for an evaluation, the evaluation is considered to be a reevaluation. The district must provide Prior Written Notice (PR-01) to the parents and obtain written parental consent using the Parent Consent for Evaluation (PR-05), prior to conducting the reevaluation. (See Evaluation – 6.5 Reevaluation)

**12. Exit from special education (child ages out/graduates)**

 The district must provide Prior Written Notice (PR-01) to the parents at the conclusion of the IEP meeting where it is determined that the child will exit special education. In addition, for a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a summary of the child’s academic achievement and functional performance, i.e., Summary of Performance (OP-8), which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.

**13. Exit from special education (evaluation done/no longer eligible)**

The district must provide Prior Written Notice (PR-01) to the parents whenever a child exits special education due to the child being found no longer eligible through the completion of a reevaluation. The district will provide the parents with a Prior Written Notice (PR-01) prior to the reevaluation, please see item number six above, and will provide a second Prior Written Notice (PR-01) to the parents at the conclusion of the meeting of the team where the reevaluation is discussed. This notice must be received by the parents prior to exiting the child from special education services.

**14. Releasing personally identifiable information**

The district must obtain written parental consent prior to releasing any personally identifiable information about the child to any person or agency not entitled by law to see it and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

**15. Destruction of personally identifiable information**

The school district must inform the parents when personally identifiable information collected, maintained and used are no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a child’s name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This notification may be in writing or provided verbally. If provided verbally, the school district should document this notification in the child’s education record.

**16. Transfer of parental rights**

One year before the child’s 18th birthday, the district must notify both the child and the parents of the parental rights under IDEA Part B that will transfer to the child upon reaching the age of majority and provide the child with a copy of the procedural safeguards notice . This notification is documented on the child’s IEP (PR-07).

**17. Mediation or Resolution Session when parent files for hearing**

Since the district is neither proposing or refusing a change to the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE), but is agreeing to listen to the parent’s concerns and resolution for those concerns there is no need for a prior written notice. IF as a result of a mediation or resolution session the child’s IEP is changed, please see item number 6, IEP Meeting, above.

**18. Mediation when district files for hearing**

 The district must provide the parents Prior Written Notice (PR-01) if the district is holding a mediation or resolution session because the district is proposing a change or refusing a change to the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE) even if the change never takes place

**19. Upon receipt of the first due process complaint or upon receipt of the first state complaint in the school year**

The school district must give the parents a copy of the procedural safeguards notice upon receipt of the parents’ first due process request. The Ohio Department of Education, Office for Exceptional Children, gives the parent a copy of the procedural safeguards notice upon the parents’ filing of the first state complaint within the school year.

**20. Parent files due process complaint and district has not provided parent PWN on topic of complaint**

The district must provide Prior Written Notice (PR-01) to the parents within ten days of receiving the parents’ filing for a due process hearing if the district has not already provided the parents with a Prior Written Notice (PR-01) on the subject of the due process request.

**21. Disciplinary change in placement**

Whenever a change of placement occurs due to disciplinary action, a copy of the procedural safeguards notice and Prior Written Notice (PR-01) must be provided to the parents. The parent must receive the Prior Written Notice (PR-01) prior to any change of placement due to disciplinary action.

**22. Revocation of consent**

The parents may revoke consent for and remove the child from all special education and related services. The revocation of consent for the continued provision of special education and related services must be in writing. Actions the school district takes when consent is revoked: • Continue to implement the child's IEP as written, until the district provides the parents with prior written notice. • Provide Prior Written Notice (PR-01) that includes the following: o A summary of the educational needs of the child; o A summary of all of the supports and services the child will no longer receive; and • A statement that none of the rights and protections provided to children with disabilities will be provided to the child once the child is exited from special education; and • Once prior written notice is provided to the parents, the district will no longer implement the child’s IEP and will treat that child as any child without a disability. The school district does not need to provide the procedural safeguards notice when a parent revokes consent

**Technology-Specific Policies**

**Policies Included**

|  |  |
| --- | --- |
| **SECTION** | **PAGE** |
| Technology Policy |  |
| Chromebook Policy |  |
| Privacy Policy |  |
| Student Cell Phone Policy |  |

**POLICY: Technology Policy**

**Purpose of Policy**

The School may provide its employees, volunteers, independent contractors, guests, and visitors (hereinafter “Staff”) with Technology such as computer equipment, software, and online access to internal and external networks, including the Internet, so that Staff may communicate more efficiently and accomplish the School's goals. This Technology Policy (hereinafter “Policy”) governs the use of Technology owned by or operated within the School.

Herein, “Technology” shall be deemed to include any and all of the School’s computer hardware, software, networks (whether wired or wireless), Internet access, or any other services or asset related to telephones, office machines, computers, or any other electronic devices, and/or their use. This includes any of these assets or services that are owned, leased, operated, or otherwise controlled by or in possession of the School.

**Technology Manager**

Enforcement of this Policy shall fall under the purview of the Principal of Operations. The Principal of Operations will be a full-time employee of the School who is appointed to this position by the Executive Principal and who reports all Technology needs, questions, concerns, updates, and information directly to the Principal. Anything related to Technology must be presented to the Technology Manager. Should the Technology Manager not be reasonably available, Staff may go to the Principal, but should ensure that the Technology Manager is aware of the discussion. The Technology Manager shall receive no additional compensation for these additional duties.

**Administrator Rights**

Whenever possible, all Technology will be protected from modification with a password. Only the Principal and Technology Manager will have access to this password. Should any Staff need to delete software, install software, download software, or change any computer, network, or device settings, they must contact the Technology Manager for assistance. Aside from the Technology Manager or Principal, no Staff has any right to modify any Technology by installing software, deleting software, downloading software, changing computer, network, or device settings, or by taking any other action that would change the setup or capabilities of any Technology. Use of the administrator password by any Staff other than the Technology Manager or Principal is strictly prohibited.

**Privacy**

The School has the right to monitor all on-line communications, emails, phone calls, Internet activity, and document production and storage to ensure that appropriate and lawful purposes are being pursued, in order to avoid offensive or nuisance material, to protect systems from viruses or other harm, and to limit connections solely to School-related activity. All information stored on School computers, storage devices, or storage systems, including all e-mail communication, belongs to the School. The School may, without advance warning or notification, inspect all such information located on such computers, storage devices, or storage systems, at any time as necessary for the conduct of its business.

Employees should be aware that the school has the right to access employees’ personal email, computer files, and personal technology if required for investigation of misuse.

**NOTE**: By your use of the School Technology, you are acknowledging that you absolutely have no expectation of privacy related to your use of the School’s Technology.

**General Terms of Use**

Use of any Technology owned or provided by the School is subject to the following general conditions:

* Staff use of Technology should be for the School's purposes and not for more than Incidental personal use.

* “Incidental” shall be defined as the infrequent use such that it does not interfere in any way or occur during instances where the Staff’s time would be better served helping the students of the School. Such periods of time would be during the Staff’s break or lunch periods when the Staff does not owe any duty or responsibility of any kind, be it teaching or planning for teaching the students entrusted in their care or to the proper administration of the School’s business and services.
* Use of Technology provided by the School for any illegal purpose is strictly prohibited. Such use includes, but is not limited to any activity involving:
* Gaining unauthorized access to or intentionally damaging other computer systems, networks, or the information contained within them,
* Committing theft, fraud, or other criminal acts of any kind,
* Violating any law that protects intellectual property, such as copyrights,
* Distributing or obtaining illegally copied software, graphics, sounds, text, or other material,
* Any activity involving harassing or threatening messages or actions, or
* Any activity involving material of pornographic, inappropriate, offensive, or indecent content.
* The School will cooperate with law enforcement authorities to prosecute offenders. You must report any suspected, accidental, or intentional illegal action.
* No third party shall be allowed to have physical or electronic access to School Technology of any type or for any reason without the express prior written permission of the Principal. The Technology Manager will provide third parties with a **“Technology Access Form”** should a third party need to utilize School Technology.
* Online communications may be subject to interception by persons outside the School, and such interception may not be detectable. Therefore, the transmission of confidential information by any online means is strictly prohibited. Should it be necessary to send confidential information on-line, contact the Technology Manager. The Technology Manager may be able to provide you with a means to safely encrypt the data. In this case, all encryption and decryption keys must be provided to the Technology Manager. Only encryption/decryption software provided by the Technology Manager may be used.
* To protect the School from infringement actions, you may not download or save any material from any online source, however retrieved, unless (a) you have taken measures to verify source reliability, and (b) the material is legally permitted to be downloaded without violation of copyright, trademark, or any other intellectual property rights under the law. As a result of your activity, you agree to be personally liable for any and all damage done to School Technology and any legal liabilities of the School related to your online activity. This includes, but is not limited to, damage created by viruses, spyware, adware, or any other form of similar program, and also includes any legal liability incurred as a result of your violation of laws related to copyright, trademark, or any other form of intellectual property.
* Downloading data, information, images, and the like from an outside source increases the risks to our computers of viruses and other damaging agents. You should not retrieve material from outside sources, particularly from sources not known to you, unless you have good reason to do so, and are absolutely certain that there is no possibility of any adverse effects for your actions to the Technology. As a result of your activity, you agree to be personally liable for any and all damage done to School Technology related to your online activity. This includes, but is not limited to, damage created by viruses, spyware, adware, or any other kind of malicious program or code.
* Staff is expected to abide by the Use of School Assets section of the **Staff Code of Conduct and Ethics Policy** *(see* ***Staff Policy Manual****)*.
* Passwords should not be shared and access to computer systems must be kept confidential.

In addition to the above General Terms of Use, the following are additional provisions to be followed by all Staff.

**Computer Hardware**

To ensure that computer systems are available when needed, any relocation of computer hardware must be first approved by the Technology Manager.

For any repair or upgrade needs, notify the Technology Manager. No Staff other than the Technology Manager, or their designee, is authorized to repair or upgrade any computer hardware.

**Computer Software**

All Staff shall use software only in accordance with its license agreement. Unless otherwise provided in the license, any duplication of copyrighted software, except for backup and archival purposes, is a violation of the law. As such, only the Technology Manager has the authority to create duplicates of any computer software.

The following points are to be followed to comply with the School's software licensing agreement(s):

* 1. The School and its Staff will use all software in accordance with applicable license agreement(s).
	2. Legitimate licensed copies of software will promptly be provided to all Staff who, in the discretion of the School, need it for the performance of their duties to the School. No Staff will make any copies of any software under any circumstances. Anyone found copying software other than for backup purposes is subject to discipline, up to and including immediate termination.
	3. The School will not tolerate the use of any unauthorized copies of software in the School. Any person illegally reproducing software can be subject to civil and criminal penalties including fines and imprisonment. The School does not condone illegal copying of software under any circumstances and anyone who makes, uses, or otherwise acquires unauthorized software shall be subject to discipline, up to and including immediate termination.
	4. No Staff shall give School software to any outsiders including students. No Staff shall install any software on School computers except the software provided by the School for installation. No Staff shall establish or modify a password or encryption protection on a School computer.
	5. Any Staff who determines that there may be a purposeful or accidental violation of the above software policy within the School shall notify the Technology Manager.
	6. All software installed and/or used on School computers shall be properly licensed through appropriate procedures.

