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### **Revised Guideline - Vol. 41, No. 2**

#### **2271 - COLLEGE CREDIT PLUS PROGRAM**

The following guidelines are established in accordance with Board of Education policy and the rules of the State Department of Education.

Each year, prior to February 1st, the District shall provide information regarding the College Credit Plus Program to the students currently enrolled in grades six (6) through eleven (11) and to their parents (Form 2271 F6). This information should be provided through multiple and easily accessible resources, including, but not limited to, the District's website, student assemblies, written communications to students (either electronically or through hard copy), and joint communication events with institutions of higher education.

The institutions of higher education (IHE) to which the College Credit Plus Program applies are: both public colleges as defined in R.C. 3365.01 and participating private colleges as defined in R.C. 3365.01.

All courses offered under the College Credit Plus Program must be the same courses included in the partnering IHE's course catalogue for college-level, nonremedial courses, and must apply to at least one (1) degree or professional certification at the partnering college or university.

All instructors teaching a course under the College Credit Plus Program must meet the credential requirements set forth in guidelines and procedures established by the ~~chancellor~~ Chancellor of the Ohio Board of Regents. If the guidelines require high school teachers to take any additional graduate-level coursework in order to meet the credential requirements, that coursework will be applicable to continuing education and professional development requirements for the renewal of the teacher's educator license. For high school teachers that are teaching courses for the college at a secondary school under the College Credit Plus Program, the participating IHE will provide at least one (1) professional development session per school year for such teachers and conduct at least one (1) classroom observation per school year for each course that is authorized by the college and taught by a high school teacher to verify that the course meets the quality of a college-level course.

#### **Eligibility** (see Form 2271 F2 and Form 2271 F3)

- A. Students must be bona fide seventh graders, eighth graders, freshmen, sophomores, juniors, or seniors for the year in which participation is sought. In addition, the student must meet the standards for admission, enrollment, and course placement of the IHE and relevant academic programs.
- B. Students must satisfy one (1) of the following criteria:
  1. be remediation-free in one (1) of the assessments established under R.C. 3345.061(F) (i.e., uniform statewide standards in mathematics, science, reading, and writing established by college presidents); or
  2. ~~Meet~~ meet an alternative remediation-free eligibility option as defined by the Chancellor of Higher Education in consultation with the Superintendent of Public Instruction ~~superintendent of public instruction~~.

Students who participated in the College Credit Plus program before September 30, 2021, and who qualified to participate in accordance with prior law by scoring within one (1) standard error of measurement below the remediation-free threshold for one (1) of the required assessments and having a cumulative high school grade point average of at least 3.0, or alternatively

receiving a recommendation from a school counselor, principal, or career--technical program advisor, may remain eligible to participate.

- C. ( ) A student who has been expelled by this Board is ineligible to enroll during the period of expulsion. The Board ( ) shall ( ) may **[END OF OPTION]** deny high school credit for the College Credit Plus Program, any portion of which ~~are~~ is taken during the period of a student's expulsion. If the student has elected to receive both high school and college credit, that election is automatically revoked for all college courses in which the student enrolled during the college term in which the expulsion is imposed.
- D. In addition, under Federal and State law, male students, who are eighteen (18) years of age or older and who are classified as an Ohio resident by the public college or university they are attending through the College Credit Plus Program~~program~~, are required to be registered with the Selective Service System. Participating male students are required to provide their Selective Service number to the public college or university within thirty (30) days of their 18th birthday. If such students do not submit their Selective Service number, they will not be considered a College Credit Plus participant for that current semester or term and will be responsible for any tuition, textbooks, or fees associated with the classes for which they are enrolled.

Students participating in the College Credit Plus Program must elect at the time of enrollment in each course whether ~~s/he~~ the student is enrolling under **OPTION #1** or **OPTION #2** as outlined below:

**OPTION #1:** The student is responsible for all tuition, textbooks, materials, and fees associated with the course; and must choose whether to receive only college credit; or high school and college credit for the course; or

**OPTION #2:** The student will have the participating college reimbursed by the Ohio Department of Education for all tuition, textbooks, materials, and fees associated with the course; and the student will receive both college credit and high school credit for the course.

During the time a student attends a course under OPTION #1, the student is not considered attending or enrolled in school anywhere. During the time a student attends a course under OPTION #2, the student is considered attending or enrolled in the District.

A student may not enroll in courses to receive credit toward high school graduation for more than the equivalent of:

- A. four (4) academic school years, if the student so enrolls for the first time in grade nine (9);
- B. three (3) academic school years, if the student so enrolls for the first time in grade ten (10);
- C. two (2) academic school years, if the student so enrolls for the first time in grade eleven (11);
- D. one (1) academic school year, if the student so enrolls for the first time in grade twelve (12).

### Enrollment

- A. By April 1st of each year, a student or ~~his/her~~ the student's parent must complete and submit the Letter of Intent to Participate in College Credit Plus Program (Form 2271 F1) to the Principal which signifies the student's intent to participate in the program for the following school year. Prior to completing this form, the student and ~~his/her~~ the student's parents must participate in the special counseling sessions described below and confirm receipt of these counseling services by signing the Statement of Responsibility (Form 2271 F7).
- B. Failure to meet this deadline shall exclude the student from the program for that school year unless written consent is granted by the Principal and the Principal notifies the Department of Education of the student's intent to participate within ten (10) days of the date the student seeks consent. If the Principal does not grant consent, the student may appeal the Principal's decision to the Superintendent. The decision of the Superintendent is final. Participation may be withdrawn by the student or parent at any time upon written notification to the high school administration.
- C. Students must identify which credit option, either OPTION #1 or OPTION #2 above, they wish to pursue prior to the start of the first class session of the fall quarter or semester at the college. Once the first class session of the fall term has been held, the student may not change the option selected during the period of that school year, regardless of the number of courses taken.

### Expulsion Notices to IHE

When a student is expelled, the Superintendent will send a written notice to any IHE in which the expelled student is enrolled under a College Credit Plus Program at the time the expulsion is imposed. This notice must indicate the date the expulsion is scheduled to expire and that the Board has adopted a policy under R.C. 3313.613 to deny high school credit for college courses taken during an expulsion. If the expulsion is later extended, the Superintendent again must notify the IHE.

### Annual Information Session

The District will schedule at least one (1) informational session per school year to allow each partnering IHE that is located within thirty (30) miles of the school to meet with interested students and parents. The session will include the benefits and consequences of participation, as well as information concerning eligible courses, and will outline any changes or additions to the requirements of the program. The session will also include information concerning the probation, dismissal, and appeal procedures for underperforming and ineligible students as set forth in Board policy. If there are no partnering IHEs located within thirty (30) miles of the school, the District will coordinate with the closest partnering college to offer an informational session. Multiple high schools within a district and multiple districts may participate together in a combined event, as long as in each instance, parents and students have an opportunity to interact with a representative of, and receive information from, each participating College Credit Plus Program institution and their secondary school, so they will understand their College Credit Plus Program opportunities.

### **Program Requirements**

Students can choose to enroll in (1) courses taught at the college or university, (2) online courses, if available, or (3) College Credit Plus Program courses taught within the District, if available, or in a combination of the three (3). All students who have enrolled in the IHE under the College Credit Plus Program must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered.

For College Credit Plus Program classes taught within the District, such classrooms will consist of students who all follow the same course syllabus, use the same textbook and materials, aspire to achieve the same learning outcomes, and are assessed using the same methods as the college course delivered on the college campus. A District student who is not enrolled in the IHE, but who is in the College Credit Plus Program classroom must, along with the student's parents, be provided written notice (Form 2271 F5) stating the student is not earning college credit and would likely be required to retake the course upon enrollment at an institution of higher education if college credit is desired.

The District will verify that none of its students participating in the College Credit Plus Program is taking more than thirty (30) college credit hours during an academic year and not more than the equivalent of four (4) academic years or 120 college credit hours total through the College Credit Plus Program.

The District will determine the number of college credits a student earned through the College Credit Plus Program by using the following calculation:

- A. Take the number of high school units scheduled by the District for which the student receives only high school credit, then multiply that number by three (3), and then subtract the result from thirty (30). The resulting number shall be the total number of college credits a student participant may earn under the College Credit Plus Program in an academic year.

**OR**

- B. Under the College Credit Plus Program, postsecondary quarter hours are equal to .67 semester hours rounded to the nearest whole number.

The District will determine the amount of high school credit earned through participation in the College Credit Plus Program by using the following calculation:

- A. A College Credit Plus Program course transcribing three (3) or more semester credit hours shall count as one (1) full high school unit.

**OR**

- B. A College Credit Plus Program course transcribing less than three (3) semester hours shall count as the proportional fraction of a high school unit.

The District will ensure that enrollment in a College Credit Plus Program course for which an end-of-course examination is required under Section 3301.0712 of the Ohio Revised Code does not circumvent the participating student's obligation to take the required end-of-course examination.

### **Course Eligibility**

A student participating in the College Credit Plus Program shall complete fifteen (15) semester credit hours of Level I courses that may be applied toward a certificate or degree prior to taking a Level II course, except as follows:

- A. A student may take a Level II course in the same subject prior to completing the required fifteen (15) semester credit hours upon successful completion of a Level I course.

- B. A student may take a Level II course that has a Level I course as a prerequisite if the student, in accordance with the course placement guidelines of the IHE in which the student enrolls, has demonstrated by an assessment or other means that the student is academically prepared for the course.
- C. A student may count an advanced placement course or international baccalaureate diploma course completed in the District toward the fifteen (15) semester credit hours of courses with evidence that the student attained the required score on an examination covering the coursework. In the case of an advanced placement course, the required score shall be the passing score set forth in the standards adopted under R.C. 3333.163. In the case of an international baccalaureate diploma course, the required score shall be the passing score specified by the IHE in which the student enrolls that the IHE considers sufficient to award college credit for the course.

After successfully completing fifteen (15) semester credit hours as set forth above, the student may enroll in a Level II course that may be applied toward a certificate or degree.

### **Non-Allowable Courses**

- A. an applied course that involves one-on-one private instruction such as instruction in instrumental music, voice, or art;
- B. a course for which the fees (as defined in the rules and R.C. 3345.49) exceed an amount established by the ~~chancellor~~ Chancellor of the Ohio Board of Regents;
- C. a study abroad course or similar course;
- D. a physical education course;
- E. a course that is graded on a pass/fail or satisfactory/unsatisfactory basis rather than using letter grades, with the exception of an internship course;

This section does not apply to a transferable course that is graded on a pass/fail basis for all students not participating in the College Credit Plus Program.

- F. a remedial or non-college-level course as prohibited by R.C. 3365.02;
- G. a sectarian course as prohibited by R.C. 3365.02.

If a non-allowable course as set forth above is a part of a predetermined pathway or required sequence of courses leading to a certificate or degree, an IHE, on behalf of one (1) or more students who are enrolled in the IHE through the College Credit Plus Program and have shown progress on that pathway or sequence of courses through their previous coursework, may request the ~~chancellor~~ Chancellor of the Ohio Board of Regents to allow payment for the course under R.C. 3365.07.

### **Notifications**

Upon receipt of a student's pre-term notice of admission, the District shall verify that the student is enrolled in an appropriate level of course as defined in the course eligibility rules adopted by the Department of Education. If the student is not enrolled in an appropriate level of course, the District shall notify the student and the student's parents that the student must either withdraw from the course prior to the IHE's prescribed no-fault waiver date or pay all tuition, fees, and textbook costs for the course.

The District will work with each IHE in which the District's students are enrolled under the College Credit Plus Program to verify that the required notifications concerning course eligibility are provided to students.