**Network Access**

Internet

While the School provides Internet access to its Staff as part of its work resources, it does not monitor the content of every website which is available on the World Wide Web. The content or accessibility of a particular website does not imply the School's endorsement or approval of the content of such website. The School reserves the right, but is not obligated, to place appropriate limits on the sites it makes available. Staff is encouraged to remember the policy related to harassment within the **Safe School Environment Policy** *(see* ***School Policy Manual****)* when browsing the Internet.

At no time should any Staff utilize an online storage system for saving any information related to the School, its operations, or its students.

Prior to downloading any files or programs of any kind from the Internet, Staff is required to obtain the prior express approval of the Technology Manager.

Inappropriate use of the Internet also includes viewing, publication, or circulation of illegal or offensive material, viewing, publication, or circulation of junk mail, including chain letters, jokes or large attachments, gambling, or gaming.

Email

* + - * The School provides e-mail for purposes of school communications.
			* You are prohibited from initiating or forwarding harassing, pornographic, or indecent messages, to Staff, students, or to anyone else.
			* Electronic mail must be addressed to proper recipients. Carefully check to reduce the possibility of communications being misdirected.
			* If your job includes responding to work-related e-mail requests on an informal and unofficial basis (e.g. a personal reference for a student), make sure that your message clearly states that your views are not necessarily the views of the School. Even so, you must be aware that the address you are sending from may well indicate the School's name and you should keep in mind that the message may be seen to be representing the School, regardless of any disclaimers. Therefore, do not send any email directly critical of the School's employees, students, or services. Staff is reminded that any requests for references of other Staff is required to be sent to the Principal per the policies found in the **Staff Policy Manual**.
			* In all cases, do not reveal any confidential information of the School or its vendors, students, and Staff.
			* Staff is prohibited from misrepresenting their name, identity, or position or posing as another person in an electronic mail message.
			* Inappropriate use of email also includes viewing, publication, or circulation of illegal or offensive material, viewing, publication, or circulation of junk mail, including chain letters, jokes or large attachments, gambling, or gaming.
			* Employees who receive inappropriate communications should inform the Technology Manager immediately.

**Use of Peripherals and Office Machines**

The peripherals, office machines, telephones, and any other electronic or office equipment owned, leased, or possessed by the School is property of the School and is not to be used in any way for personal purposes.

**Personal Computers & Software**

Should Staff elect to use their own computer hardware or any other electronic device while at the School, they knowingly do so with the following understanding and risks:

* The use of a personal computer or other personal electronic device while at the School is at the sole risk of the owner. With such use, you acknowledge that the School has not requested you to use your own property to complete your duties, as you will be provided with whatever equipment is reasonable for your duties.

* You are fully liable and responsible for any and all damage done to the School’s Technology by your personal property or your use or misuse thereof.
* Prior to bringing your personal computer or any other electronic device into the School, you shall guarantee and warrant that your equipment 1) is free of viruses of any kind, 2) does not contain any illegal (unregistered) software of any kind, and 3) that you are the lawful owner of the property. Your use of your own personal equipment is evidence of your express agreement with this Policy.
* At no time will you install software on any School Technology. Only the Technology Manager and Principal have authority to install or remove software on School Technology.
* Regardless if you are using School Technology or your own, all parts of this Policy must be followed.
* As above, the use of your own personal computer equipment, software, or any other electronic device while at the School or while participating in School activities will be subject to the same rules regarding privacy as detailed in this Policy. As such, you acknowledge that you have no expectation of privacy related to your use of such equipment while at School or while participating in School activities.

**Security**

Under no circumstances are you to use any Technology for purposes of reading, creating, writing to, or using in any way a weblog, chat room, discussion group, or any online community of similar nature while at School or while participating in School activities.

Should you be involved with the writing to or management of a weblog, chat room, discussion group, or any online community when outside of the School, you should not identify or criticize in any way the School, its employees, students, services, or any other person related to the School in any way for any reason whatsoever. Only those with prior express authorization of the Principal have authority to speak on behalf of the School. Please note the **Media Communications Policy** *(see* ***School Policy Manual****)* for further details regarding communications with the media.

 **Legal Liability & Discipline**

Legal Liability

Your use or misuse of Technology or your own personal property while at School, engaged in School activities, or in discussions regarding the School, its Staff, or its students may subject you to personal legal liability should you violate any part of this Policy.

Discipline

Abuse of the Technology or other violation of this Policy may result in disciplinary action, up to and including termination.

**POLICY: Chromebook Policy**

*The mission of SunBridge Schools is to create a collaborative learning*

*environment for all learners. This environment will enable and support students and teachers to*

*implement transformative uses of technology while enhancing students’ engagement with*

*content and promoting the development of self-directed, responsible, lifelong learners and users.*

*Students will transition from consumers of information to creative producers and owners of*

*knowledge.*

***Device Purpose***

SunBridge Schools is supplying students with a Chromebook device. This device is property of SunBridge Schools. The supplied device will provide each student access to educational materials needed for each student to be successful. The Chromebook allows student access to Google Apps for Education, educational web based tools, as well as many other useful sites. The supplied device is an educational tool not intended for gaming, social networking or high end computing.

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9 CHROMEBOOK FAQ’s

SunBridge Schools Chromebook Policies and Procedures Agreement

1. **USE OF THE CHROMEBOOK:**

**District Owned/Issued Chromebooks**

● Chromebooks will be used daily in the classrooms and will not transported from class to class. Nor will these Chromebooks be taken off school grounds. Students and Parents/Guardians must sign the Chromebook Agreement before the Chromebook can be used by your child. This Chromebook Policy outlines the procedures and policies for student use.

Chromebooks will be left on each desk at the end of class period. Students will log onto their individual SunBridge account for each class.

1. **TAKING CARE OF YOUR CHROMEBOOK:**

Students are responsible for the general care of the Chromebook they use, which is provided by the school. Chromebooks that are broken, or fail to work properly, must be immediately reported to the teacher.

2a: General Guidelines

● Chromebooks must have a SunBridge Schools label on them at all times and this tag must

not be removed or altered in any way.

● No food or drink should ever be near your Chromebook.

● Cords, cables, and removable storage devices must be inserted carefully into the

Chromebook.

● Never pick up or carry your Chromebook with the power cord plugged in.

● *Students should never carry their Chromebooks while the screen is open.*

● Chromebooks must remain free of any writing, drawing, or unapproved stickers.

● Vents CANNOT be covered.

● Chromebooks should never be left in any unsupervised area.

2b: Carrying Chromebooks

● If you are asked to move the Chromebook, you must do it with care.

● Chromebook lids should always be closed and tightly secured when moving.

● Never move a Chromebook by lifting from the screen. Always support a Chromebook

from its bottom with lid closed.

● Case use is required when storing the Chromebooks.

2c: Screen Care

*Chromebook screens can be easily damaged!* The screens are particularly sensitive to damage

from excessive pressure on the screen.

● Do not lean or put pressure on the top of the Chromebook when it is closed.

● Do not store the Chromebook with the screen in the open position.

● Do not place anything near the Chromebook that could put pressure on the screen.

● Do not poke the screen with anything that will mark or scratch the screen surface.

● Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).

● Do not place the device near magnets or anything with high electric current.

1. **USING YOUR CHROMEBOOK AT SCHOOL**

● Chromebooks are intended for school use only each day.

● In addition to teacher expectations for Chromebook use, school messages,

announcements, calendars and schedules may be accessed using the Chromebook.

3a: Passwords and Background Images

● Take care to protect your password. **Do not** share your password.

● Password resets can be facilitated by the administration only. They will reset it upon request.

● Inappropriate media may not be used as a screensaver or background.

● Presence of guns, weapons, pornographic materials, inappropriate language, alcohol,

drug, gang related symbols, pictures or anything else deemed inappropriate by SunBridge Schools staff will result in disciplinary actions.

3b: Audio Restrictions

● Sound must be muted at all times unless permission is obtained from the teacher for

instructional purposes.

● Earbuds/Headphones may be used at the discretion of the teacher. SunBridge Schools will supply ONE set of earbuds only. If you lose or break them, it is your responsibility to purchase a new set.

3c: Printing from your Chromebook

● SunBridge Schools is encouraging digital transfer of information by sharing and/or emailing information, papers, etc.

● Printing from the Chromebooks will not be available.

3d: Account Access

● Students will only be able to login using their \*@sunbridgeschools.org account.

● To ensure the safety of your Google account, students must log out of their Chromebook when not in use. Students should also log out of their Google account on other devices when not in use.

● Account login information will be supplied to a student by staff, if requested.

**4. MANAGING & SAVING YOUR DIGITAL WORK WITH A**

**CHROMEBOOK**

● Google Apps for Education is a suite of products which includes Gmail, calendar, sites, word processing, presentations, drawings, spreadsheets, forms, etc. that allows students to create different kinds of online documents, collaborate in real time with other people, and store documents, as well as other files, in the cloud.

● With a wireless Internet connection, you can access your documents and files from any Chromebook or device, anywhere, at any time.

● All items will be stored online in the Google Cloud environment.

● Prior to leaving the district, or graduating, students that want to save any work need to use Google Takeout to transfer any work to a personal Gmail account.

1. **OPERATING SYSTEM ON YOUR CHROMEBOOK**

Chromebooks run a modified version of the Chrome browser. It connects to web resources, apps and extensions provided on the internet. It does not run Microsoft/Windows application software or Mac application software.

5a: Updating your Chromebook

● When a Chromebook starts up, it updates itself automatically, so it has the most recent version of the Chrome operating system without you having to do a thing.

5b: Virus Protections & Additional Software

● The Chromebook is built with layers of protection against malware and security attacks.

● Files are stored in the cloud, so there’s no need to worry about lost homework

5c: Procedures for Restoring your Chromebook

● If your Chromebook needs technical support for the operating system, you must notify your teacher immediately.

1. **ACCEPTABLE USE GUIDELINES**

6a: General Guidelines

● The District Acceptable Use Policy applies to all student use of Chromebook devices.

6b: Google Apps For Education Account

Google Apps for Education accounts (including Gmail) will be given to all students in the private SunBridge Schools Google Apps for Education domain. The only identifiable information provided to Google will be student’s name and the district provided email address. This is a necessary to permit students’ access to a Chromebook and additionally give students the ability to participate in communication with peers and staff for educational use. Students under the age of 13 ordinarily need parent permission to have Google accounts; however, COPPA (Children’s Online Privacy Protection Act) allows SunBridge Schools to act as the parents' agent and approve the accounts on their behalf. To be COPPA compliant, we must also provide a process for opting out of the Email Communications (Gmail) portion (see section 6c).

6c: Google OptOut

SunBridge Schools would like students to be interested and excited in learning and parents to be involved with their student's education. To discuss how Google Apps for Education will be used at your child's school, please talk to your child’s teacher(s) or school administrator. If you still feel it would be best for your child not to utilize these tools, please contact your child’s school to request information on opting out.

6d: Consequences

● The student, in whose name a system account and/or Chromebook hardware is issued, will be responsible at all times for its appropriate use.

● Noncompliance with the policies of this document will result in disciplinary action.

● Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use.

● The district cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

**7. PROTECTING & STORING YOUR CHROMEBOOK**

7a: Chromebook Identification

Student Chromebooks will be labeled in the manner specified by the school.

Chromebooks can be identified in several ways:

● Record of district asset tag and serial number

● Individual user account name and password

7b: Account Security

● Students are required to use their \*@sunbridgeschools.org domain user ID and password to protect their accounts and **are required to keep that password confidential**.

7c: Chromebooks left in Unsupervised Areas

● Under no circumstances should Chromebooks be left in an unsupervised area.

● Unsupervised areas include the school grounds and campus, the cafeteria, computer labs, unlocked classrooms, restrooms and hallways.

● Any Chromebook left in these areas is in danger of being lost.

● If an unsupervised Chromebook is found, notify a staff member immediately.

**8. REPAIRING/REPLACING YOUR CHROMEBOOK**

Middle School students should notify teachers of Chromebooks that need repair or any damage found. Examples of charges for Chromebook Repair are shown below**. Students and student families will be responsible for all damages done by the student**. If a device is lost or stolen, the student and student family will be responsible to replace the Chromebook.

**Examples of charges for Chromebook Repair (estimates)**

Replace Damaged/Lost Chromebook

$379.00

Replacing Screen

$135.00

Replacing Keyboard/touchpad

$75.00

Replacing Power cord

$50.00

**9. CHROMEBOOK FAQ’s**

**Q. What is a Chromebook?**

A. “Chromebooks are mobile devices designed specifically for people who live on the web. With a comfortable, full sized keyboard, large display and clickable trackpad, all day battery life, lightweight and built in ability to connect to WiFi and mobile broadband networks. The Chromebook is ideal for anytime, anywhere access to the web. They provide a faster, safer, more secure online experience for people who live on the web, without all the time consuming, often confusing, high level of maintenance required by typical computers.” (“Google”)

**Q. What kind of software does a Chromebook run?**

A. “Chromebooks run millions of web based applications, or web apps, that open right in the browser. You can access web apps by typing their URL into the address bar or by installing them instantly from the Chrome Web Store.” (“Google”)

**Q. How are these web based applications managed?**

A. Each Chromebook will be a managed device. Members of SunBridge Schools’ staff will maintain devices through our Google Apps for Education domain. As such, the school can preinstall web applications as well as block specific web applications from a centralized management console.

**Q. What devices can I connect to a Chromebook?**

A. Chromebooks can connect to:

● USB Mice and keyboards

● USB storage and SD cards

● Headsets, microphones, and earbuds

**Q. Can the Chromebook be used anywhere at any time?**

A. Yes, as long as you have a WiFi signal to access the web. The Chromebook does offer the ability through some Apps for users to work in an "offline" mode if WiFi is unavailable.

**Q. Will our Chromebook have 3G?**

A. No. The district Chromebooks will not have 3G broadband.

**Q. Do Chromebooks come with Internet Filtering?**

A. Yes, the Chromebooks are subject internet filtering by district policy. SunBridge Schools will be filtering internet access both onsite and offsite using the district’s web filter.

**Q. Is there antivirus built into it?**

A. It is not necessary to have antivirus software on Chromebooks. The Chromebook operating system is implemented in such a way that it cannot be compromised.

**Q. Battery life?**

A. Chromebooks have a rated battery life of 6.5 hours.

**SunBridge Schools**

**Chromebook Policies and Procedures Agreement**

**Student Agreement**

I have read, understand and agree to abide by the SunBridge Schools Chromebook Policies and Procedures. Should I commit any violation or in any way misuse my Chromebook, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me.

I understand that I am to treat this Chromebook no different than any other district owned piece of equipment. I will not alter any Chromebook, or use SunBridge Schools Chromebooks in a manner that is not aligned with the district Chromebook Policies and Procedures. If I am under 18, I understand that when I turn 18, this Agreement will continue to be in effect and I agree to abide by this Agreement.

Student Printed Name Date

Student Signature Date

**Parent or Guardian Agreement**

As the parent or legal guardian of the above minor, I have read, understand and agree that my child or ward shall comply with the terms of the SunBridge Schools Chromebook Policies and Procedures. I understand that the Chromebooks are a privilege and can be revoked if misused. I understand that if the Chromebooks is damaged, lost, or stolen that my child or I will be responsible to reimburse the district for the cost of the repair or replacement.

I am signing this Policy and agree to indemnify and hold harmless the School, and the School District that provides a Chromebook to my child or ward, against all claims, damages, losses and costs, of whatever kind, that may result from my child's or ward's use of his or her Chromebook or violation of the foregoing Policies and Procedures.

Further, I accept full responsibility of my child's or ward's use of his or her Chromebook. I hereby give permission for my child or ward to use a Chromebook authorized by SunBridge Schools and agree to the above terms and Policies and Procedures.

Parent/Guardian Printed Name Date

**Parent Signature Date**

**POLICY: Privacy Law Policy**

The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18, or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." The provisions of FERPA are as follows:

·         Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

·         Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

·         Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

o   school officials with a legitimate educational interest;

o   other schools to which a student is transferring;

o   specified officials for audit or evaluation purposes;

o   appropriate parties in connection with financial aid to a student;

o   organizations conducting certain studies for or on behalf of the school;

o   accrediting organizations;

o   to comply with a judicial order or lawfully issued subpoena;

o   appropriate officials in cases of health and safety emergencies; and

o   state and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information, such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (e.g., special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5901

**POLICY: Student Cell Phone**

**SunBridge Schools Student School Cell Phone Policy**

\*\*\*This policy also applies to iPods, MP3 players, pagers, iPads, etc.\*\*\*

 **During the school day** (defined as being from the time a student arrives on campus each morning until school is dismissed for the day), **these devices must be turned off and may not be used by students. Cell phones, iPods, MP3 players, etc. may not be carried in a visible manner or on the students’ person, and should be kept out of sight in a book back, pocketbook, etc. SUNBRIDGE SCHOOLS IS NOT LIABLE FOR ANY LOST, DAMAGED OR STOLEN DEVICE.** (*It may not be kept in the pocket of pants, sweater, coat, etc*.) Not only are these devices a potential distraction to the classroom learning environment, but the technology available makes it possible for students to photograph and send copies of tests to other students, text message answers to test questions to other students, and otherwise compromise the integrity of our teachers’ assessments and grading of student learning. **At SunBridge Schools, the interpretation of the policy has been expanded to include iPods, MP3 players, etc. because so many telecommunications devices combine these features with those of a cell phone.** Also, for safety reasons, while students are riding SBS busses this policy is in effect just as if the student was in a classroom during the school day.

 **There is no reason that a student should need to use a cell phone during the regular school day.** In any instance requiring an emergency communication with a student, our school will immediately assist the student, a parent, or other responsible adult with that situation by using a school telephone.

 School personnel may ask to have devices surrendered at any time, for any reason.

At SunBridge Schools, we understand that cell phones are a necessary part of life. As such, we offer the students the opportunity to keep their cell phones safely locked in a lock box. The phones will be collected by the classroom teacher each morning and distributed at the end of the day. Students who place their phones in the lock box will considered adhering to the school’s Cell Phone Policy.

If a student is found to be in violation of the Cell Phone Policy, **the device (cell phone, iPod, MP3 player, etc.) will be confiscated by school personnel.** Refusal by a student to surrender the device is not an option and will result in the device not being returned until a parent comes into school to pick it up.

**Any violation of the above policy will result in the following:**

**First Violation:** Student will be warned and the device will be confiscated by an administrator/teacher for the remainder of that school day. The device will be returned to the student at the end of the day.

**Second Violation:** Device will be confiscated by an administrator/teacher and will be returned to the student only **after** a conversation with the parent advising that parent of the violation by the student.

**Third Violation:** Device will be confiscated by an administrator until a parent comes to the school to retrieve the cell phone.

**Fourth Violation:** **Devices confiscated as a result of a fourth violation will not be returned until the end of the school year, regardless of contracts, monthly payments, difficulty of circumstances, etc.**

**POLICY: Testing Security Procedures**

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**General Provisions**

The School shall take every precaution to assure that all tests administered within the School system shall be conducted in such a manner so as not to compromise in any way the testing results. For criterion-referenced, norm-referenced, alternate assessments, and certain other tests administered by or through the Ohio Department of Education, testing materials and procedures, as well as any electronic data, computer media, or passwords related to student testing, shall be properly supervised in strict compliance with regulations outlined by the Ohio Department of Education and the Board of Trustees (hereinafter “Board”). In addition, all secure tests and test documents shall be stored under lock and key in designated areas when not in use.

All cell phones or other similar technological devices with imaging or text-messaging capabilities that are the property of students, test administrators, and school test coordinators must be placed in and remain in the off position and stored in a secure area away from students as designated and supervised by a school administrator during test administration or any other time that test booklets and answer documents are present.