### **Children of Military Families**

Children of military families participating in a College Credit Plus Program, who must withdraw from the program because of a parent's or guardian's permanent change of station order out of the state to transition from one military installation to another, shall be permitted to do either of the following:

- A. complete participation in the course the student is taking through the College Credit Plus Program for the duration of the semester in which the student is enrolled in an online format, if possible; or
- B. withdraw from the course the student is taking through the College Credit Plus Program without academic or financial penalty.

### **Home-Schooled Students**

Any home-schooled student participating in the College Credit Plus Program shall be required to comply with the course eligibility rules adopted by the Department of Education. The student's parents, however, shall be responsible for verifying that the student is enrolled in an appropriate level of course as defined in the course eligibility rules adopted by the Department of Education and that the student is not enrolled in a non-allowable course.

### **Development of Model Course Pathways**

The District will develop, in consultation with at least one (1) public partnering college or university, two (2) model pathways for courses offered under the College Credit Plus Program. The model pathways will serve as samples of the courses that a student can take toward a specified degree or certificate. One (1) of the model pathways will be a fifteen (15) credit hour pathway and one (1) will be a thirty (30) credit hour pathway. Each pathway shall include courses which, once completed, all apply to at least one (1) degree or professional certification offered at the IHE. The pathways may be organized by desired major or career path or may include various core courses required for a degree or professional certification by the IHE. The Board will publish the pathways among the school's official list of course offerings.

### **Counseling Services** (see Form 2271 F4)

The student and parents must participate in the following counseling services provided by the District. The counseling session may be incorporated into the annual information session provided the District makes alternative dates available for those unable to attend the annual information session. If the counseling session is held separately from the informational session, it will include information concerning the probation, dismissal, and appeal procedures for underperforming and ineligible students as set forth in Board policy, as well as information concerning eligible courses. At the session, students will receive a copy of a permission slip regarding the potential for exposure to mature subject matters/materials in a College Credit Plus~~college credit plus~~ course, which must be completed with the student's application.

### **Program Eligibility and Credit Options**

#### **Potential Risks and Consequences**

Among the potential risks of participation the student must be willing to accept are:

- A. increased student responsibility for learning because of less instructional guidance;
- B. reduced opportunities to participate in high school co-curricular and extra-curricular activities;
- C. increased financial obligations for tuition, books, materials, and fees, if college credit only is sought;
- D. potential loss of after-school employment opportunities;
- E. possible effect on grade point average and class standing;
- F. possible delay of graduation;
- G. increased time for travel, study, etc.;
- H. exposure to mature subject matter and materials, including those of a graphic, explicit, violent, or sexual nature that will not be modified because of the student's participation.

#### **Potential benefits are:**

- A. expanded curriculum offerings;
- B. opportunities to study in more depth those areas of special interest or need;
- C. opportunities to earn college credits while still in high school;
- D. opportunities for financial support for taking college courses while still in high school;
- E. opportunities to experience college-level work and life prior to making final decisions about whether and/or where to attend college.

### **College Acceptance and Scheduling**

Participation is contingent upon admission to the IHE. The District will assist the student in gaining admission by providing transcripts and

other related documents but will accept no responsibility if the student is not accepted by the IHE. Students who are awaiting acceptance should register for District classes as if they were not participating in the program. Schedule changes will then be made prior to the start of each semester for those students who receive notice of admission which must be provided by the IHE, in writing, to the student, the District, and the Department of Education within ten (10) days of acceptance.

### **Participating Institutions of Higher Education**

The District will maintain a list of all IHEs that currently participate in the program.

- A. In the event that the student withdraws from the college class for high school credit within the first two (2) weeks of the college course, the student will be re-enrolled in the high school class(es) that were previously dropped.
- B. Reasonable efforts will be made in scheduling to accommodate the needs of students who will be leaving the school campus in order to participate in this program. However, scheduling conflicts are not the responsibility of the District. Revising the master schedule and/or unduly overloading classes are not required in order to accommodate schedule requests.

### **Financial Arrangements**

Students who elect to take the college course for college credit only will have the financial responsibility for tuition, textbooks, materials, and fees. The Board accepts no financial responsibility for those students who will be paying for their own tuition, fees, or textbooks. Those arrangements are between the college and the student and/or his/her the student's parents.

Students assume no financial obligations if they elect to take the college course for college and high school credit. Tuition, textbooks, materials, and fees are assumed by the Board. Should students fail to complete a course taken for credit (whether through a formal class drop process or through nonattendance reasons other than those normally accepted by the school administration), any and all financial obligations assumed by the Board will default to the students and their parents.

Unless the student was expelled by the school, the Superintendent or chief administrator will not seek reimbursement from a participant or a participant's parent if the participant is identified as economically disadvantaged according to rules adopted by the Department of Education and these guidelines.

### **Process for Granting Academic Credits**

When students elect to receive high school credit for college courses, credit will be awarded for successful completion of courses in accordance with the following guidelines:

- A. ( ) The Principal shall require the student to submit a course syllabus or detailed description of each college course taken so that a comparison can be made with existing high school courses.
- B. ( ) If the Principal determines that the college course is comparable to one (1) offered by the high school, the equivalent high school credit shall be granted.
- C. ( ) If the Principal determines that the college course is not comparable to one (1) offered by the high school, credit shall be granted in a subject area similar to that taken by the student at the college.
- D. ( ) In the event that the student or parents contest the credit, the Superintendent shall determine the appropriate credit. The Superintendent's decision may be appealed to the Ohio Department of Education, whose decision in the matter shall be final and binding.
- E. ( ) Students who enroll in a college course for both high school and college credit will receive on their high school transcript the grade issued by the college. While the course will be clearly designated on transcripts as a college course taken for high school credit, the grade will be computed in the grade point average as if issued by the high school faculty.
- F. ( ) If a student is expelled from the District's schools, the Principal ( ) shall ( ) may **[END OF OPTION]** deny high school credit for any College Credit Plus Program courses taken during the expulsion.
- G. ( ) If a college withdraws its acceptance of an expelled student who elected to take courses for high school credit only, the District shall not award high school credit for the college courses in which the student was enrolled at the time the college withdrew its acceptance.
- H. ( ) The policy for awarding grades and the calculation of class standing for College Credit Plus Program courses shall not disadvantage students who choose to participate in the College Credit Plus Program rather than in other advanced standing programs. All courses within the same academic subject area will provide the same value for all advanced standing courses, including the College Credit Plus Program, advanced placement, international baccalaureate, and honor courses.

## **Criteria for Transportation Aid**

All students participating in the College Credit Plus Program will be responsible for their transportation to and from their homes and the college or to and from the District school and the college.

If the District provides transportation to its students in grades eleven (11) and twelve (12), the parent of a student participating in College Credit Plus may apply to the Board for full or partial reimbursement for the necessary costs of transporting the student between the secondary school the student attends and the IHE in which the student is enrolled.

## **Available Student Services**

Students enrolled in the College Credit Plus Program will be entitled to all student services provided to any other of the District's school students (counseling, health, etc.). However, these services will be provided only while the students are on the school campus and only upon request. It is also the students' responsibility to keep themselves informed of academic and other requirements for all students who attend the school.

## **Consequences of Failing or Not Completing a Course**

- A. If students withdraw from the college course(s) within the first two (2) weeks of the course, they will be rescheduled for the appropriate District course(s), and no record of the college course will appear on the transcript. However, if students withdraw from the college course(s) after two (2) weeks of the classes, the course will appear on the transcript and will carry a grade of Withdrawn/Failing, which will be computed in the same manner as a failing grade on the high school transcript.
- B. Any course taken for high school credit at an IHE and completed (or recorded as Withdrawn/Failing) will be clearly identified on the transcript along with the name of the IHE where the work was undertaken.

## **Effect on Completion of Graduation Requirements**

Students may use college courses for credit toward high school graduation. However, it is the responsibility of participating students and parents to be sure that the courses undertaken will meet the graduation requirements for the students. Upon acceptance by the IHE, students should schedule an appointment with a high school counselor to develop a written schedule showing courses to be taken at the high school and at the IHE, as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program.

## **Academic and Social Responsibilities of Students and Parents**

- A. When attending either regular classes or co-curricular/extra-curricular activities at the high school, students participating in this program will be expected to abide by all Board policies and the Student Code of Conduct. Students and their parents assume all responsibility and liability related to attendance at an IHE and must agree to hold harmless the Board of Education, the administration, and the staff for any incidents arising out of participation in this program.
- B. Students must meet all requirements and standards established by the college and assume responsibility for attendance and behavior.

## **Information and Encouragement to Use College Counseling Services**

The school counselors, during the individual counseling sessions, shall make available any information provided by the IHE concerning its counseling services. In addition, counselors should encourage students and their parents to utilize counseling services available at the college to better ensure successful completion of the college courses.

## **Grade Point Computation and Reporting of Grades**

- A. For those college courses taken for high school credit, the grade for that course will be computed at the end of the next regular grading period at the high school following the receipt of an official transcript from the IHE. All grades to be entered on the high school transcript must be taken from an official transcript from the IHE. Should there be an urgent need for a letter grade, notification on official letterhead from the college instructor advising of the grade will be accepted to verify the grade.
- B. Eligibility for co-curricular and extra-curricular activities, in accordance with Board Policy 2430<sup>7</sup> and Policy 2431, will be affected if courses are taken for high school credit. Students will be provided Form 2271 F2 and asked to have their instructor fill it out. This form should be submitted ( ) weekly ( ) bi-weekly prior to the close of high school classes each \_\_\_\_\_. Eligibility will be checked at the end of each college quarter or semester. A failing grade will result in an ineligibility for the next full school semester.

C. The student and parents must receive the standard packet of information for the College Credit Plus Program developed by the Chancellor of the Ohio Board of Regents pursuant to R.C. 3365.15.

**Economically Disadvantaged Students**

No student considered to be economically disadvantaged shall be charged for anything related to College Credit Plus Program participation.

A student will be considered economically disadvantaged for the purpose of the College Credit Plus Program participation if the student is either a member of a household that meets the income eligibility guidelines for free or reduced-price meals, less than or equal to 185% of Federal poverty guidelines under the provisions of the National School Lunch Act, 42 U.S.C. 1758, **or** a member of a household that participates in at least one (1) of the following programs:

- A. Medicaid;
- B. food stamps;
- C. supplementary security income (SSI);
- D. Federal public housing assistance or Section 8 (a Federal housing assistance program administered by the department of housing and urban development);
- E. low income home energy assistance program.

Once the District determines that a student is economically disadvantaged, any of the student's siblings who attend school within the District will automatically be considered economically disadvantaged by the District without the District collecting its own data on that family.

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Legal	A.C. 3333.1-65.13
	R.C. 3313.613, 3345.32, 3365.01 through 3365.09
	"Military Selective Service," 62 Stat. 604, 50 U.S.C. App. 453, as amended



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### **Revised Guideline - Vol. 41, No. 2**

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

##### **Planning and Implementing Homebound Instruction for Non-Disabled Students**

- A. ☐ Whenever a Principal~~principal~~ is notified that a student will be absent from school for health reasons, the Principal~~s/he~~ should contact the student's teacher(s) and counselor(s) so that plans for individual instruction can be developed. (See Form 2412 F1)
- B. ☐ The \_\_\_\_\_ will (1) collect the plans from the student's teacher(s) and secure the textbooks and any supplies necessary for the plans to be implemented; (2) ~~S/He will~~ forward the plans, textbooks, and supplies to the instructor who will provide the home tutoring; (3) ~~S/He will also~~ serve as a liaison between the instructor and the student's regular classroom teacher(s); and (4) ~~As such, s/he will also~~ coordinate with the student's teacher(s) and parent(s) for the successful return of the student to the school setting.
- C. ☐ The student will receive instruction only on days that school is in session. The student will ordinarily receive a minimum of one (1) hour of instruction per school day (i.e., a minimum of \_\_\_\_\_ (\_\_\_\_) hours of instruction per week). The Superintendent may authorize, on a case-by-case basis, additional instruction as the circumstances warrant. ~~S/He will receive a minimum of \_\_\_\_\_ hours of instruction per week.~~
- D. ☐ The instructor assigned to provide the home tutoring shall forward grades to the Principal~~principal~~ of the school the student attends by the end of each marking period.