**Testing Security**

1. It shall be a violation of test security for any person to do any of the following:
	1. Administer tests in a manner that is inconsistent with the administrative instructions provided by the Ohio Department of Education and the Board that would give examinees an unfair advantage or disadvantage;
	2. Give examinees access to test questions prior to testing;
	3. Examine any test item at any time (except for students during the test or test administrators while providing the accommodations Tests Read Aloud or Communication Assistance, Transferred Answers, or Answers Recorded for students determined to be eligible for those accommodations);
	4. Copy, reproduce, record, store electronically, discuss, or use at any time in a manner inconsistent with test regulations all or part of any secure test booklet, answer document, or supplementary secure materials (e.g. writing prompts, science tasks);
	5. Coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;
	6. Provide answers to students in any manner during the test, including provision of cues, clues, hints, and/or actual answers in any form -- written, printed, verbal, or nonverbal;
	7. Administer published parallel, previously administered, or current forms of any statewide assessment as a practice test or study guide;
	8. Fail to follow security regulations for distribution and return of secure test booklets, answer documents, supplementary secure materials, as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;
	9. Conduct testing in environments that differ from the usual classroom environment without prior written permission from the Ohio Department of Education*;*
	10. Fail to report any testing irregularities to the District Test Coordinator (a *testing irregularity* is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the Ohio Department of Education*;*
	11. Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.
2. Test materials, including all test booklets, answer documents, supplementary secure materials containing secure test questions, video tapes, and completed observation sheets, shall be kept secure and accounted for in accordance with the procedure specified in the examination program administration manuals and other communications provided by the Ohio Department of Education. *Secure test materials* include test administrators' manuals, test booklets, answer documents, and any supplementary secure materials.
	1. All test materials, except district and school test coordinator manuals and test administration manuals, test booklets, answer documents, and supplementary secure materials shall be kept in a predetermined, secured, locked storage area prior to, during, and after administration of any test; all secure materials, including any parallel forms of a test, shall be kept in a locked storage; secure materials must never be left in open areas or unattended;
	2. Test administrators are to be given access to the tests and any supplementary secure materials only on the day the test is to be administered, and these are to be retrieved immediately after testing is completed for the day and stored in a designated locked, secure location each day of testing.
	3. All test booklets, answer documents, and supplementary secure materials shall be accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.
	4. Any discrepancies noted in the serial numbers of test booklets, answer documents, and any supplementary secure materials, or the quantity received from contractors shall be reported to the Ohio Department of Education by the school district's Test Coordinator prior to the administration of the test.
	5. In the event the test booklets, answer documents, or supplementary secure materials are determined to be missing while in the possession of the school district or in the event of any othertest scor testing irregularities or breaches of security, the District Test Coordinator shall immediately notify by telephone the Ohio Department of Education.
3. ***Only personnel trained in test security and administration*** shall be allowed to have access to or administer any statewide assessments.
4. The Principal shall designate annually one individual in the district as District Test Coordinator, and, if necessary, one individual as Backup District Test Coordinator, who shall be authorized to procure test. The name of the individuals so designated shall be provided to the Ohio Department of Education.
5. If during the academic year the person appointed as District Test Coordinator changes, the Principal shall notify the Ohio Department of Education.
6. Testing shall be conducted in class-sized groups. Permission for testing in environments that differ from the usual classroom setting must be obtained in writing from the Ohio Department of Education at least thirty (30) days **prior** to testing. If testing outside the usual classroom setting is approved, the Board shall provide at least one proctor for every thirty (30) students.
7. In cases where test results are not accepted because of breach of test security or action by the Ohio Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.
8. Individuals shall adhere to all procedures specified in all operational manuals that govern the mandated testing programs, as well as any access to electronically shared student test data.
9. Anyone known to be involved in the presentation of forged, counterfeit, or altered identification for the purposes of obtaining admission to a test administration site for any test administered by the Ohio Department of Education shall have breached test security. Any individual who knowingly causes or allows the presentation of forged, counterfeit or altered identification for the purpose of obtaining admission to any test administration site shall forfeit all test scores but will be allowed to retake the test at the next test administration.
10. The District Test Coordinator shall coordinate the investigation of all reports of testing irregularities, including anonymous complaints, access to electronic data, missing test materials, or instances of plagiarism or excessive wrong-to-right erasures on a test. The District Test Coordinator may elicit the assistance of school district administrative personnel as well as other persons deemed appropriate to assist in any investigation. Once the investigation has been completed, a report of the results of the investigation shall be submitted to the Ohio Department of Education, and the Principal of the School.

For the 2019-2020 School Year, Ann Sommers will be listed as the district testing coordinator.

Classroom & special education teachers, all class aides, deans of students and school principals will be authorized to be present in the assessment room during the assessment session. The testing coordinator or authorized designee will be present in the assessment room during all make-up sessions. Those listed as monitors may be present in the room, but will always be with an examiner during testing times. The list of authorized designees is as follows:

* Ann Sommers, Testing Coordinator
* Diana Bergman, Principal (test examiner)
* All others listed under this policy

Intake Procedures:

When the tests arrive at SunBridge Schools, they will be signed for at the front desk and then immediately locked in a secure room at each location – the boxes will remain unopened. After delivery, the test coordinator will, as soon as possible, inventory the contents of each package with another school employee present. The tests will remain sealed in their packages and locked in a secure location until the day of the test.
After testing is complete, the test coordinator will sort and package all testing materials according to the specific instructions listed in the testing manual. This will be done in the presence of another district representative. The materials will be locked in a secure location until ready to be shipped to the scoring contractor.

Testing Procedures:

During testing times, all documents will be counted, delivered and picked up from the testing room by the test coordinator. All returnable materials (including, but not limited to test booklets, answer documents, and AASCD administrator materials) will be securely locked unless in use. All materials needing destroyed will be immediately shredded by the test coordinator following each test session.

The day the final testing session is complete, the testing coordinator will pack up all materials as specified by the testing manual. The testing coordinator will, on the same day, call the SDC to arrange a pick up for the materials on the following business day. The boxes containing the test materials will be clearly labeled, sealed, and locked in a secure location until they are picked up for shipping.

Alleged Violations:

If a student is accused of cheating, the building principal, dean of students, and testing coordinator will investigate any allegations of dishonesty (including, but not limited to cheating) by the students. The students will receive consequences in accordance with the school disciplinary code of conduct.

Allegations of dishonesty toward a school staff member will be investigated by the building principal, dean of students, and testing coordinator.

District Testing Schedule Procedure:

Each fall, district administrators will determine exact testing dates within the window provided by the state of Ohio. All tests will be scheduled within the first week of testing dates determined by the district, with make-up tests to follow as needed.

All online tests will adhere to the guidelines outlined by the state of Ohio as specified in the state testing manual.

\*\* *“SunBridge School is a community school established under Chapter 3314.041 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education."*

**Policies Relating to the Third Grade Reading Guarantee

Policies Included in this Section**

|  |  |
| --- | --- |
| **Policy** | **PAGE** |
| Academic Prevention/Intervention Services Policy |  |
| Fourth Grade Reading Capability Policy |  |

**POLICY: Academic prevention/intervention services**

1. Diagnostic Assessments ORC 3301.079 and State Required Tests ORC 3301.07-3301.0711

In accordance with the belief that all children are entitled to education commensurate with their particular needs the SunBridge Schools shall assess student achievement and needs in all program areas in compliance with the law and rules of the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals.

The school shall administer the State-mandated tests (e.g., diagnostic assessments and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a State-mandated test on the date scheduled, but any such test shall be administered to such excused student during the scheduled makeup period.

The school shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

|  |  |  |  |
| --- | --- | --- | --- |
|  | A. | communicating standards of ethical assessment practice;  |  |
|  | B. | communicating security procedures for assessment;  |  |
|  | C. | establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;  |  |
|  | D. | establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;  |  |
|  | E. | establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.  |  |

The school shall provide academic intervention services in pertinent subject areas to students who score below the proficient level on reading, writing, mathematics, social studies, or science achievement tests, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least three times a year, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The school shall develop and present to the Board annually a program of testing that includes:

|  |  |  |  |
| --- | --- | --- | --- |
|  | A. | administration of State-mandated tests (e.g. diagnostic assessment and achievement tests), at no cost to students, in accordance with the provisions of A.C. 3301-13-02; |  |
|  | B. | performance-based tests at the appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading; |  |
|  | C. | aptitude tests;  |  |
|  | D. | teacher-made achievement or performance assessments;  |  |
|  | E. | vocational inventories;  |  |
|  | F. | tests of mental ability;  |  |
|  | G. | portfolios;  |  |
|  | H. | demonstrations of student capability in non-school settings.  |  |

"Achievement test" means " a test, aligned with the Ohio academic content standards and model curriculum, designed to measure a student’s level of knowledge or skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement."

"Alternate assessment" means "the use of an assessment instrument, other than the Ohio achievement tests or diagnostic assessments, that meets the requirements of all applicable Federal and State laws and A.C. 3301-13-03."

"Diagnostic assessment" means **"**an assessment aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three, as defined in R.C. 3301.079."

"Ohio graduation tests" means **"**the achievement tests, aligned with academic content standards and model curriculum, designed to measure a student’s level of academic achievement expected at the end of the tenth grade in writing, reading, mathematics, social studies, and science."

"Performance standards" means **"**a score adopted by the State Board of Ohio indicative of a particular level of academic achievement at a designated grade for each achievement test or alternate assessment.

"Statewide tests" means "any assessment that is provided by the Ohio Department of Education (ODE) for use in all participating schools in the State."

1. Intervention Services

The school shall develop:

|  |  |  |  |
| --- | --- | --- | --- |
|  | A. | procedures for the regular collection of student performance data;  |  |
|  | B. | a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and  |  |
|  | C. | procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.  |  |

For any student who failed to demonstrate at least a score at the proficient level on an achievement test during the preceding school year, the school shall provide appropriate intervention services commensurate with the student’s test performance in each such test area, including intensive prevention, intervention, or remediation required under R.C. 3301-0711, 3301.0715, 3313.608, or R.C. 3313.6012.

The school shall require that:

|  |  |  |  |
| --- | --- | --- | --- |
|  | A. | data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;  |  |
|  | B. | the aggregate results of each school-wide, program-wide, and District-wide tests will be made part of the public record.  |  |

In accordance with State law, the school shall develop guidelines for the annual assessment of the reading skills of each student at the end of first and second grade, and identify those students who are reading below grade level. Each student’s classroom teacher shall be involved in the assessment and in the identification of those students who are reading below grade level.

The school shall notify the parent or guardian of each student whose reading skills are below grade level and provide intervention services to each student reading below grade level. Such intervention services shall include instruction in intensive, systematic phonetics pursuant to rules adopted by the State Board of Education.

For any student who attains a score in the limited level of skill range on the third-grade reading achievement test, the school shall do one of the following:

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| --- | --- | --- | --- |
|  | A. | promote the student to fourth grade if the student’s principal and reading teacher agree that other evaluations of the student’s skill in reading demonstrate that the student is academically prepared to be promoted to the fourth grade;  |  |
|  | B. | promote the student to fourth grade, but provide the student with "intensive" intervention services in fourth grades; or  |  |
|  | C. | retain the student in the third grade.  |  |

For any student who does not attain by the end of the third grade at least a score in the range of proficient in the reading test prescribed under R.C. 3301.0710(A)(2)(c), the Board shall offer intensive remediation services during the summer following third grade.