##### **Planning and Implementing Homebound Instruction for Students with Disabilities**

- A. ☐ Whenever a Principal~~principal~~ is notified that an identified student with disabilities will be absent from school for health reasons, the Principal~~s/he~~ should contact the \_\_\_\_\_ to arrange for that student's IEP Team to meet to temporarily amend the student's IEP, as appropriate. ~~be convened and the IEP revised accordingly.~~
- B. ☐ The \_\_\_\_\_ will (1) secure the textbooks and any supplies necessary for the IEP to be implemented; (2) ~~S/He will~~ forward the IEP, textbooks, and supplies to the instructor who will provide the home tutoring; (3) ~~S/He will also~~ serve as a liaison between the instructor and the student's classroom teacher(s); and (4) ~~As such, s/he will also~~ coordinate with the student's teacher(s) and parent(s) for the successful return of the student to the school setting.
- C. ☐ The student will receive instruction only on days that school is in session. The number of hours of instruction that the student will receive per week will be in accordance with the temporarily amended IEP. ~~revised IEP.~~
- D. ☐ The instructor assigned to provide the home tutoring shall forward grades to the Principal~~principal~~ of the school the student attends by the end of the marking period.

##### **Assignment and Compensation of Instructors for Home Tutoring**

- A. ☐ Licensed personnel providing homebound instruction shall be paid as approved by the Board.
- B. ☐ All assignments to provide homebound instruction are made through the office of the \_\_\_\_\_.

- C. ☐ Accurate time sheets must be kept of all cases. The time sheet is to be signed by the parent and attached to the completed voucher.
- D. ☐ Time sheets and vouchers are to be submitted by ( ) the end of the pay period ( ) \_\_\_\_\_ **[END OF OPTION]**.
- E. ☐ Instructors will receive the mileage reimbursement at the established rate ( ) both to and from school and residence of the student ( ) one way from school and residence of the student **[END OF OPTION]**.
- F. ☐ If there are any questions pertaining to payment for homebound instruction or mileage, the \_\_\_\_\_ should be contacted.

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### **Revised Guideline - Vol. 41, No. 2**

#### **2623D - STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF**

It is the District's intent to verify that staff members comply with the State Department of Education's guidelines for the ethical use of assessments. These guidelines are designed to provide guidance for determining whether or not a practice related to the assessment of students is consistent with the principle that a staff member perform his/her responsibilities with honesty and integrity and that only reliable and valid inferences are made from the assessment results.

In addition to assuring that any and all assessment security provisions are complied with, the District Test Coordinator (DTC) and the Building Test Coordinators (BTCs) shall be responsible for monitoring practices related to:

- A. preparing students for assessments;
- B. administering and scoring assessments;
- C. interpreting and/or using assessment results;
- D. reporting assessment results.

All appropriate District staff shall have knowledge of these standards of ethical assessment practice and the DTC and BTCs shall monitor the practices of District staff for compliance with these standards. The District shall require annual written communication to all designated staff regarding:

- A. the standards defining what is an unethical and/or inappropriate practice according to law, as well as standards of ethical assessment practice;
- B. the definition of how the standards will be monitored, what sanctions shall apply for any violations of the standards, and under what circumstances such sanctions will apply;
- C. the purpose(s) for each assessment;
- D. security procedures established for each type of secure assessment as established by Administrative Code;
- E. information and training as may be necessary to provide that staff have the knowledge and skills necessary to make ethical decisions related to:
  - 1. preparing students for an assessment;
  - 2. administering and/or scoring an assessment; and
  - 3. interpreting and/or using any results of an assessment;

- F. written procedures for reviewing what materials and practices shall be used to prepare students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment; and
- G. channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice concerns about assessment practices.

The DTC shall be responsible for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, protecting the rights of affected individuals, and verifying the integrity of an assessment and any result of an assessment. A report of all such complaints and findings of investigation shall be filed promptly with the Superintendent.

### **Unethical or Inappropriate Practices in Preparing Students for Assessments**

When preparing students for annual assessments, staff members shall refrain from engaging in any:

- A. preparation activity that undermines the reliability and/or validity of an inference made from the result of an assessment;
- B. preparation practice that results solely in raising scores or performance levels on a specific assessment, without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
- C. practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
- D. preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
- E. preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;
- F. any preparation practice that does not comply with, or has the appearance of not complying with, any statutory and/or regulatory provision related to security of assessment;
- G. obtaining prior knowledge of the contents of a state achievement assessment;
- H. using prior knowledge of the content of a state achievement assessment to assist students in preparing for the assessment;
- I. failing to comply with any rule adopted by the Department regarding security protocols for a state achievement assessment; and
- J. any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

### **Unethical or Inappropriate Practices in Administering and Scoring Assessments**

Unless specifically permitted by written instructions provided by the developer or as provided through an individual education program (IEP), when administering and/or scoring annual assessments, staff members shall refrain from:

- A. using an assessment for purposes other than that for which it was intended;
- B. engaging in a practice that results in a potential conflict of interest for, or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some students;
- C. except for accommodations and/or alternate assessments expressly permitted under Administrative Code, any change in procedures for administering and/or scoring the assessment that results in nonstandard and/or delimiting conditions for one (1) or more students;
- D. engaging a practice that allows a person without sufficient and appropriate knowledge and skills and/or training to administer and/or score an assessment;
- E. engaging in any administration and/or scoring practice that may produce a result contaminated by factors not relevant to the purposes of an assessment;
- F. excluding one (1) or more students from an assessment solely because the student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;

- G. any practice immediately preceding and/or during an assessment including, but not limited to, the use of a gesture, facial expression, body language, language, or any other action and/or sound that may guide a student's response;
- H. except for the directions for administration as prescribed by the test developer and/or ODE, any practice such as providing to a student immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;
- I. any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and
- J. supporting or assisting any person in unethical or inappropriate practices during the administration and/or scoring of an assessment.

### **Unethical or Inappropriate Practices in Interpreting and Using Results**

When interpreting and/or using any result of an assessment, staff members shall refrain from:

- A. providing interpretations of, and/or using, any result of an assessment in a manner and/or for a purpose that was not intended;
- B. making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;
- C. permitting designated staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;
- D. violating or placing at risk, the confidentiality of personally identifiable information pursuant to R.C. 3319.321;
- E. providing an interpretation, or suggesting a use, of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect the results; and
- F. supporting or leading any person to interpret and/or use any result of an assessment in unethical or inappropriate ways.

### **Unethical or Inappropriate Practices in Reporting Results:**

Under no circumstance shall the following personally identifiable information be disclosed to any entity: a student's (or ~~his/her~~ the student's family member's) social security number(s), religion, political party affiliation, voting history, or biometric information.

If a staff member has reason to believe that there has been a violation of the standards for the ethical use of tests committed by another staff member or volunteer, ~~s/he~~ the staff member shall contact the \_\_\_\_\_ **[principal, DTC, or the BTC]** immediately, and provide the name(s) of the violator(s) and the nature of the alleged violation(s). The District shall cooperate with the State Board of Education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in A.C. 3301-7.

If the violation(s) is/are verified, the District's due process procedures are to be used in dealing with the violator. If the violator is a member of the staff, ~~s/he~~ they may be subject to loss of certification/licensure and/or dismissal from the District. If the violator is a volunteer, ~~s/he~~ they may be immediately released from ~~his/her~~ their volunteer services with the District.

The \_\_\_\_\_ shall make the decision whether or not to invalidate the student's test score on each test that was violated or all of the tests. Within ten (10) days of the violation, the \_\_\_\_\_ is to notify the State Department of Education concerning the nature of the violation and the action that was taken against the violator.

Staff members shall be provided with this guideline prior to the beginning of each test administration period and shall be required to acknowledge receipt of this guideline on an annual basis.

R.C. 3319.151, 3319.99

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R.C. 3319.151, 3319.99

Book	Administrative Guideline Manual
Section	Vol. 41, No. 2 - January 2023
Title	Vol. 41, No. 2 - January 2023 Rescind USE OF UNPAID VOLUNTEER AIDES
Code	ag4120.09
Status	First Board Review: Up for Discussion / Exhibit
Last Reviewed	March 16, 2023

### **Rescind Guideline - Vol. 41, No. 2**

#### **~~4120.09 USE OF UNPAID VOLUNTEER AIDES~~**

~~Unpaid volunteer aides may be used throughout the school system for:~~

- ~~A. ( ) one (1) day resource service projects such as a lecture, a demonstration, or assistance on a field trip;~~
- ~~B. ( ) short term resource service projects not exceeding a \_\_\_\_\_ day period;~~
- ~~C. ( ) continuing service projects extending over long periods or for the entire school year such as library aides, teacher aides, and office aides;~~
- ~~D. ( ) [Other] \_\_\_\_\_.~~

#### **~~Procedures to be Followed~~**

- ~~A. ( ) Volunteers for one (1) day and short term resource service projects may be contacted and scheduled by the individual school or department desiring the service without involving the Central Office in the arrangements and without any special conditions;~~
- ~~B. ( ) All volunteers who will be working with students on an independent basis are required to complete Form 4120.09 Fi.~~
- ~~C. ( ) All volunteers shall be under the direct supervision of the school or department administrator and/or the teacher to whom they are assigned. They may not be used in an administrative or supervisory capacity;~~
- ~~D. ( ) Volunteer aides may not be used to replace paid employees;~~

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Book	Administrative Guideline Manual
Section	Vol. 41, No. 2 - January 2023
Title	Vol. 41, No. 2 - January 2023 Replacement CRITERIA FOR AWARDING THE DIPLOMA WITH HONORS
Code	ag5460A
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Last Revised	May 24, 2012
Last Reviewed	March 16, 2023

### **Replacement Guideline - Vol. 41, No. 2**

#### **5460A - CRITERIA FOR AWARDING THE DIPLOMA WITH HONORS**

Students who challenge themselves by taking and successfully completing high-level coursework and engaging in real-world experiences may be awarded a Diploma with Honors. The Board of Education will issue the following Diplomas with Honors:

- A. Academic Honors Diploma
- B. Career Tech Honors Diploma
- C. Arts Honors Diploma
- D. Social Science and Civic Engagement Honors Diploma
- E. ( ) STEM Honors Diploma
- F. ( ) International Baccalaureate Honors Diploma

Diploma with Honors is awarded to any student who has fulfilled the following:

- A. Successfully completes the Board's regular diploma requirement ( ) or all of the requirements of the International Baccalaureate Honors Diploma Program **[END OF OPTION]**, completes the IEP developed for the student, or demonstrates technical expertise in a career-technical education program.
- B. Completes the specific requirements for an honors diploma as required by law, which include:
  1. **Academic Honors Diploma** - student completes the academic curriculum in the high school and has met at least six (6) of the following seven (7) criteria:
    - a. earn four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent and another higher-level course or a four (4) year sequence of courses that contains equivalent content;
    - b. earn four (4) units of science, including two (2) units of advanced science (courses that are inquiry-based with laboratory experiences and that align with grades 11/12 standards, and are an Advanced Placement course or an entry-level college course);
    - c. earn four (4) units of Social Studies ( ) which includes financial literacy **[DRAFTING NOTE: If a school district counts financial literacy as a social studies course, students may use the course to meet this requirement and include this optional language. However, if a school district counts financial literacy as a family consumer science or business education elective, it does not count and the option should be deleted.] [END OF OPTION];**

- d. earn either three (3) units each of one (1) world language, or two (2) units each of two (2) world languages (must include no less than two (2) units of each language for which credit is sought);
- e. earn one (1) unit of fine arts;
- f. maintain an overall high school grade point average of at least 3.5 on an unweighted 4.0 scale up to the last grading period of the senior year; and
- g. obtain a composite score of 27 on the American College Testing Program's (ACT) Test, or an equivalent composite score of 1280 on the Scholastic Assessment Test (SAT).