The School shall keep records for each student including the following:

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| --- | --- | --- | --- |
|  | A. | a unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2)  |  |
|  | B. | a list or designation of which tests are required and which tests are not required  |  |
|  | C. | a list or designation of which tests, required or not required, are taken and which are not taken at each test administration period  |  |
|  | D. | score for each test taken, required or not  |  |
|  | E. | whether each student attained the requisite performance standard designated for each required test  |  |
|  | F. | what if any tests must still be taken  |  |
|  | G. | whether or not intervention must be provided, and  |  |
|  | H. | for each test required for graduation, the date passed must be recorded on the student’s transcript |  |
|  |  | No information shall be on the student’s transcript for a test not passed.  |  |

When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

For each student required to be offered remediation services, the school shall involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the school shall appropriate provide intervention services, commensurate with the student’s test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

Except as authorized by State law, the school shall not use any student’s failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher grade level.

All identified students with disabilities in the school shall be considered for participation in the State-mandated testing. The extent of the student’s participation shall be determined by the IEP Team. Accordingly, the student’s I.E.P. shall require that s/he take:

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| --- | --- | --- | --- |
|  | A. | the required assessmentsin the same manner as other students;  |  |
|  | B. | the required assessments with accommodations appropriate for his/her disability; or  |  |
|  | C. | an alternate assessment that has been approved by the State Department of Education.  |  |

To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

The Principal shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests, including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Principal.

This policy shall be reviewed and updated annually.

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

**POLICY: Fourth Grade Reading Capability**

(A)(1) Beginning with students who enter third grade in the school year that starts July 1, 2009, for any student who attains a score in the range designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade, each school district, in accordance with the policy adopted under section 3313.609 of the Revised Code, shall do one of the following:

(a) Promote the student to fourth grade if the student’s principal and reading teacher agree that other evaluations of the student’s skill in reading demonstrate that the student is academically prepared to be promoted to fourth grade;

(b) Promote the student to fourth grade but provide the student with intensive intervention services in fourth grade;

(c) Retain the student in third grade.

(2) Beginning with students who enter third grade in the 2013-2014 school year, no school district shall promote to fourth grade any student who attains a score in the range designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade, unless one of the following applies:

(a) The student is a limited English proficient student who has been enrolled in United States schools for less than two full school years and has had less than two years of instruction in an English as a second language program.

(b) The student is a child with a disability entitled to special education and related services under Chapter 3323. of the Revised Code and the student’s individualized education program exempts the student from retention under this division.

(c) The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the department of education.

(d) All of the following apply:

(i) The student is a child with a disability entitled to special education and related services under Chapter 3323. of the Revised Code.

(ii) The student has taken the third grade English language arts achievement assessment prescribed under section 3301.0710 of the Revised Code.

(iii) The student’s individualized education program or plan under section 504 of the “Rehabilitation Act of 1973,” 87 Stat. 355, 29 U.S.C. 794, as amended, shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.

(iv) The student previously was retained in any of grades kindergarten to three.

(e)(i) The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three.

(ii) A student who is promoted under division (A)(2)(e)(i) of this section shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

(B)(1) Beginning in the 2012-2013 school year, to assist students in meeting the third grade guarantee established by this section, each school district board of education shall adopt policies and procedures with which it annually shall assess the reading skills of each student enrolled in kindergarten to third grade by the thirtieth day of September and shall identify students who are reading below their grade level. Each district shall use the diagnostic assessment to measure English language arts ability for the appropriate grade level adopted under section 3301.079 of the Revised Code, or a comparable tool approved by the department of education, to identify such students. The policies and procedures shall require the students’ classroom teachers to be involved in the assessment and the identification of students reading below grade level.

(2) For each student identified by the diagnostic assessment prescribed under this section as having reading skills below grade level , the district shall do both of the following:

(a) Provide to the student’s parent or guardian, in writing, all of the following:

(i) Notification that the student has been identified as having a substantial deficiency in reading;

(ii) A description of the current services that are provided to the student;

(iii) A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;

(iv) Notification that if the student attains a score in the range designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade, the student shall be retained unless the student is exempt under division (A) of this section. The notification shall specify that the assessment under section 3301.0710 of the Revised Code is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the district in knowing when a student is reading at or above grade level and ready for promotion.

(b) Provide intensive reading instruction to the student immediately following identification of a reading deficiency, in accordance with division (C) of this section. Such intervention services shall include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted at the student’s identified reading deficiencies.

(3) For each student retained under division (A) of this section, the district shall do all of the following:

(a) Provide intense remediation services until the student is able to read at grade level. The remediation services shall include intensive interventions in reading that address the areas of deficiencies identified under this section including, but not limited to, not less than ninety minutes of reading daily and may include any of the following:

(i) Small group instruction;

(ii) Reduced teacher-student ratios;

(iii) More frequent progress monitoring;

(iv) Tutoring or mentoring;

(v) Transition classes containing third and fourth grade students;

(vi) Extended school day, week, or year;

(vii) Summer reading camps.

(b) Establish a policy for the mid-year promotion of a student retained under division (A) of this section who demonstrates that the student is reading at or above grade level;

(c) Provide each student with a high-performing teacher, as determined by the teacher’s student performance data, when available, and performance reviews.

The district shall offer the option for students to receive applicable services from one or more providers other than the district. Providers shall be screened and approved by the district or the department of education. If the student participates in the remediation services and demonstrates reading proficiency in accordance with standards adopted by the department prior to the start of fourth grade, the district shall promote the student to that grade.

(4) For each student retained under division (A) of this section who has demonstrated proficiency in a specific academic ability field, each district shall provide instruction commensurate with student achievement levels in that specific academic ability field.

As used in this division, “specific academic ability field” has the same meaning as in section 3324.01 of the Revised Code.

(C) For each student required to be provided intervention services under this section, the district shall develop a reading improvement and monitoring plan within sixty days after receiving the student’s results on the diagnostic assessment or comparable tool administered under division (B)(1) of this section. The district shall involve the student’s parent or guardian and classroom teacher in developing the plan. The plan shall include all of the following:

(1) Identification of the student’s specific reading deficiencies;

(2) A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;

(3) Opportunities for the student’s parent or guardian to be involved in the instructional services and support described in division (C)(2) of this section;

(4) A process for monitoring the extent to which the student receives the instructional services and support described in division (C)(2) of this section;

(5) A reading curriculum during regular school hours that does all of the following:

(a) Assists students to read at grade level;

(b) Provides scientifically based and reliable assessment;

(c) Provides initial and ongoing analysis of each student’s reading progress.

(6) A statement that if the student attains a score in the range designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected by the end of third grade, the student may be retained in third grade.

Each student with a reading improvement and monitoring plan under this division who enters third grade after July 1, 2013, shall be assigned to a teacher who has either received a passing score on a rigorous test of principles of scientifically based reading instruction approved by the state board of education or has a reading endorsement on the teacher’s license. The district shall report any information requested by the department about the plans developed under this division in the manner required by the department.

(D) Each school district shall report annually to the department on its implementation and compliance with this section using guidelines prescribed by the superintendent of public instruction. The superintendent of public instruction annually shall report to the governor and general assembly the number and percentage of students in grades kindergarten through four reading below grade level based on the diagnostic assessments administered under division (B) of this section and the achievement assessments administered under divisions (A)(1)(a) and (b) of section 3301.0710 of the Revised Code in English language arts, aggregated by school district and building; the types of intervention services provided to students; and, if available, an evaluation of the efficacy of the intervention services provided.

(E) Any summer remediation services funded in whole or in part by the state and offered by school districts to students under this section shall meet the following conditions:

(1) The remediation methods are based on reliable educational research.

(2) The school districts conduct assessment before and after students participate in the program to facilitate monitoring results of the remediation services.

(3) The parents of participating students are involved in programming decisions.

(F) Any intervention or remediation services required by this section shall include intensive, explicit, and systematic instruction.

(G) This section does not create a new cause of action or a substantive legal right for any person.

R.C. § 3313.608

**Transportation Policies**

**Policies Included in this Section**

|  |  |
| --- | --- |
| **Policy** | **PAGE** |
| Emergency Evacuation of School Buses Policy |  |
| Transportation Management Policy |  |

**POLICY: Emergency Evacuation of School Buses**

In the interest of safety, all school bus drivers shall conduct an emergency evacuation drill from the school bus for all students being transported to and from school. Emergency evacuation drills shall be conducted at least three (3) times each school year, with drills that include front door evacuation, rear door evacuation and front and rear door evacuations. The first emergency evacuation drill shall be scheduled at the beginning of the school year, no later than two weeks after the first day of school.

Upon completion of the emergency evacuation drills, students shall board the school bus, take a seat, and be dismissed by the school bus driver from their seats alternating one seat at a time.

The following is a description of the procedure to be used. The school bus driver shall be in complete command, and it is mandatory that he/she act quickly, with assurance, and retain control of all occupants.

1. Two (2) responsible students on each school bus route who are among the first to board the school bus in the morning are to be delegated to sit by the rear door. Two (2) responsible students who are among the last to leave the school bus in the afternoon are to be similarly appointed by the school bus driver to sit by the front door. It may or may not be the same two (2) students. One (1) additional guard should be at the front door who should hold the emergency door at the rear of the school bus so that the two (2) other guards can assist students unloading. Guards should be strong and capable of lifting students out the back emergency door of the school bus. This is ideally how this situation should be handled. Keep in mind the type of students transported. Assigning guards may not be possible.

2. The guards shall have the following responsibilities:

a. To see that nobody touches the door latch.

b. To open the door on command of the school bus driver, or if the school bus driver is unable to give such command, to open it when it is observed that a front or rear door evacuation is necessary.

c. To assist children alighting to the ground from the emergency door.

3. The school bus driver shall stay in the school bus during the emergency evacuation. The school bus driver shall make certain that the parking brake is set, the ignition is turned off, and the transmission is in gear or park.

4. The school bus driver will give the command "Emergency Drill!"

5. Both guards, the one who opens the door and the other jump to the ground and aid others in evacuation. The third or front door guard comes to the back of the school bus and holds the emergency door open. The emergency evacuation shall begin by emptying the rear seats, alternately right and left until the school bus is empty. The school bus driver keeps the students under control and makes sure that the school bus is empty following the last student to the rear door. The school bus driver should take along the fire extinguisher.

6. In an actual emergency situation, the school bus driver will first attend to the welfare of the students, then take appropriate action in the direction of the emergency.

7. Students shall assemble at a distance of at least one hundred feet (100') away from the school bus during emergency evacuation and emergency evacuation drills. Students will remain at this safe distance until given further instructions.

8. Students shall be instructed in this procedure. All student guards for the emergency evacuation drills shall be appointed by the school bus driver at the start of the school year. If possible, elementary school students appointed as guards should be at least fourth grade students.

9. Should no students be able to assist as guards, the school bus driver will handle all responsibilities.

**School Bus Driver Responsibilities**

1. The school bus driver shall inform students in advance concerning the emergency evacuation procedure. All emergency evacuation drills shall be repeated if not completed properly.

2. The school bus driver shall make certain no students carry books or other articles while exiting through the emergency door. It is desired that nothing be carried during an emergency evacuation. The school bus driver shall have students assemble at least one hundred feet (100') from the school bus until the emergency evacuation drill is completed. When all students are safely off the school bus, students will enter the school bus through the front entrance door and take their seats. Students will be dismissed by the school bus driver and should report to class.

3. The school bus driver shall inform students that in the case of a real emergency, no one is to leave the scene of the emergency evacuation until told to do so by the Ohio State Patrol.

4. The school bus driver shall inform the front guard as to how to stop the bus and the engine should the driver become unable to do so. This is ideally how this situation should be handled. Keep in mind the type of students transported. Assigning guards to stop the school bus may not be possible.

5. In the case of a real emergency, the school bus driver shall notify the Sunbridge School Community Liaison Ernest Martin 419-340-5883 or Operations Manager Michele Tallent 419-340-8080 immediately and Transportation Director Vikki Colbert at 419-340-9936.

6. The school bus driver shall conduct the emergency evacuation drill on morning trips only. School bus drivers with midday routes shall conduct the emergency evacuation drill on the way to school.

7. School bus drivers may have extra emergency evacuation drills anytime they feel their students need them, but must have permission of the Transportation Coordinator prior to any extra emergency evacuation drills.

**School Bus Emergency Stop Procedure**

Clarification of assigned duties and responsibilities is essential in all areas of student transportation. Consistency in performing duties or administering the procedure to coordinate such duties ultimately enhances and regulates the success of our operation.

The following School Bus Emergency Stop Procedure should be adhered to whenever an extra-curricular field trip or other trip is taken utilizing a Sunbridge School Bus. Although there may be situations that demand adaptations to this procedure, consistency in employing these standards should prove to accomplish our common goal of safe, efficient student transportation.

1. The Transportation Coordinator is responsible for scheduling and assignment of all Sunbridge school bus drivers who transport students on extra-curricular field trips and other trips.

2. The Transportation Coordinator is responsible for establishing all regulatory and safety standards for extracurricular field trips and other trips as set forth in the Ohio Student Transportation Operation and Safety Rules.

3. The school staff member(s) assigned to the student group participating in an extracurricular field trip or other trip is responsible for assisting the school bus driver by furnishing adequate travel directions and monitoring student group behavior.

4. The school bus driver transporting students on an extracurricular field trip or other trip is responsible for their safe and lawful transport and for enforcing proper discipline.

5. The senior school bus driver assigned to an extracurricular field trip or other trip, where three (3) or more school buses are utilized, will assume the "lead bus" position and will coordinate all emergency stop procedures, through the school staff member assigned to the student group.

6. Emergency stops must be effected with precision and cooperation. Emergency stops should be accomplished in the following manner:

a. Any emergency situation will be communicated to the senior driver who will, together with the student group supervisor, determine proper resolve to the situation.

b. The "lead bus" and "rear bus" will coordinate all emergency stops and starts by communicating to all other drivers the proper time to safely pull on and off the roadway.

c. The school staff member assigned to the student group may initiate an emergency stop by communicating to the senior school bus driver his/her request.

7. The final decision to initiate and implement all emergency stops or changes in the course of travel on extra-curricular field trips or other trips will ultimately be assumed by the school staff member as- signed to the student group with input from the school bus driver.

**Tornado Disaster Plan For School Buses**

Pursuant to the Ohio Student Transportation Operation and Safety Rules code:

3301-83-15, Section A, Item 5, each school district shall adopt a policy for handling emergencies on school buses while students are being transported. Such a policy shall include, but not be necessarily limited to, procedures for handling medical emergencies of students while they are being transported, training of all school bus drivers transporting students to ensure that the school bus driver understands the policy and procedure for developing cooperation with all those whose services would be required in the event of an emergency.

 The following are the basic steps necessary to effect a tornado disaster plan while you are transporting students on a school bus. As in all emergency situations, remaining calm and assuming control will assist you in carrying out your duties successfully.

Tornado Disaster Plan

**1. In the event of transporting students in rural areas**

a. Try to pull the school bus off the roadway away from large trees, electrical lines, telephone poles, or buildings.

b. Evacuate the school bus. Make certain to take the first aid kit.

c. Move away from the side of the school bus without crossing the roadway.

d. Try to find a ditch, ravine, or embankment and use it for protection. Be aware of high or swiftly moving water.

e. When all danger is over, check students for injury or shock, and administer first aid, if needed.

f. Contact Community Liaison Ernest Martin 419-340-5883 or Operations Manager Michele Tallent 419-340-8080 immediately and Transportation Director Vikki Colbert at 419-340-9936 for further instructions.

**2. Transporting students in urban areas.**

a. Park the school bus immediately.

b. Evacuate the school bus and make certain to take first aid kit.

c. Send students to the nearest homes or buildings.

d. When all danger is over, check students for injury or shock, and administer first aid, if needed.

e. Contact Community Liaison Ernest Martin 419-340-5883 or Operations Manager Michele Tallent 419-340-8080 immediately and Transportation Director Vikki Colbert at 419-340-9936 for further instructions.

**School Bus Mechanical Breakdown Procedure**

Despite a school bus driver's cautions in the care and operation of his/her assigned vehicle, an unpreventable mechanical breakdown or accident may still occur. In the event of such an occurrence, the school bus driver must have sufficient knowledge to respond properly to any impending crisis. The school bus driver must be able to apply established procedures relating to the use of warning devices, when and how to evacuate students from the school bus, and how to remedy minor mechanical problems.

 1. Use of emergency equipment.

a. The four-way hazard lights should be the first item activated in an emergency procedure involving a stopped school bus.

b. A fusee is a flare used in case of an accident or if the vehicle becomes disabled.

 c. How to safely light a fusee:

i. Grasp fusee in right hand firmly.

ii. Twist and lift cap with left hand or flip off plastic lid. iii. Strike fusee across cap, away from face and body.

iv. Point ignited end away from body so sparks will not ignite clothing.

d. Where to place emergency equipment.

a. Ohio Revised Code Section 4513.28 states:

"Whenever any motor truck, trackless trolley bus, commercial tractor-trailer, semi-trailer, or pole trailer is disabled upon the traveled portion or shoulder of any highway outside any municipal corporation at any time when lighted lamps are required on vehicles and trackless trolleys, the operator of such vehicle or trackless trolley shall display the following warning devices upon the highway during the time the vehicle or trackless trolley is disabled.”

**Placement of Fusees**

1. Immediately place a lighted fusee on the roadway at the traffic side of such a vehicle or trackless trolley, unless red reflective triangles are displayed.

2. Within the burning period of the fusee and as promptly as possible, place three ignited fusees on the roadway as follows:

a. One (1) at the traffic side of the school bus within ten feet (10') of the rear of the vehicle.

b. One (1) at a distance of forty (40) paces, or one hundred feet (100') to the rear of the vehicle.

c. One (1) at a distance of forty (40) paces or approximately one hundred feet (100') in advance of the vehicle.

d. Place highway fusees as follows:

a. One (1) at the traffic side of the school bus within ten feet (10') of the rear of the school bus.

b. Two (2) at the traffic side of the school bus at approximately one hundred feet

(100') and two hundred feet (200') of the rear of the school bus.

c. Place red reflectors as warning devices following the same directions as for fusees.

**To operate a dry chemical fire extinguisher:**

a. Remove extinguisher from mounting bracket.

b. Hold extinguisher in vertical position for best discharge results.

c. Release safety device (small pin), twist to break plastic holding the pin.

d. Squeeze the handle to discharge chemicals and point at the base of the flames. Re- member that a fire extinguisher has approximately thirty seconds (0:30) of use.

e. Have the extinguisher recharged after every use or if the gauge indicates red.

**Fire extinguishers may be used to put out small fires. If the fire gets out of control, contact the fire department at once.**

**First-Aid Kit**

1. The first-aid kit should be located in the school bus driver's compartment, be dust proof, well labeled, and conform to federal standards.

2. Standards require a sixteen (16)-unit kit for buses carrying up to forty two (42) passengers, and a twenty four (24)-unit kit for larger buses. Make sure to replace any item used from emergency equipment supplies as soon as possible.

**Responsibilities and Procedures for a School Bus Accident**

Despite all precautions, the possibility of being involved in a school bus accident cannot be entirely eliminated. Each school bus driver must know, if and when an accident should occur, how to meet the emergency. The following procedure should be followed if you are involved in a school bus accident:

1. Stop the school bus and activate the hazard warning lights.

2. Shut off the ignition key.

3. Set the parking brake.

4. Put the school bus in gear or park, if applicable.

5. Check for student injuries.

6. Contact Community Liaison Ernest Martin 419-340-5883 or Operations Manager Michele Tallent 419-340-8080 immediately and Transportation Director Vikki Colbert at 419-340-9936 and give the following information:

a. School bus number and driver.

b. Inform them that you have been involved in an accident.

c. Inform them of the location of the accident.

d. Inform them of any injuries to students, yourself, or others.

7. Contact law enforcement, fire department, and ambulance if needed or instructed to do so by supervisor.

8. If there are injuries to students, apply basic first aid until rescue squads arrive.

9. Decide whether or not to evacuate the school bus.

10. Protect the accident scene by employing safety devices around the school bus and accident area.

DO NOT USE FUSEES IF THERE IS ANY KIND OF FLUID LEAK.

11. Locate witnesses, if possible, and get information about the other parties involved. This information is to be recorded on the school bus accident card located inside each SunBridge school bus.

12. Prepare a list of students involved in accident using the HP-6 crash report.

13. Complete all necessary accident forms including the State of Ohio T-10, Bureau of Motor Vehicles crash report and the Sunbridge Schools Accident Report.

14. Notify parents/guardians of the situation

Reporters from the news media or individuals in the community may call from time to time to verify stories or ask for information relating to news stories involving Sunbridge. Sunbridge Transportation employees must refrain from making any comments, remarks, and/or other communications to the news media regarding Sunbridge unless the school Superintendent gives advance written approval.

If asked to answer any questions from the news media not pertaining to an accident, direct the inquiry to the Executive Director/Superintendent, Transportation Coordinator, or their designee. Do not volunteer information.

If asked to make a comment about an accident involving any Sunbridge vehicle, employees shall respond as follows:

***"We are still trying to gather all of the facts. As soon as we do, the Superintendent or Transportation Coordinator will get back to you right away."***

If you are questioned by the news media, get their name and the station or newspaper where they work. Notify the Transportation Coordinator immediately about the conversation you had.