**2. Career Tech Honors Diploma** – student meets nine (9) of the following ten (10) criteria:

- a. earn four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent, and another higher-level course or a four (4) year sequence of courses that contains equivalent content;
- b. earn four (4) units of science, including two (2) units of advanced science (courses that are inquiry-based with laboratory experiences and that align with grades 11/12 standards, are an Advanced Placement course or an entry-level college course);
- c. earn four (4) units of Social Studies ( ) which includes financial literacy **[DRAFTING NOTE: If a school district counts financial literacy as a social studies course, students may use the course to meet this requirement and include this optional language. However, if a school district counts financial literacy as a family consumer science or business education elective, it does not count and the option should be deleted.] [END OF OPTION];**
- d. earn two (2) units of one (1) world language;
- e. earn four (4) units of Career-Technical courses which leads to an industry-recognized credential, apprenticeship, or is a part of an articulated career pathway which can lead to post-secondary credit;
- f. maintain an overall high school grade point average of at least 3.5 on an unweighted 4.0 scale up to the last grading period of the senior year;
- g. obtain a composite score of 27 on the American College Testing Program's (ACT) Test, or an equivalent composite score of 1280 on the Scholastic Assessment Test (SAT);
- h. complete a field experience (experiential learning in either an internship or apprenticeship) and document the experience in a portfolio specific to the student's area of focus;
- i. develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by a scholar or professional within the field/area who is not employed by the Board; and
- j. earn an industry-recognized credential or achieve the proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.

**3. Arts Honors Diploma** – student engages in the study of dance, drama/theatre, music, or visual arts and meets nine (9) of the following ten (10) criteria:

- a. earn four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent, and another higher-level course or a four (4) year sequence of courses that contains equivalent content;
- b. earn three (3) units of science, including at least one (1) unit of advanced science (a course that is inquiry-based with laboratory experiences and that aligns with grades 11/12 standards, and are an Advanced Placement course or an entry-level college course);
- c. earn three (3) units of Social Studies ( ) which includes financial literacy **[DRAFTING NOTE: If a school district counts financial literacy as a social studies course, students may use the course to meet this requirement and include this optional language. However, if a school district counts financial literacy as a family consumer science or business education elective, it does not count and the option should be deleted.] [END OF OPTION];**



- d. earn either three (3) units of one (1) world language, or two (2) units each of two (2) world languages (must include no less than two (2) units of each language for which credit is sought);
- e. earn four (4) units of fine arts;
- f. earn two (2) units of electives with a focus in fine arts courses;
- g. maintain an overall high school grade point average of at least 3.5 on an unweighted 4.0 scale up to the last grading period of the senior year;
- h. obtain a composite score of 27 on the American College Testing Program's (ACT) Test, or an equivalent composite score of 1280 on the Scholastic Assessment Test (SAT);
- i. complete a field experience (experiential learning in either an internship or apprenticeship) and document the experience in a portfolio specific to the student's area of focus; and
- j. develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by a scholar or professional within the field/area who is not employed by the Board.

**4. Social Science and Civic Engagement Honors Diploma** - student meets nine (9) of the following ten (10) criteria:

- a. earn four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent, and another higher-level course or a four (4) year sequence of courses that contains equivalent content;
- b. earn three (3) units of Science, which includes at least one (1) unit of advanced science (courses that are inquiry-based with laboratory experiences and that align with grades 11/12 standards, and are an Advanced Placement course or an entry-level college course);
- c. earn five (5) units of Social Studies ( ) which includes financial literacy **[DRAFTING NOTE: If a school district counts financial literacy as a social studies course, students may use the course to meet this requirement and include this optional language. However, if a school district counts financial literacy as a family consumer science or business education elective, it does not count and the option should be deleted.] [END OF OPTION];**
- d. earn either three (3) units of one (1) world language, or two (2) units each of two (2) world languages (must include no less than two (2) units of each language for which credit is sought);
- e. earn one (1) unit of fine arts;
- f. earn three (3) units of electives with a focus in social sciences and/or civics courses;
- g. maintain an overall high school grade point average of at least 3.5 on an unweighted 4.0 scale up to the last grading period of the senior year;
- h. obtain a composite score of 27 on the American College Testing Program's (ACT) Test, or an equivalent composite score of 1280 on the Scholastic Assessment Test (SAT);
- i. complete a field experience (experiential learning in either an internship or apprenticeship) and document the experience in a portfolio specific to the student's area of focus; and
- j. develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by a scholar or professional within the field/area who is not employed by the Board.

**5. ( ) STEM Honors Diploma** - student meets nine (9) of the following ten (10) criteria:

- a. earn five (5) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent, another higher-level course, or a four (4) year sequence of courses that contains equivalent content, and completion of additional coursework for a total equivalent of five (5) units (the fifth mathematics and science credit for the STEM honors diploma may be fulfilled by a single course);
- b. earn five (5) units of Science, including two (2) units of advanced science (courses that are inquiry-based with laboratory experiences and that align with grades 11/12 standards, and are an Advanced Placement course or an

entry-level college course) (the fifth mathematics and science credit for the STEM honors diploma may be fulfilled by a single course);

- c. earn three (3) units of Social Studies ( ) which includes financial literacy **[DRAFTING NOTE: If a school district counts financial literacy as a social studies course, students may use the course to meet this requirement and include this optional language. However, if a school district counts financial literacy as a family consumer science or business education elective, it does not count and the option should be deleted.]**[END OF OPTION];
- d. earn either three (3) units each of one (1) world language, or two (2) units each of two (2) world languages (must include no less than two (2) units of each language for which credit is sought);
- e. earn one (1) unit of fine arts;
- f. earn two (2) units of electives with a focus in STEM courses;
- g. maintain an overall high school grade point average of at least 3.5 on an unweighted 4.0 scale up to the last grading period of the senior year;
- h. obtain a composite score of 27 on the American College Testing Program's (ACT) Test, or an equivalent composite score of 1280 on the Scholastic Assessment Test (SAT);
- i. complete a field experience (experiential learning in either an internship or apprenticeship) and document the experience in a portfolio specific to the student's area of focus; and
- j. develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by a scholar or professional within the field/area who is not employed by the Board.

**6. ( ) International Baccalaureate Honors Diploma** – student meets eight (8) of the following nine (9) criteria:

- a. earn four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent, and another higher-level course or a four (4) year sequence of courses that contains equivalent content;
- b. earn four (4) units of science, including biology, chemistry, and at least one (1) unit of advanced science (a course that is inquiry-based with laboratory experiences and that aligns with grades 11/12 standards, and is an Advanced Placement course or an entry-level college course);
- c. earn four (4) units of Social Studies ( ) which includes financial literacy **[DRAFTING NOTE: If a school district counts financial literacy as a social studies course, students may use the course to meet this requirement and include this optional language. However, if a school district counts financial literacy as a family consumer science or business education elective, it does not count and the option should be deleted.]** [END OF OPTION];
- d. earn four (4) units of world languages, with no less than two (2) units of a single language;
- e. earn one (1) unit of fine arts;
- f. maintain an overall high school grade point average of at least 3.5 on an unweighted 4.0 scale up to the last grading period of the senior year;
- g. obtain a composite score of 27 on the American College Testing Program's (ACT) Test, or an equivalent composite score of 1280 on the Scholastic Assessment Test (SAT);
- h. complete a field experience (experiential learning in either an internship or apprenticeship) and document the experience in a portfolio specific to the student's area of focus; and
- i. develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by a scholar or professional within the field/area who is not employed by the Board.

**Field Experience Criteria**

To fulfill the field experience requirement, a student must complete a learning experience that is relevant to the honors diploma area of focus. Experiential learning involves the application of academic and technical skills and includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships, and apprenticeships. Students receive regular supervision during field experience activities as well as documented follow-up.

**[OPTION] [DRAFTING NOTE: ODE recommends that Districts define processes and establish procedures for students to participate in field experiences.]**

**[ ]** The District requires students to complete the following procedures:

- A. Submit a written proposal of the experience which will be approved by the \_\_\_\_\_ no later than \_\_\_\_\_.
- B. Provide a completed field experience training agreement signed by the student, parent, and \_\_\_\_\_.
- C. Gather evidence that documents the student's participation in the field experience.
- D. Complete a self-evaluation and/or obtain an evaluation from a supervisor or \_\_\_\_\_.
- E. Submit a completed portfolio to the \_\_\_\_\_ no later than \_\_\_\_\_.

**[END OF OPTION]**

Field experiences must be documented in a portfolio, although do not need to be approved by an outside expert or professional unless the student wishes to fulfill the portfolio criteria. A student may complete work to meet the field experience criteria through credit flexibility.

### **Portfolio Criteria**

To meet the portfolio criteria, a student must develop a portfolio in the student's honors diploma area of focus. Work completed through credit flexibility may meet the portfolio criteria.

The portfolio will contain a combination of the following:

- A. Introductory letter written by the student describing the work and how it relates to the focus area.
- B. Table of contents.
- C. Career development materials such as a resume, college application, letter(s) of recommendation, employment application.
- D. Documentation of progress.
- E. Work product developed during the experience.
- F. Presentation of the portfolio to the school or local community.
- G. Evaluations ( ) that comply with a rubric approved by the \_\_\_\_\_ **[END OF OPTION]**.

The portfolio must be completed by \_\_\_\_\_ and evaluated by an expert with academic or professional backgrounds related to the student's focus area. Experts may not be employed by the Board and may not be a family member. Students will select from a list of experts developed by the \_\_\_\_\_, or may select another qualified individual that is approved by the \_\_\_\_\_. Experts will evaluate the work contained in the portfolio using criteria developed and approved by the \_\_\_\_\_.

A student does not need to complete a field experience to meet the portfolio criteria.

### **Additional Elements of the Diploma with Honors**

Students shall not be required to make application or declare their intention to qualify for the Diploma with Honors. Before the beginning of each school year, the high school principal shall notify all high school students and their parents of the criteria required for earning the Diploma with Honors.

The \_\_\_\_\_ shall notify the \_\_\_\_\_ **[joint vocational school]** of the requirements established by the Board for District students to be awarded a Diploma with Honors. The Principal shall request and verify that the joint vocational school district provides to each enrolled District student, at the beginning of each year, the Board's requirements for both a regular diploma and the

Diploma with Honors. In addition, the Principal is directed to obtain from the JVS, by no later than \_\_\_\_\_, the diploma status for each enrolled District student.