In the event of school bus driver is unable to continue the route due to illness, injury or disability of the bus driver, the following procedures should take place:

1. Park the bus in a safe location
2. Have the bus aide contact Community Liaison Ernest Martin 419-340-5883 or Operations Manager Michele Tallent 419-340-8080 immediately and Transportation Director Vikki Colbert at 419-340-9936 and give the following information:
	1. Bus number and driver’s name
	2. Location of bus
	3. Details of the driver’s inability to continue (ex: sudden illness, accident, or injury)
3. Contact law enforcement or emergency services
4. Provide any first aid needed

**Hazardous Material Accident Procedure**

There are three (3) major areas of concern when confronting a hazardous material accident:

1. The safety of all persons involved.

2. The protection of the environment.

3. The protection of property and equipment.

In the event of being involved in an accident with a vehicle transporting a hazardous material, the school bus driver must be adequately trained to react professionally to the situation. Although location of the accident will determine what procedure is set in motion, a general procedure should be followed when confronted with any hazardous material accident.

When a school bus driver is transporting students in a populous area and is involved in an accident with a vehicle transporting any hazardous material, the school bus driver shall:

1. Remain in the school bus with the students unless a fire is present or toxic fumes are overwhelming.

**Do not use two-way radios or fuses!!!**

2. Shut off the school bus engine and ignition.

3. Close windows and all other outside ventilation sources.

4. Check for injuries and treat those in need.

5. Contact Community Liaison Ernest Martin 419-340-5883 or Operations Manager Michele Tallent 419-340-8080 immediately and Transportation Director Vikki Colbert at 419-340-9936 and give the following information:

a. School bus number and driver

b. Inform them that you have been involved in an accident with a vehicle transporting hazardous materials.

c. Inform them of the location of the accident.

d. Inform them of any injuries to students, yourself, or others.

6. If fire is present, evacuate the school bus immediately to a distance of five hundred feet (500') and position the students in a place of safety.

7. Wait for police, fire, and Sunbridge authorities to arrive and secure the area.

Once you evacuate the school bus, the school bus driver and the students must remain isolated from others at the scene until it has been determined what the hazardous material is, what method of decontamination will be used, the extent of exposure and injuries, and the safest way to mitigate the incident.

Any injured student or staff member who has come in contact with the hazardous material shall be decontaminated before being transported to a medical care unit. Parents and friends arriving at the accident scene must be kept away from any individual who has become contaminated.

**Dangerous/Threatening Situations**

**Violent Parent, Student, or Intruder Procedure**

The school bus driver is confronted almost daily with unreasonable students and/or parents. Knowing how to react to the individual who becomes argumentative or unruly can help protect you and the students being transported on the school bus.

Obviously, diffusing any potential volatile situation using non-aggressive methods is ideal. If you can, reason with an agitated student or parent, let them know that a solution to their problem can be attained, if they allow you to help them.

However, if you cannot reduce the tension in a possibly dangerous encounter with a parent or student, the following procedures are recommended to ensure safety of both the students, the school bus driver, and the school bus.

 *Violent Parent or Intruder*

1. Attempt to diffuse the situation by asking the intruding individual to remain off of the school bus.
2. Make the intruder aware that he/she is wrongfully and unlawfully attempting to enter the school bus.
3. If the intruder persists, close the school bus entrance door and call SunBridge Transportation, giving the

following information:

* 1. Bus number and driver.
	2. Advise that you have an intruder on the bus.
	3. Give your location.
	4. If you are able to successfully close the entrance door, proceed safely away from the scene. Attempt to retrieve vehicle description and license plate number at the scene, if possible. You MUST still contact SunBridge Transportation if you have pulled away.
	5. If you are unable to successfully close the entrance door and the intruder enters the school bus, continue with your phone call and avoid any physical confrontation. Remember if you have properly made your phone call, police can be contacted and should arrive within minutes.

 *Student Taken From School Bus*

If after following the procedure for encountering an intruder on the school bus, the intruder or non- custodial parent/guardian removes a student from the school bus, contact SunBridge Transportation immediately and provide the following:

1. Bus number and driver.
2. Advise that you have an intruder on the bus.
	1. Bus number and driver.
	2. Advise that you have had a student taken from the bus.
	3. Give your location.
	4. Give the name of the student.
	5. Give a description of the intruder.
	6. Give a description of the vehicle and the license plate number, if possible and applicable.
	7. Give the direction the intruder headed, if possible and applicable.

 *Non-Violent Student With Weapon*

If you discover a student possessing a weapon, other than a handgun, while being transported on the school bus, the school bus driver shall contact SunBridge Transportation and give the following information:

* + 1. Bus number and driver.
		2. Advise that you have a student with a weapon other than a handgun.
		3. Give your location.
		4. Attempt to confiscate the weapon by CALMLY asking the student to give it to you. Have the student place it on the seat in front of him/her or on the floor. Confiscate the weapon and follow the disciplinary write-up.
		5. Proceed on your scheduled route.

If the student involved with the weapon has a suspected handgun, contact SunBridge Transportation and give the following information:

1. Bus number and driver.
2. Advise that you have a student with a handgun.
3. Give your location.
4. Attempt to confiscate the weapon by CALMLY asking the student to give it to you. Have the student place it on the seat in front of him/her or on the floor. Carefully confiscate the handgun and contact SunBridge Transportation.
5. Proceed on your scheduled route.

If the student with the weapon possession becomes violent and either threatens or injures some- one with the weapon, the school bus driver shall not attempt to confiscate the weapon. The school bus driver shall contact SunBridge Transportation and give the following information:

1. Bus number and driver.
2. Advise that you have weapon assault.
3. Give your location.
4. Advise of injuries.
5. Respond to any injuries and administer first aid.
6. Wait for police, fire, and SunBridge Transportation authorities to arrive on the scene.

 **Bomb / Terrorist Threat Procedure**

The threat of bombing or terrorist action is a harsh reality in today's world. The incidence of such occurrences has nearly doubled in the past ten years in the United States. Becoming more aware of the possibility of bombing or terrorism can help prevent injury or loss of life when proper procedure is applied whenever encountering a possible terrorist situation.

If a bomb threat or terrorist act should involve a school bus, the safety of the children and of the school bus driver is of the greatest importance. Generally, in the unstable atmosphere of a discovered explosive device, it is recommended that the students and driver evacuate the school bus as safely and quickly as possible, and report to a distance at least three hundred feet (300') away from the school bus. The students and driver should remain at this safe location until police, fire, school, and other authorities arrive.

A second school bus will be dispatched, if possible, to the bomb scene to provide shelter and transporta- tion. Any person involved at the scene should not use any two-way radio communications devices.

When a possible bomb is discovered on a school bus while transporting children, the school bus driver shall give the command requesting total silence and shall initiate the following procedure:

1. Drive the school bus to a place of safety off of the roadway. Shift the school bus into neutral, set the parking brake, and activate the hazard lights. DO NOT turn the ignition off at this time!!!
2. Go directly to the location of the possible explosive device and, without touching the device, visually examine the device to determine if any external wires are attached to the school bus.
3. If no external wires are visible, return to the front of the school bus and turn off the ignition.
4. Return to the location of the possible explosive device and assist the students in the immediate seat area to move away from the device. When this is accomplished, give the command "EMERGENCY EVACUATION!"
5. All students and the school bus driver shall evacuate the school bus and move to a distance of at least three hundred feet (300') away from the school bus.
6. The school bus driver shall then go to the nearest telephone and contact SunBridge Transportation and give the following information:
	1. Bus number and driver.
	2. Advise that you have a possible explosive device.
	3. Give your location.
	4. Advise of injuries.
	5. Return to students
	6. Respond to any injuries and administer first aid.
	7. Wait for police, fire, and SunBridge Transportation authorities to arrive on the scene.

When a bomb threat is phoned in, the person receiving the call shall, on the proper form when possible:

1. Note the time the call was received.
2. Gather as much information as possible without antagonizing the caller.
3. Ask the caller to describe the bomb, paying particular attention to any technical terms such as switches, relays, etc.
4. Pay particular attention to background noises, such as music, motors running, voices, etc.
5. Listen for distinguishing voice qualities.
6. Immediately following the conversation, contact SunBridge Transportation.
7. SunBridge Transportation shall notify police and fire departments, the Ohio State Patrol, and the company President.

When a bomb threat is received in written form, the person receiving the written message shall:

1. Save ***ALL*** materials including any envelope or container. Once the message is recognized as a bomb threat, unnecessary handling should be avoided.
2. Contact SunBridge Transportation.
3. SunBridge Transportation shall notify police and fire departments, the Ohio State Patrol, and the company President.

PLEASE NOTE: Not all bomb situations are covered in this section. Exercise extreme caution in a bomb/terrorist situation and try to use good judgment in this crisis time. Above all is the safety of the students and of the school bus driver. If in doubt, initiate the procedure!

**POLICY: Transportation Management Policy**

Students utilizing Sunbridge Schools buses who fail to comply with the basic safety regulations established by federal, state, and local authorities may be denied student transportation privileges. All students should employ classroom behavior while riding on the school bus and are under the direct supervision and control of the school bus driver. Proper student behavior on the school bus should also be exhibited while participating in field trips and extra trips.

A uniform disciplinary code for misconduct on the school bus shall be strictly enforced at all grade levels. Disorderly conduct or refusal to submit to the authority of the school bus driver may be sufficient reason for immediate suspension of school bus transportation privileges.

A safe school bus requires that:

1. Students shall arrive at the bus stop before the bus is scheduled to arrive.
2. Students must wait in a location clear of traffic and away from the bus stops.
3. Behavior at the school bus stop must not threaten life, limb or property of any individual.
4. Students must take a seat immediately upon boarding the school bus.
5. Students must remain seated, keeping the aisles and exits clear.
6. Students must obey the school bus driver.
7. Students must not eat or drink while on the school bus.
8. Students must not possess alcohol, tobacco, or other drugs while on the school bus, except for prescription medication required for the student. The school bus driver and bus aid should be made aware of students who use medication.
9. Students must not throw or pass objects on, from, or into the school bus.
10. Students must not put any part of their body out of the school bus window. This includes, but is not limited to, hands, head, and feet.
11. Students must not use loud, boisterous talk or profane language on the school bus.
12. Student must not open or close windows or doors without the permission of the school bus driver.
13. Students must always practice good behavior and courtesy while riding on the school bus.
14. Students must remain seated and quiet while a wheelchair is being loaded onto or unloaded from the school bus.
15. Preschool children may be required to use seat belts or approved child restraint.
16. ANY passenger riding in a school bus equipped with seat belts may be required to wear said seat belt during transport.
17. Students may carry on the bus only objects that can be held on their laps. Equipment such as music instruments, athletic uniforms, etc., which cannot be held by passengers in their seats, shall be stored in the rear of the bus; however, the placement of such items in the rear of the bus shall not displace students. When it is necessary to transport such equipment concurrently with students, space shall be provided to comply with this rule without having standees in the bus. Equipment required in the assistance of preschool and special needs children shall be safely and properly secured. A clear aisle to the exit door must be maintained at all times.
18. Students must leave or board the bus at locations to which they have been assigned unless they have parental and administrative authorization to do otherwise.
19. Bus drivers and bus aides must have access to appropriate information about the child to the degree that such information might affect safe transportation and medical well-being. This information must be readily accessible in the transportation office. All such information is strictly confidential.

**Suspension, expulsion and immediate removal from bus:**

The school bus driver’s authority and/or responsibility to maintain control of the students. School bus drivers should not attempt to discipline students using methods other than the uniform disciplinary procedure. A school bus driver, under no circumstance, may expel a student from the school bus while the school bus is in route. Behavior Incident Reports should be issued for misconduct on the school bus for each violation. All conduct reports are to be referred to the Transportation Coordinator, principal and the Dean of Students.

Students who receive Behavior Incident Reports (BIR) will have a letter and a copy of the report sent to the parent(s)/guardian(s), the classroom teacher, and the school bus driver. A copy will also be added to the student's file at Sunbridge.

When and if a student receives more than two (2) reports, the following suspensions  **MAY** occur:

|  |  |
| --- | --- |
| Third (3rd) Report | Letter, copy of report, and **one (1) day suspension of transportation services** |
| Fourth (4th) Report | Letter, copy of report, and **two (2) day suspension of transportation services** |
| Fifth (5th) Report | Letter, copy of report, and **three (3) day suspension of transportation services** |
| Sixth (6th) Report | Letter, copy of report, and **four (4) day suspension of transportation services** |

*All suspensions of transportation services will be made in conjunction with a representative from the district of residence.*

The above-mentioned suspensions are a guideline only. The superintendent or superintendent designees, or principals are authorized to suspend or remove students from school bus riding privileges. The Transportation Coordinator will make suggestions regarding the suspensions, more severe or less severe, depending on the specific nature of the offense. For example, if a student is issued the first report for a severe infraction, like possessing a weapon, the student may be suspended. On the other hand, if a student is issued a third report for something minor, like having their feet in the aisle, the first suspension step can be delayed.

Immediate removal of a student from transportation is authorized. A student immediately removed from transportation must be given notice as soon as practicable of a hearing must be held within seventy-two hours of removal. The notice shall also include reason for removal. Immediate removal is authorized when the student’s presence poses a danger to persons or property or threat to the safe operation of the school bus. Length of time removed shall be in accordance with policies of the school district.

Suspension or immediate removal of a preschool or special needs child may require a modification of the above procedures and shall be accomplished in accordance with the law.

It is very important that you, the Sunbridge School bus driver, be consistent and that your passengers know what to expect if they break the posted safety rules adopted by the Ohio Department of Education and Sunbridge Transportation.

**General Rules**

The driver shall use the established route and make stops only at points designated by the school bus owner or the administrator who is authorized to designate such stops. District shall have a routing plan in place and documented for all routine routes.

The driver shall operate the bus on the approved time schedule and shall wait for students if ahead of schedule.

Firearms, ammunition, weapons, explosives or other dangerous materials or objects are prohibited on school buses. Animals are also prohibited, with the exception of those intended for special needs assistance.

All buses shall be kept clean on the inside and outside. Front and rear windows, lights and mirrors should be clean and all markings clearly visible.

The following equipment may be installed in the school bus: broom, snow brush, ice scraper, and trash container. All equipment must be properly secured.

All buses shall be equipped with emergency assistance cards which list three telephone numbers to call. The cards shall provide space for describing the location of the school bus and the type of emergency.

The school bus driver shall use the seat belt whenever the school bus is in motion.

Identified route hazards shall be documented and provided to school bus drivers whose routes are affected. School bus drivers should report any such regular pedestrian or vehicular concerns as the following:

 A – construction site

 B – areas of poor visibility

 C – restricted sight distances

 D – railroad crossing

 E – other route hazards as noted by the school bus driver

Maximum hours. The school bus drivers shall operate the bus for not more than ten hours in any one twenty-four hour period. Operation means on-road driving. Layover time does not count as operating time.

Fueling:

 A – buses shall not be fueled while the engine is running

 B – smoking shall not be permitted while fueling

 C – buses shall not be fueled with students on board

Cellular telephones, including hands free and wireless devices, or other portable communication devices shall not be used by the driver while the school bus is in motion or while the driver is supervising the loading and/or unloading of students, except in the case of extreme emergency.

Medically necessary oxygen may be transported provided it is properly secured. The oxygen must be housed in portable unites less than fifteen pounds total weight each. Guidelines for transporting oxygen will be developed and administered by the Ohio Dept. of Education.

Diesel engine idling in excess of five minutes in school loading zones shall not be permitted unless the operation of a wheelchair lift is required.

INHALER PERMISSION FORM

All sections must be complete. Completed form must be submitted to the Principal and the School Nurse, if the School has one assigned.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*TO BE COMPLETED BY THE PHYSICIAN\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The above-named Student has the approval to possess and use the following inhaler medication to alleviate asthmatic symptoms. Use must be according to the following specifications:

Name and dose of medication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date the administration of the medication is to begin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date, if known, administration of the medication is to cease: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following procedure is to be employed in the event that the medication does not produce the expected relief from an asthma attack:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please list any severe adverse reactions that may occur to the Student using the inhaler that should be reported to the physician:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please list any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such student receive a dose of the medication:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Any other special instructions:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Physician Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Physician Name Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Physician Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency Telephone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*TO BE COMPLETED BY A PARENT OR LEGAL GUARDIAN\*\*\*\*\*\*\*\*\*

Name an emergency number of a parent or guardian, or other person having care or charge of this Student in an emergency:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, as the parent or legal guardian of the above-named student, do hereby give my approval for this Student’s possession and use of the inhaler medication described above.

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HIPAA (health)/FERPA (academics) Privacy Authorization Form

\*\*Authorization for Use or Disclosure of Protected Information

(Required by the Health Insurance Portability and Accountability Act, 45 C.F.R. Parts 160 and 164)

* 1. Authorization

I authorize \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (school) to use and disclose the protected information described below to

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (individual/company seeking the information).

* 1. Effective Period

This authorization for release of information covers the period of from:

* 1. □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OR**

* 1. **□** all past, present, and future periods.
	2. Extent of Authorization
		+ - 1. □ I authorize the release of my child’s complete record (including records relating to mental healthcare, communicable diseases, HIV or AIDS, and treatment of alcohol or drug abuse).

**OR**

b. □ I authorize the release of my complete record with the exception of the following information:

□ Mental health records

□ Communicable diseases (including HIV and AIDS)

□ Alcohol/drug abuse treatment

□ Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. This information may be used by the person I authorize to receive this information for medical treatment or consultation, billing or claims payment, or other purposes as I may direct.
	2. This authorization shall be in force and effect until \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date or event), at which time this authorization expires.
	3. I understand that I have the right to revoke this authorization, in writing, at any time. I understand that a revocation is not effective to the extent that any person or entity has already acted in reliance on my authorization or if my authorization was obtained.
	4. I understand that my treatment, payment, enrollment, or eligibility for benefits will not be conditioned on whether I sign this authorization.
	5. I understand that information used or disclosed pursuant to this authorization may be disclosed by the recipient and may no longer be protected by federal or state law.

Signature of patient or personal representative\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed name of patient or personal representative and his or her relationship to patient

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

# Student and Family Handbook

# Statement of Understanding and Acknowledgement

Student’s Acknowledgement

I, the undersigned student, hereby acknowledge that I have received and read a copy of the **Student and Family Handbook** of SunBridge Schools (“School”) and understand the rules, regulations, and procedures of the School contained therein. I understand that if I ever have any questions regarding School policies, I can always ask my parent or guardian, my advisor, or other member of the School community for a further explanation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Student Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Signature

Parent/Guardian’s Acknowledgement

I, the undersigned parent or guardian, hereby acknowledge that I have received and read a copy of the **Student and Family Handbook** of the School and understand the rules, regulations, and procedures of the School contained therein. I understand that if I ever have any questions regarding School policies, I can always ask any member of the School community for a further explanation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Parent/Guardian Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Signature

# *FAMILY AND SCHOOL CONTRACT*

At SunBridge Schools (hereinafter the “School”), accomplishing our mission is a family activity. By choosing to send your child/children to the School, you have chosen to actively participate in your child’s life at school.

|  |  |  |
| --- | --- | --- |
| STUDENT***As a student at the School, I agree to:**** Make the School a safe and orderly environment so that my classmates and I can succeed academically and personally.
* Arrive at the School on time, attend my classes prepared to work and learn, and ask a question when I do not understand what is taught or what is expected of me.
* Complete homework assignments thoughtfully, carefully, and on time.
* Be respectful of and courteous to my classmates and teachers, and abide by all the provisions of the **Student Code of Conduct**.
* Be held accountable for my actions and accept responsibility for making the School a success.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | PARENT/GUARDIAN***As a Parent/Guardian of a student at the School, I agree to:**** Make the school a safe and orderly environment so that my child and their classmates can succeed academically and personally.
* Make sure my child arrives at school on time, attends all of their classes prepared to work and learn, and abides by all the provisions of the **Student Code of Conduct**.
* Monitor my child’s homework every night to ensure that it is completed thoughtfully, carefully, and on time.
* Participate in school activities and in my child’s education, communicate respectfully and regularly with my child’s teachers, and abide by all the guidelines in the **Student & Family handbook**.
* Be held accountable for my actions and accept responsibility for making the School a success.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TEACHER***As a teacher at the School, I agree to:**** Make the School a safe and orderly environment so that all of my students can succeed academically and personally.
* Arrive daily on time and prepared to teach.
* Develop lessons that reflect passion for and knowledge of my subject, assign work that is challenging and engaging, and assess student progress thoughtfully, fairly, and regularly.
* Form meaningful and positive relationships with my students, communicate respectfully and regularly with my students’ parents or guardians, and collaborate with my colleagues.
* Be held accountable for my actions and accept responsibility for making the School a success.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

By signing below, I agree to support the efforts of students, parent/guardians, and teachers to fulfill this **Family and School Contract**. I also agree to be held accountable for my actions and for the success of the School.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Executive Principal Principal of Operations

1. *May substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.* [↑](#footnote-ref-1)
2. 4 Statutory Requirement: *The policy shall include a disciplinary procedure for any student guilty of harassment, intimidation, or bullying, which shall not infringe on any student’s rights under the First Amendment to the Constitution of the United States. O.R.C. 3313.666(B)(9).* [↑](#footnote-ref-2)