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Book	Administrative Guideline Manual
Section	Vol. 41, No. 2 - January 2023
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Last Revised	August 19, 2021
Last Reviewed	March 16, 2023

### **Replacement Guideline - Vol. 41, No. 2**

#### **5460B - CRITERIA FOR CREDIT FLEXIBILITY PLAN**

This guideline identifies the criteria relevant to the development of the District's Credit Flexibility Plan. The District Credit Flexibility Plan offers a variety of learning opportunities for students with a focus on performance, acknowledgment of each student's unique learning styles, paces, and interests, and enables students to demonstrate creativity, explore academic and career interests, and practice critical thinking. Students may earn credits by:

- A. completing coursework in a traditional classroom setting, through distance or online learning, and/or during after-school programs;
- B. participating in educational options such as testing out of or demonstrating mastery of course content, educational travel, independent study, internships/cooperative education experiences, community service, and work-based learning;
- C. blending career technical education by completing program/lab credit, academic credit, and/or work experiences; and/or
- D. receiving individualized support and instruction to fill gaps by learning based on assessed performance.

#### **Eligibility to Participate**

Students enrolled in the District are eligible to participate in Credit Flexibility as follows:

- A. Students in grades seven (7) and eight (8) may replace a required curriculum class.
- B. Students who have progressed through the curriculum to the high school level may earn credit.
- C. All high school students may replace a course or earn credit in one (1) or more content areas.
- D. All courses and credits are eligible to be satisfied through Credit Flexibility.

#### **District Plan**

The Plan, developed by the District's Leadership Team to align with Ohio's Credit Flexibility Plan, includes the following elements:

- A. identifies methods for how the District notifies students and parents about credit flexibility options through multiple channels of communication;
- B. allows any student who is eligible to participate in Credit Flexibility subject to the conditions prescribed in order to earn the credit;
- C. ensures that a student may earn an unlimited number of courses/credits through credit flexibility;
- D. establishes a procedure and timeline that is sufficiently flexible to allow students to access a wide variety of opportunities, including online or virtual education, postsecondary options, or programs offered by another district approved by the Board, and

does not arbitrarily discourage students from participating;

- E. allows students access to online or virtual education, postsecondary options, or programs offered by another district approved by the Board;
- F. establishes an appeal process for students to appeal the rejection of a plan and/or decisions about awarding/earning credit;
- G. allows students to complete elements of the program during non-conventional times, such as during school breaks, on weekends, and after regular school hours, and allows participation to count as attendance for comparable school class period(s) toward full-time enrollment;
- H. treats credits earned and courses completed through credit flexibility the same as credits earned in a traditional class for recording on student transcripts, weighting and calculating a student's GPA and class standing;
- I. permits credits to count toward satisfying graduation requirements;
- J. allows partial and simultaneous credit, such as academic and career tech, more than one (1) content area, and secondary and postsecondary;
- K. establishes how and when credit may be accepted for transfer students if awarded by other schools or educational institutions, including online schools, in accordance with Ohio's Operating Standards;
- L. sets procedures for students who transfer districts, who do not complete the plan, or who graduate early after meeting graduation requirements;
- M. ensures that a student who participates in credit flexibility experiences no negative consequences;
- N. provides for student eligibility in accordance with OHSA bylaws (441, 448) for interscholastic athletics.

### **Procedures for Credit Flexibility Participation**

The District is committed to ensuring that the process for students to participate in Credit Flexibility is straightforward, simplified where possible, equitable, and accessible to all students.

- A. Students are notified annually in grades six (6) through twelve (12) about the Credit Flexibility Plan and opportunities for participation.
- B. Either a student or District administration may initiate a student's participation.
- C. Students and designated District staff will jointly develop a plan that documents the student's learning and the criteria that will be used by the District to evaluate the learning.
- D. The \_\_\_\_\_ will be responsible for approving the plan before the student begins learning and activities. Approval will occur in a timely manner and plans will be approved, unless there are significant omissions or violations of policy, or agreement cannot be reached between the student and District about the terms of the plan. District staff will work with the student to address any deficiencies when a plan has been rejected.
- E. Students will check in with designated District staff periodically while completing the credit flexibility plan.

### **Data Collection and Reporting**

Data concerning the methods and frequency of communication with students and families will be reported to the Ohio Department of Education (ODE).

### **Plan and Data Review**

The Board will review the policy provisions and the District Credit Flexibility Plan regularly. The administration will periodically provide data to the Board summarizing student participation and credits awarded in credit flexibility.

**[ ]** The District shall maintain a "library" of courses that have been approved to assist students, parents, and teachers to understand available options, some of which may be unique to local communities and various regional economic development interests and initiatives.

[ag5460B.doc \(44 KB\)](#)

Book	Administrative Guideline Manual
Section	Vol. 41, No. 2 - January 2023
Title	Vol. 41, No. 2 - January 2023 Revised DIPLOMA SEALS
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Last Reviewed	March 16, 2023

### **Revised Guideline - Vol. 41, No. 2**

#### **5460D - DIPLOMA SEALS**

The Board of Education authorizes students to earn the following seal(s) to fulfill State requirements to earn a diploma. **[DRAFTING NOTE: A district must offer at least one (1) of these seals and develop guidelines for awarding the seal(s) to meet State graduation requirements beginning with the Class of 2023. A Board has the option of adopting the new graduation requirements for earlier classes to earn a diploma].**

#### **A. ☐ Community Service Seal**

The Board believes that high-quality community service experiences help prepare students for success in the workplace by allowing them to apply academic, leadership, and technical skills in a real-life setting. Community service also connects students with the community in a positive way and teaches them to become good citizens.

A student may earn a Community Service Seal by completing a minimum of \_\_\_\_\_ (\_\_\_\_) hours of community service during high school in a high-quality community service experience. **[DRAFTING NOTE: The Ohio Department of Education requires students to complete at least 120 hours of community service as a graduation option for the class of 2020. This may be used as a guideline for determining how many hours of community service a student must complete to earn the community service seal.]**

A high-quality community service experience achieves the following:

1. helps students make invaluable connections in their community
2. gives students an opportunity to explore possible career options in the public, nonprofit, and philanthropic sectors and gain valuable work skills
3. exposes students to the needs of their community and promotes an understanding of, and the value in, civic engagement as well as volunteerism
4. provides students with an opportunity to acquire and demonstrate social and emotional skills, academic knowledge, leadership, professionalism, and critical reasoning
5. \_\_\_\_\_
6. \_\_\_\_\_

Community service must be completed with an approved charitable organization which is preferably located and registered as a nonprofit organization in Ohio. Students may verify whether a nonprofit organization is registered in Ohio on the Ohio Attorney General's website at <https://charitableregistration.ohioattorneygeneral.gov/charities/Research-Charities.aspx>.

Community service experiences must be approved by the District's designated community service advisor in advance. The Board designates \_\_\_\_\_ to serve as the community service advisor. To obtain approval, students must submit the following information:



1. name and description of the organization

2. a description of the proposed community service activities, including a list of duties, responsibilities, and learning outcomes (scope of work)

3. a timeline for completing community service hours

4. \_\_\_\_\_

5. \_\_\_\_\_

☐ Students will be required to submit a completed community service agreement ( ), no later than \_\_\_\_\_, that is signed by the advisor, student, parent, and an individual at the organization who will oversee the student's work.

Community service hours must be documented and verified by an individual at the community service organization before they are submitted to the school advisor for final approval.

☐ Students will be required to reflect on the community service work at least \_\_\_\_\_ ( ) times during the experience. Reflections must be submitted to the advisor in writing and include a summary of the tasks completed as well as an assessment of how the service has benefited both the student and community at large before hours will be approved.

☐ Students must also submit ( ) a self-evaluation of their work ( ) an evaluation completed by a supervisor **[END OF OPTIONS]** that verifies the work and reports on the demonstration of the identified competencies or skills.

#### B. ☐ Fine/Performing Arts Seal

The Board believes that participation in fine and performing arts programs supports the development of critical skills such as creativity, sensory processing, communication, problem-solving, cultural awareness, and expression. It also helps students gain confidence that will assist them throughout life.

A student may earn a Fine/Performing Arts Seal by earning at least \_\_\_\_\_ ( ) credits of approved fine arts program electives in one (1) of the following disciplines: ( ) visual arts, ( ) dance, ( ) drama/theatre, ( ) music, or ( ) media arts during high school.

( ) Students may also earn the seal by participating in \_\_\_\_\_ ( ) full seasons of a Board-approved fine or performing arts extracurricular activity in one (1) of the recognized disciplines. One (1) season of extracurricular activity will be considered the equivalent of one (1) class credit toward earning the seal. In order for participation in a fine/performing arts extracurricular activity to count toward earning the seal, students must participate in the entire scheduled season of the activity. Participation must be verified by the program advisor or coach. Students may earn two (2) credits in one (1) year by participating in a co-curricular activity such as choir, theatre, or band. One (1) credit will be achieved by earning a passing score in the class component, and one (1) credit will be earned by participating during the entire season of the extracurricular activity component.

#### C. ☐ Student Engagement Seal

The Board believes that meaningful participation in Board-approved extracurricular activities helps to develop a well-rounded student who is more engaged in the school community.

Students may earn a Student Engagement Seal by participating in at least \_\_\_\_\_ ( ) **[INSERT NUMBER]** Board-approved extracurricular activities during high school. Eligible activities include participation in a District athletic program, Board-recognized school club, or student government.

In order for participation to count toward earning the seal, students must participate in the entire scheduled season of the activity for at least one (1) school year. Participation must be verified by the program advisor or coach.

All earned diploma seals will be affixed to a student's diploma and an official transcript.

Book	Administrative Guideline Manual
Section	Vol. 41, No. 2 - January 2023
Title	Vol. 41, No. 2 - January 2023 Replacement THREAT ASSESSMENT AND INTERVENTION [CSTAG]
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### **Replacement Guideline - Vol. 41, No. 2**

#### **8400A - THREAT ASSESSMENT AND INTERVENTION [CSTAG]**

Recognizing that student conduct may present a danger to students and staff members in an emergency, school officials must act promptly to minimize risk. The District will use a behavioral threat assessment model and Behavioral Threat Assessment Management Team ("Team") to assist in the proactive prevention of targeted violence by identifying areas of concern, gathering information, assessing the likelihood of violence, initiating appropriate interventions and violence mitigation strategies, and providing ongoing evaluation to increase positive outcomes for individuals and enhance overall school safety.

A Multidisciplinary Building-Level Threat Assessment Team will employ a behavior-based approach to identify and assess individuals who demonstrate concerning communications or behavior. The Team shall be comprised of highly trained school personnel from diverse positions, backgrounds, and experience – including an administrator, school psychologist, school counselor, instructional personnel, and, where appropriate, a school resource officer. The ( ) Principal ( ) \_\_\_\_\_ **[END OF OPTION]** will ordinarily serve as the Team's leader. Nothing herein shall prevent another Team member from temporarily serving as the Team's leader if the normally assigned individual is unavailable. Team members must complete an approved threat assessment training program from the list maintained by the Ohio School Safety Center (OSSC) upon appointment, and once every three (3) years thereafter.

The Team is directed to avoid profiling of any kind based on race, ethnicity, age, physical or mental health conditions, learning abilities, socioeconomic status, sex (including gender identity and sexual orientation), or religion when conducting a behavioral threat assessment.

#### **Key Definitions**

- A. **Concerning Behavior:** An observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Other behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). **Note:** Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
- B. **Concerning Communication:** Unusual, bizarre, threatening, or violent communications made by an individual or group. Concerning communications may allude to violent intentions, violence to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written, oral, or visual media. **Note:** Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
- C. **Risk Classification Levels:** Assessment of risk posed by the individual of concern - e.g., transient, serious substantive, or very serious substantive:
  1. **Transient:** The threat involves an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm; the person retracts the threat or offers an explanation and/or apology that indicates no future intent to harm anyone. Attempt to resolve the threat as transient.

2. **Serious Substantive:** A threat to hit, fight, or beat up. Respond to a substantive threat by:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

3. **Very Serious Substantive:** A threat to kill, rape, or cause very serious injury with a weapon. Respond to a very serious substantive threat by conducting a safety evaluation following items a-d above and, as appropriate, briefly placing the student elsewhere or suspending them pending completion of the following:

- a. Screen student for mental health services and counseling; refer as needed.
- b. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- c. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

D. **Targeted violence:** A premeditated act of violence directed at an individual, group, or location for a specific reason.

As required by Policy 8400, this guideline outlines steps building administrators and their threat assessment teams must take when they become aware of a student-posed safety threat.

A threat is a concerning communication or behavior that suggests a person may engage in behavior that could cause harm to self or others. The threat may be spoken, written, or gestured, and is considered a threat regardless of whether it is observed by, or communicated directly to, the target(s) of the threat. A threat may be communicated or observed electronically.

### Ohio School Behavioral Threat Assessment Model Protocols

The District will follow the Ohio School Behavioral Threat Assessment Model Protocol. All documentation of actions taken should be completed on the Ohio School Threat Assessment Form which is available from the District's OSSC regional liaison or directly from the OSSC by emailing [ohioschoolsafetycenter@dps.ohio.gov](mailto:ohioschoolsafetycenter@dps.ohio.gov). The following content is based on the Model Protocol, which can be found at <https://docs.google.com/viewer?url=https%3A%2F%2Fohioschoolsafetycenter.ohio.gov%2Fstatic%2FOhioSchoolBehavioralThreatAssessmentModelPolicy.docx> (accessed 11/21/2022).

A behavioral threat assessment is predicated on bystanders reporting their concerns when they observe concerning behavior. As such, the District encourages bystander reporting. To that end, school staff, students, parents, and other community members will be trained on identifying concerning behaviors and communications, and how to report those concerns using ( ) the Safer Ohio School Tip Line anonymous reporting system ( ), \_\_\_\_\_, [END OF OPTION] [DRAFTING NOTE: Insert the name of the anonymous report program provider that the District entered into an agreement with pursuant to R.C. 3313.669] or through other avenues as appropriate.

### Overview of the Ohio School Behavioral Threat Assessment Model Protocol

When the Threat Assessment Team at a school receives a report, Phase I of the Threat Assessment Model Protocol is initiated.

A. **Phase I: Initial Response and Information Gathering** – Phase I of the behavioral threat assessment process includes initiating emergency protocols when appropriate and moving through the initial information-gathering stage. Initial information is gathered through interviews with relevant parties and an initial Classification Level is determined.

If the result of Phase I is a Classification Level of serious substantive or very serious substantive, the Team should proceed to Phase II of the Threat Assessment Model Protocol for additional information-gathering (a Classification Level of low will progress directly to Phase III).

B. **Phase II: Additional Information Gathering and Risk Classification** – Phase II of the behavioral threat assessment process includes opportunities for additional information-gathering for individuals with an initial Classification Level of serious substantive or very serious substantive. Additional information gathering includes identification of other factors of concern, protective factors, as well as additional sources of information. At this stage, the Team will review and adjust the Classification Level as appropriate based on the findings from the additional information-gathering process.

All behavioral threat assessments will proceed to Phase III of the Threat Assessment Model Protocol where the Team develops a plan to intervene and manage the concern.

- C. **Phase III: Intervention and Case Management** – Phase III of the behavioral threat assessment process includes identifying and implementing interventions and risk mitigation strategies. This should include a Case Plan to assist with case management strategies.

### **Implementation of the Ohio School Behavioral Threat Assessment Model Protocol**

Once the school receives information regarding a prohibited or concerning behavior, the likelihood that the behavior could result in harm must be determined. In Phase I, the Threat Assessment Team makes a determination that will guide its actions in the following phases.

#### **Phase I: Initial Response and Information Gathering**

- A. Step 1 – Document the staff members who are completing the required tasks for Phase I. Document this information on the first page of the threat assessment form.
- B. Step 2 – Interview the reporting person (if available). If the reporting person perceives the concerning behavior to indicate a serious and imminent threat, the reporting person should call law enforcement immediately. ( ) The school resource officer (SRO) assigned to the building should be a part of the Threat Assessment Team. **[END OF OPTION]** The staff member may report the concerning information to the SRO instead of calling 911. If the reporting person is unknown or not available, the interview may not be able to be completed, but the rest of Phase I should continue as outlined.

Depending on the information that the staff member provides to the Threat Assessment Team or law enforcement, immediate action may be required to prevent serious injury or death. If this is the case, the threat assessment process should be postponed until the environment has been made safe.

The Team should document the information it gathered from the reporting person on the *Threat or Concerning Behavior Report*. The information required on this report is the minimum information that should be gathered. If the Team determines that additional information is needed, it should add more.

- C. Step 3 – Complete the Emergency Operations/Notifications section of the Form; document the Team's contact with the parents of the involved students. In particular, document who made these contacts, who was spoken to, and the time these contacts occurred.
- D. Step 4 – Document the interviews that need to be completed to collect information about the concerning incident. The Team should interview all teachers that have regular or noteworthy contact with the concerning student. The Team leader should set a specific deadline for the completion of these interviews. The Team member(s) assigned to complete the interviews should inform the staff members who are being interviewed that the request for the information (and the information itself) contained in the documents the Team is completing is confidential and should not be shared with others.

The Team member(s) charged with completing the teacher interviews is/are reminded that the interview sheets for the staff members, subject of concern, potential targets, parents/guardians, and witnesses are not exhaustive. If the Team determines that there are additional questions that need to be asked, it should document them on a separate sheet of paper and attach that page to the documented interview.

#### **Considerations for Information Gathering**

When the Threat Assessment Team is investigating a report, the Team should examine the following behavioral themes that have been identified by the National Threat Assessments Center:

- A. The student's motives and goals.
- B. Concerning, unusual, or threatening communications.
- C. Inappropriate interest in weapons, school shooters, mass attacks, or other types of violence.
- D. Access to weapons.
- E. Stressful events, such as setbacks, challenges, or losses.
- F. Home-life factors (e.g., domestic violence, abuse, instability).

- G. Impact of emotional or developmental issues.
- H. Evidence of desperation, hopelessness, or suicidal thoughts/gestures.
- I. Whether the student views violence as an option to solve problems.
- J. Whether others are concerned about the student's statements or behaviors.
- K. Capacity to carry out an attack.
- L. Evidence of planning for an attack.
- M. Consistency between the student's statements and their actions.
- N. Protective factors such as positive or prosocial influences or events.

These preceding behavioral themes are not an exhaustive list, but rather serve as a starting point for the information-gathering process.

### **Information Sharing/Consent**

Although the law gives the District, law enforcement, and child welfare professionals the ability to interview a child without parental consent, it is considered best practice to have the consent and cooperation of the parents.

When investigating a safety issue, the District does not need to request consent from parents prior to interviewing their child. However, it is possible that parents might later refuse the school permission to complete the behavioral threat assessment with their child, to speak to the administration, or allow access to their child. While it is certainly the parent's right to refuse, depending on the seriousness of the prohibited/concerning behavior, such a refusal could significantly increase the risk level associated with the threat. The reason behind this concern is that it could indicate that the parent doesn't recognize serious pathological behavior.

Additionally, the District may search school-provided property, such as lockers and laptops, without permission. The District may also search the personal belongings of a student, such as a jacket or backpack, provided the District first has reasonable suspicion to do so. This reasonable suspicion may include information that has been shared about, but not limited to, illegal drugs, paraphernalia, and weapons.

If the District is unable to complete a threat assessment because of consent issues or limited access to a student, law enforcement can detain the student and question them (complete the assessment). Child welfare workers can also interview a child without parental consent, based on allegations of child abuse or neglect.

In addition to considerations surrounding consent to interview, members of the Behavioral Threat Assessment Management Team should identify instances where a release of information is needed to access student records during the information-gathering stage of a behavioral threat assessment and work to obtain signed releases. Having signed release of information forms can also be helpful in the management phase of a behavioral threat assessment for monitoring student progress with intervention programming. Examples may include attendance records, personal identifying information, discipline history, and previous schools attended.

The Family Educational Rights and Privacy Act (FERPA) provides relevant guidance as to when staff can share student information with law enforcement. Specifically, FERPA 34 C.F.R. 99.36 sets forth the conditions that must be present to permit the disclosure of information in health or safety emergencies:

- A. An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
- B. Nothing in this Act or this part shall prevent an educational agency or institution from:
  1. including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;
  2. disclosing appropriate information maintained under paragraph (B)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or
  3. disclosing appropriate information maintained under paragraph (B)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

- C. In making a determination under paragraph (A) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the Department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

Thus, while FERPA ordinarily requires schools to obtain consent from an eligible student or a minor student's parents prior to releasing student records, such records may be released in certain circumstances without the consent of parents or the student. One of those circumstances is to "appropriate officials in cases of health and safety emergencies."

The District may also disclose information that is considered "directory" information without consent. See Policy 8330 for the Board's definition of directory information.

Finally, FERPA does not apply to several communications regarding students. Information reported about a student to school staff by another student, either verbally or in writing, is not protected under FERPA. Personal observations of a student or their behavior, by school staff, are not protected under FERPA. Social media posts made by a student and discovered by school personnel are not protected under FERPA.

### **Building Rapport with Interviewees**

The Team member(s) charged with interviewing individuals should be trained to establish rapport with those they are interviewing. Since some of the information that will be discussed may be considered sensitive, some people may be reluctant to share it with someone they do not trust. Rapport and trust can be established by reassuring the interviewee that the goal of this process is to determine how to best help the person of concern. One approach to building trust while gathering information is to clarify roles at the onset of the interview. Role clarification involves:

- A. Providing a context to the behavioral threat assessment process – i.e., provide an overview of the goals of the behavioral threat assessment program.
- B. Explaining expectations of the interviewee and the interviewer – i.e., provide an overview of the interviewer's role on the Behavioral Threat Assessment Management Team and what the interviewer hopes to accomplish during the interview.
- C. Outlining the process moving forward – i.e., discuss the steps of the behavioral threat assessment and interview process, explain what is requested of the interviewee, and identify the roles of other individuals involved in the behavioral threat assessment process.
- D. Addressing questions surrounding confidentiality – i.e., discuss expectations of confidentiality, including what information can be shared in accordance with FERPA and who has access to the responses from this interview.

In addition to role clarification, paying close attention to the interviewee and using active listening skills can assist in building trust.

### **Risk Classification Level**

As information is gathered from interviews and other sources, the Team will use the information to assess the level of risk posed by the individual of concern. When determining the level of risk associated with a threat, the central question is not whether a person *made* a threat, but whether a person *poses* a threat.

Based on the information collected, the Team will assign one (1) of the following Classification Levels to the behavior: transient, serious substantive, or very serious substantive.

Below is an initial Suggested Response Guide for each level that outlines actionable steps staff can take to address the potential risk of harm.

Team members should keep in mind that a student demonstrating a pattern of concerning behavior over time may warrant an elevated Classification Level – i.e., if the Team documents an escalating pattern of low-level concerning behavior, all three (3) phases of the threat assessment process should be completed to determine if the student requires additional resources.

The Classification Level assigned to a concerning behavior will determine the next steps to be taken in the threat assessment process. If the behavior is determined to be a transient risk and it is not connected to an escalating pattern of behavior, the Team may decide to proceed to Phase III and document the outcomes associated with this behavior. However, if the Team determines that the behavior should

be assessed at serious substantive or very serious substantive, it should proceed to Phase II of the threat assessment process before moving to Phase III.

The Team will need to document the Classification Level at which the behavior is assessed and the justification for that decision. If the Team is made aware of additional information, the Classification Level could change. Any change in Classification Level should be documented and the date/time of the change should be noted.

### **Suggested Response Guide**

#### **A. Transient Risk:**

1. Communicate information to school leadership.
2. Notify appropriate school staff ( ), including the SRO **[END OF OPTION]**.
3. Contact parents/guardians of student of concern.
4. Determine if school and/or community-based referrals are needed.
5. Continue to monitor behavior through school counselor follow-up.
6. Determine if a release of information is needed and obtain signatures when appropriate.
7. Develop a management plan (Phase III).

#### **B. Serious Substantive Risk:**

1. Communicate information to school leadership.
2. Notify appropriate school staff ( ), including the SRO **[END OF OPTION]**.
3. Contact parents/guardians of student of concern.
4. Determine if school and/or community-based referrals are needed and initiate appropriate referrals for the student of concern.
5. Determine if a release of information is needed and obtain signatures when appropriate.
6. Assign a Team member to monitor behavior and student response to interventions.
7. Incidents at this level may require law enforcement notification if prohibited behaviors are present.
8. Continue gathering more information (Phase II) and develop a management plan (Phase III).

#### **C. Very Serious Substantive Risk:**

1. Incidents at this level may require immediate law enforcement intervention or hospitalization.
2. Notify the SRO/law enforcement to address the very serious substantive risk - call 911 and maintain communication with emergency responders and follow their directives.
3. Initiate lock-down procedures per Emergency Management Plan (EMP), if appropriate.
4. Communicate information to school leadership.
5. Notify appropriate school staff.
6. Contact parents/guardians of student of concern.
7. Provide direct supervision of the student until parents/guardians assume custody and/or the student is removed from school property and/or any immediate concerns are addressed.
8. Follow Board policies for notifying potential victims, including their parents/guardians, as appropriate.

9. Initiate interventions to stabilize the situation as needed.
10. Determine if a release of information is needed and obtain signatures when appropriate.
11. Assign a Team member to monitor behavior and student response to the safety and intervention plan.
12. Continue gathering more information (Phase II) and develop a management plan (Phase III).

## **Phase II: Additional Information Gathering and Risk Classification**

If the Team determines that Phase II of the threat assessment process will need to be completed, documentation should continue regarding any interviews or investigation that has been completed thus far. Each member of the Team taking part in the assessment should be listed, along with their position, phone number, and email address. The same Team members may take part in Phase II as in Phase I, but their information should still be entered into Phase II documentation.

In Phase II, all additional sources of information should be noted. Additional documents gathered should be attached to the behavioral threat assessment paperwork. The Team may discover that more information is needed. The Team leader should assign these tasks and set expectations about when the information is needed. The Team should take care to document each task that is completed, including when it was completed and by whom. If information is required from outside sources, the Team should document who was contacted to provide the information and when. Additionally, if any consent to release information, Memorandum of Understanding (MOU), or court orders exist between entities (in regard to this student), they should be referenced/attached as well.

It is the Team leader's responsibility to make sure all of the assigned tasks are completed within the established time limits.

Once all the necessary information is collected, the Team will reconvene and complete the Key Observations, Factors of Concern, and Protective Factors Checklists. Once the checklists have been completed, the Team may determine that more information is needed. If the Team determines it has gathered and evaluated all the necessary information, it will assess and revise the Classification Level, as needed. The Team will then determine an appropriate response to the concerning behavior.

Going forward, a Classification Level can be amended based upon new information, mitigating circumstances, aggravating circumstances, or upon successful compliance with interventions. Reminder: Removing a student from school does not mean that student no longer poses a risk of harm to self or others. If the student's behavior indicates that the student still poses such a risk, the Classification Level should not be lowered.

## **Phase III: Intervention and Case Management**

Once a Classification Level has been assigned, a determination regarding the response to that behavior must be made. The Team will be a part of that decision in order to examine and consider all possible outcomes. However, the administration will evaluate potential outcomes based on Board policy and the applicable Student Code of Conduct. Additionally, law enforcement, social services, and other stakeholders will need to determine if there are actions that they will need to take in this situation as well.

There may be additional stakeholders outside of the Behavioral Threat Assessment Management Team that may be of value to the Team in determining the appropriate outcomes or interventions. Teams should consider including community case managers, special education case managers, teachers, counselors/therapists, social workers, parents/guardians, MTSS or student assistant program teams, and mentors. Any person taking part in Phase III decisions should be documented on the Phase III fact sheet.

Once the most appropriate response is determined, the Team needs to document the outcome. The Team will complete the Response to Threat or Concerning Behavior Checklist. If the Team determines that a different resource is needed than what can be found on the checklist, it should document what that resource is and how it will be monitored. Once the checklist has been completed, the Team will need to complete a Case Plan.

A Case Plan will help the Team determine if the concerning person is complying with the interventions designed to mitigate the student's concerning behavior and promote successful outcomes. A staff member should be assigned to each requirement listed in the plan to ensure that requirement is being complied with. This should include the duration and frequency of assigned tasks, as well as a specific date set for the Team to review progress.

The Team is responsible for ensuring consistency between behavioral threat assessment and case management strategies. Based on an individualized assessment of the risk posed by the individual, the Team will employ case management strategies that are appropriate, fair, and reasonable to address the concerns identified. For each Classification Level, there is a minimal level of response or intervention that should guide the initial development of a case management strategy (see Risk Classification). A given case may have a fact pattern that necessitates deviation from the general guidelines. When that is the case, the Team should deliberate, reach a consensus upon action steps, and document the facts or circumstances that factored into the Team's case management planning.



When developing individualized case management plans for the individual, the Team should attempt to identify interventions that align with best practices, for example, evidence-based interventions for bullying, suicidal ideation, and drug use. Informal strategies can also be utilized to provide the student of concern with additional support, for example, assigning a teacher mentor to routinely check in with the student and support their case management plan. In addition, case management plans should consider the student's Classification Level and match the level of services, interventions applied, and monitoring to the student's needs identified during the behavioral threat assessment process. Case Plans/Plans of Support should consider the student's learning style, cognitive level, social connections, emotional development, disabilities, and personality characteristics.

A Case Plan can include a variety of actions that guide a student's emotional development or reduces the risk of harm to self and others. The following is a list of possible interventions, but the administration may take any other actions that are deemed advisable and/or necessary:

- A. Rapport-building
- B. Enhancing skill deficits, such as problem-solving skills, coping skills, communication skills, advocacy skills, and anger management skills
- C. Check-in/Check-out
- D. Mentoring
- E. Bag/Locker searches
- F. Assessments by counselor/therapist
- G. Change of schedule/placement
- H. Cognitive-behavioral interventions
- I. Referring for behavioral health treatment

The Team should meet regularly to review Case Plans/Plans of Support completed on previous threat assessments. The Team should be reviewing information and reports regarding the concerning person's compliance/progress in order to assess intervention results and modify the case plan. At that time, the Team will determine if it is appropriate to decrease or elevate the Classification Level assigned to the concerning person. The Team may also decide that the person's progress has been successful enough to discontinue the Case Plan.

Again, it is the Team leader's responsibility to make sure all the assigned tasks in the Case Plan are being completed successfully. If the student requires an extended period of monitoring, regular meetings of the Behavioral Threat Assessment Management Team will be scheduled and documented.

As best practice dictates in the treatment of juveniles, interventions should be implemented in the least restrictive environment. School administrators and law enforcement should provide a supportive environment for the individual and the safest situation possible for the school community.

### **Complying with the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act**

Completion of a threat assessment does not relieve the District from complying with all Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and/or Americans with Disabilities Act (ADA) requirements for students with disabilities. Instead, the threat assessment process should be completed concurrent to any IDEA, Section 504, and/or ADA-required process(es) to determine if the student's needs are being met by their current services and accommodations. Conversely, the fact that a student has an Individualized Education Program (IEP) or Section 504 Plan does not excuse the District from completing a behavioral threat assessment, which should be a collaborative process in conjunction with any IEP/Section 504 requirements. For example, an IEP for a child who has difficulty with self-expression may have accommodations in place so that in times of crisis, the student goes to talk to a trusted person such as a school counselor or specific teacher/instructor, but not the SRO. If, instead of the school counselor or teacher/instructor, the SRO interviews the child during that time of crisis, the IEP may have been violated, and the child's behavior may escalate. The Team is referred to the *National Association of School Psychologists' Report on Protecting Students' Rights in Behavioral Threat Assessment Management* for additional relevant information – see <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/threat-assessment-at-school/protecting-students-rights-in-btam> (accessed 11/21/2022). If a student has not previously been identified as a student with a disability, the District should convene a team to assess whether the District suspects a disability. If the Team suspects a disability, it should propose to conduct an evaluation pursuant to either the IDEA or Section 504 and secure consent from the student's parents for the evaluation. The evaluation should be completed in a timely manner.

**Records Retention and Sharing**

The completed behavioral threat assessment form and associated corroborating documents shall be maintained as a part of the student of concern’s education record. Should the student transfer to another school district, the District will ordinarily forward a copy of the completed behavioral threat assessment form and related materials to the receiving school district. For example, if a student transfers to another school district to avoid suspension or expulsion, it does not mean that this student no longer poses a risk. Information regarding the student’s threatening/concerning behavior, and actions taken to mitigate such behaviors, should be shared with the receiving school district as soon as possible. If a suspension or an expulsion process has been initiated as a result of prohibited/concerning behavior, regardless of whether a student transfers to another school district, the suspension/expulsion process should be completed.

**Debrief and Self-Evaluation:** Following a threat assessment involving a risk that was classified as Serious Substantive or Very Serious Substantive, the Behavioral Threat Assessment Management Team should convene to debrief and self-evaluate. During this matter, the Team should identify the areas to improve and long-term strategies, relating both to the particular situation as well as possible future threats. Among the topics the Team may consider are:

- A. improving lockdown policies and procedures;
- B. working with law enforcement to conduct and supervise drills specific to student threats;
- C. enhancing prevention services: identifying students at risk, conducting surveys, increasing counseling referrals, and/or raising staff awareness;
- D. clarifying SRO roles;
- E. soliciting input from staff and students.

**Student's Re-Entry**

When a student returns to school after an absence (e.g., as a result of disciplinary action, emergency removal, and/or psychiatric treatment/hospitalization), the Superintendent or building administrator will meet with the student's parent or guardian to discuss re-entry and appropriate next steps to determine the student's readiness for return to school. Parents/Guardians shall be notified in writing of all expectations for re-entry and provided with a copy of any safety plan developed by the Behavioral Threat Assessment Management Team.

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

At all times, Team members must comply with students' Federal and State privacy rights as described in Policy 8330 - Student Records. As necessary and appropriate during the assessment process (i.e., in non-life-threatening emergencies), Team members shall acquire written consent for release and exchange of information with mental health providers and local law enforcement agencies.

Comprehensive School Threat Assessment Guidelines (CSTAG)  
Ohio Department of Public Safety - Model Threat Assessment Plan

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### **Revised Guideline - Vol. 41, No. 2**

#### **8420 - EMERGENCY PROCEDURES**

The primary consideration in any emergency situation must be the safety of the students and staff. At certain times, therefore, it may be necessary to ask the staff to perform "beyond the call of duty" in order to provide for the welfare of our students. In the event of an actual emergency situation, all school personnel, instructional and noninstructional, will be required to remain in the building until they are dismissed by the Principal.

#### **EVACUATION**

- A. ☐ When an emergency occurs, the Principal shall consult, when feasible, with the \_\_\_\_\_ concerning whether to evacuate the school. An announcement will then be made to inform staff and students of the emergency procedures that will be followed.
- B. ☐ If a decision is made to send students home or to a preselected site, attempts will be made to notify parents by telephone ☐, email ☐, text ☐, approved social media platforms and/or by radio or TV, and the public address system will be used to inform all teachers and students.

The professional and classified staff members will supervise the orderly evacuation of the building.

1. ☐ If time permits, all students will go to their lockers, unlock them, take a coat if weather requires, and return to class leaving lockers open.
  2. ☐ The custodian will assign and instruct the members of his/her the custodial staff to positions that allow "free-flow" of traffic on and off school property.
  3. ☐ Administrators and guidance counselors will report to the \_\_\_\_\_ for assignment.
  4. ☐ Teachers should take class rolls, including addresses and telephone numbers of students, as well as emergency information information.
  5. ☐ Teachers will remain (or return) to their regular classrooms and remain with their students.
  6. ☐ Clerical personnel will remain at their regular stations except in cases of reassignment by their immediate supervisor.
  7. ☐ Cafeteria personnel will remain in their areas until notified to the contrary by the main office.
- C. ☐ In the case of bomb threat, **[CHOOSE ALL THAT APPLY]** the ☐ fire ☐ police ☐ sheriff's department and the \_\_\_\_\_ **[Principal, Superintendent, Resource Officer, etc.]** will search the building.

Above all, it is imperative that all personnel remain calm and in control throughout the emergency.

#### **FIRE/TORNADO/SCHOOL SAFETY DRILLS**

In accordance with State law, fire drills or rapid dismissals are to be conducted a minimum of six (6) times during the school year with the first fire emergency evacuation drill being conducted within ten (10) days of the beginning of classes. However, no fire drills are required to be conducted in any month that a school safety drill is conducted. Times and frequencies of drills must be varied.

**Drafting Note: If a school does not have smoke detectors or a sprinkler system, fire drills or rapid dismissals must continue to be conducted a minimum of nine (9) times a school year. Such drills, however, may be combined with the three (3) required school safety drills, so long as at least one (1) school safety drill provides students with instruction on the procedures to follow in situations where students must be secured in the school building rather than rapidly evacuated (discussed below).]** Each Principal shall prepare and distribute fire drill or rapid dismissal procedures whereby:

- A. ( ) all personnel leave the building during a drill;
- B. ( ) the plan of evacuation provides at least one (1) alternative route in case exits or stairways are blocked;
- C. ( ) teachers, when the fire alarm sounds, caution students to walk silently and briskly from the building to a specified location, check to make sure any ~~disabled students~~ students with disabilities requiring assistance are being assisted properly, close all windows and doors of room and turn out lights, if possible, before leaving, and conduct roll call as soon as students are at the designated location to make sure that each student is accounted for;
- D. ( ) a list is compiled at the beginning of each school year of all ~~disabled students~~ students with disabilities in the building who will require assistance in exiting the building or to reach an area of refuge in the building, together with the assignment of a staff member or nonstudent volunteer in the student's classroom who will be responsible for providing necessary assistance in an appropriate manner. The list and a copy of each student's schedule showing room numbers shall be maintained by the Principal, who shall provide the list and schedules to the necessary authorities (e.g., law enforcement, firefighters, etc.) in the event of an emergency. A person should also be designated to assist a ~~disabled student~~ student with disabilities when the evacuation signal is given and ~~if the~~ the student with disabilities is in another area of the building such as the gym, all-purpose room, or lunchroom. If the preceding procedures are not adequate to address the needs of a student with disabilities, the student's IEP/Section 504 team should address the topic of evacuations, participation in drills, and/or other related topics as part of the student's IEP/Section 504 Plan.

The Principal shall document that each fire drill was conducted in a proper manner and submit such documentation to the Superintendent at the end of each school year.

Tornado drills shall be conducted on a regular basis during the tornado season in accordance with AG 8420A - Severe Weather and Tornadoes.

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

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

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

School safety drills (including drills and theoretical drills) shall be conducted in conjunction with the ~~District's emergency management plan~~ building's Emergency Management Plan (EMP).

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

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

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

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

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

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

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

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

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

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

[ ] The building principal shall verify the school building's doors and exits are unlocked during school hours. **[Drafting Note: Inclusion of this language is optional, but it is an accurate reflection of state law – R.C. 3737.73 states "In the case of schools, no principal or person in charge of a school shall willfully neglect to keep the doors and exits of such building unlocked during school hours." This pertains to the doors and exits being unlocked from the inside, not the outside.]** ~~Each Principal shall keep a written record of the date and time of each drill conducted.~~

## AREAS OF REFUGE

An area of refuge is a location in a building that has direct access to an exit, stairs, or enclosure where individuals who are unable to use stairs can go to call for assistance and wait for evacuation. In each building that lacks an automatic sprinkler system, the Principal shall designate an area of refuge on each floor above and below ground level, and shall designate personnel to remain with individuals using each area of refuge. Each area of refuge shall be designated with appropriate signage and a two (2) way communication device that allows for communication with first responders or others who can assist with evacuation from the building (should be stored in each area of refuge).

**[NOTE: Areas of refuge should be identified on the floor plans that are a part of the Emergency Management Plan so that first responders know the location of each area of refuge.]**

## UNUSUAL SITUATIONS

The following situations are unlikely to occur, but in such an event, use the following procedures:

### A. Student(s) or staff member(s) held hostage

1. ( ) Isolate the area. DO NOT make a P.A. announcement or sound the fire alarm. The nearest administrator will direct teachers and monitors on duty to notify teachers in nearby classes to take their students to a previously determined area.
2. ( ) Notify the police immediately, giving as much information as possible (e.g. number of terrorists, number of hostages, types of demands being made). Police will be in charge once they arrive.
3. ( ) Notify the Superintendent.
4. ( ) Develop a list of casualties, if any.

### B. Intruders in building or on school property

1. ( ) Ask them to leave.
2. ( ) If they do not leave, remind them of trespassing law.
3. ( ) Notify administrator in charge and the District office.
4. ( ) Avoid any physical conflict or loud verbal altercations.

The administrator or person in charge may notify police if intruders do not leave and/or summon all "free" teachers.

**C. Unauthorized demonstrators or pickets around building before school opens**

1. ( ) Attempt to enter building peaceably.
2. ( ) Notify District office.
3. ( ) Hold students on the school buses if demonstrators seem to pose a threat.
4. ( ) Notify law enforcement officers.

**D. Demonstrators or pickets around building at dismissal**

1. ( ) Notify administrator in charge.
2. ( ) If demonstrators seem to pose a threat, hold students in class until further notice.
3. ( ) Notify law enforcement officers.

**E. Student Demonstrators** (See AG 5520)

1. ( ) Identify the leader or leaders of the group.
2. ( ) Notify the group that the administration will confer with the leader(s) but not until all other students return to class.
3. ( ) Meet with leaders if students disperse and return to class.
4. ( ) If students refuse to disperse, remind them of truancy regulations and the consequences of school disruption.
5. ( ) With other staff, try to identify as many participants as possible and notify parents of participants asking them to come to school.
6. ( ) Attempt to take pictures and/or video recordings ~~recording~~ of participants.
7. ( ) Attempt to keep nonparticipating students away from the demonstration area.
8. ( ) Follow through on disciplinary action for ~~on~~ students refusing to cooperate.

**F. Buses not operating - students in school**

1. ( ) Keep all students in class.
2. ( ) Summon all unassigned professional staff members for instruction.
3. ( ) Dismiss students with their own cars (or bicycles) but follow Board policy regarding student passengers.
4. ( ) Dismiss students within walking distance after the cars have left.
5. ( ) Keep remaining students in school until parents are notified of the problem and transportation for their child arrives.
6. ( ) Alert cafeteria staff if it appears that large numbers of students will have to remain at school for an extended period of time.

**G. Major disruptions at an assembly**

1. ( ) Bring house lights to full on.
2. ( ) If those causing the disruption are too numerous to be handled by professional staff members on duty, dismiss the assembly and instruct all present to report to next period class.
3. ( ) If few in number, remove them from the assembly and take appropriate disciplinary action
4. ( ) If those causing the disruption are outsiders, follow procedure for intruders.

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### **Revised Guideline - Vol. 41, No. 2**

#### **8420A - SEVERE WEATHER AND TORNADOES**

Every spring, the District faces the possibility of severe weather and tornadoes. Each school is to monitor a weather-alert radio for severe weather conditions and each Principal or supervisor is responsible for setting up procedures for notifying their staff and students about severe conditions and maintaining proper safety.

Tornado drills are required to be conducted each month during the tornado season when school is in session. Such drills shall be conducted in conjunction with the fire drills or rapid dismissals and school safety drills set forth in AG 8420 - Emergency Procedures. During the tornado drills, students must be instructed in the appropriate procedures to follow in situations when there is a tornado watch or warning. The Principal shall designate, in accordance with standards prescribed by the fire marshal, appropriate locations to be used to shelter students in case of a tornado watch, tornado warning, or an actual tornado.

#### **Tornado Watch**

A tornado watch means that tornadoes are possible and near the area.~~is a forecast of the possibility of one (1) or more tornadoes in a large area.~~ When a tornado watch is in effect, the District will continue normal activities but move recess and physical education activities indoors. Each building and department shall designate someone to be responsible for continuously monitoring the watch while students are in the building or on the premises. School will not be dismissed early and dismissal time will be at the regular time even if the watch is still in effect.

#### **Tornado Season**

The tornado season is the period from April 1st through July 31st.

#### **Tornado Warning**

A tornado warning signals that a tornado is imminent and has been sighted.~~and may be approaching.~~ A tornado warning signal is a/an \_\_\_\_\_ and/or an announcement on the public address system.

#### **Procedures**

- A. ( ) All groups outside the building are to return to the school and go to their designated shelter area.
- B. ( ) Staff shall proceed with all students to the predesignated tornado shelter areas and remain there with the students until further notice.
- C. ( ) ~~Disabled students~~ Students with disabilities who need assistance are to be assisted by the person designated to assist them for building evacuations.
- D. ( ) No student shall be allowed out of his/her designated area unless his/her the student's parent comes to the school and requests that the student be released.

E. ( ) A student is to be released only to his/her parents.

F. ( ) Proceed to predetermined shelter areas.

1. ( ) Students shall line the interior hallways as quickly and safely as possible away from glass and sit with their backs to the interior wall, knees drawn tightly to their chests, face positioned between their knees, and their hands over their necks. Staff members shall assist ~~disabled students~~ students with disabilities, if necessary. ~~Disabled students~~ Students with disabilities who cannot assume the position described above even with assistance shall lie prone on the floor, underneath a piece of heavy furniture if present in the interior hallway.
2. ( ) Students shall remain quiet to wait for instructions.
3. ( ) Staff members shall remain alert for students who evidence signs of stress or panic, and when necessary, move such students to an area where they will not influence other students and remain with them until the all-clear signal is given.
4. ( ) The Principal shall give the all-clear signal and provide further directions.

G. ( ) Areas to be avoided:

1. ( ) spaces that are opposite doorways or openings into rooms that have windows in the exterior walls, and areas with large roof spaces;
2. ( ) interior locations that contain glass, such as doors, windows, display cases, and the like;
3. ( ) areas where doors swing;  
  
When the storm hits, the doors are likely to swing violently.
4. ( ) any wall which is nonload-bearing;
5. ( ) corridor intersections (stay at least ten (10) feet away);
6. ( ) any corridor ~~which~~ that has the potential to become a wind tunnel.