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January 7, 2026

Re: Summer 2025 Policy Update

Dear Principals and Regional Directors:

Enclosed are the policies and appendices created and updated by our office pursuant to changes in federal and state laws and regulations. Please consult the summaries of the changes below and the Table of Policy Changes attached to this letter, which identifies the policies requiring Board adoption.

College Credit Plus Notice Deadline: The deadline has changed for when a student wishing to participate in the College Credit Plus program must give notice to a school. The new deadline for participation is either April 1 to participate in the program for the next full school year, or prior to November 1 to participate in the spring semester or term. Our office has updated Policy 204.13 – College Credit Plus – Advanced Standing Program to reflect the deadline change.

Student Cell Phone Policy: Pursuant to House Bill 96 (the “Budget Bill”), no later than January 1, 2026, schools must adopt a policy that prohibits student cell phone usage on school property during the instructional day, except in the event of an emergency as permitted by a school’s emergency management plan, or where a student’s IEP or Section 504 Plan permits use of a cell phone for learning or to monitor and address health concerns. Our office has updated Policy 234.1 – Student Cellular Phones in School to comply with this change in law. Note that a copy of this revised policy must be posted prominently on the school’s website.

Parental Notice of School Health Services: Pursuant to the “Parent’s Bill of Rights” Act, which took effect on April 9, 2025, each school must give notice to parents **at the start of each school year** regarding each health care service offered at, or facilitated in cooperation with, the school. Additional notice is also required in the event of any substantial change in a student’s services, including counseling services, or monitoring related to the student’s mental, emotional, or physical health or well-being or the school’s ability to provide a safe and supportive learning environment for the student. To assist in providing these require notices, our office has prepared Appendix 235-A Annual Parental Notice, Appendix 235-B Notice of Health Service to a Student, and Appendix 235-C Notice of Change in Services. If you have specific questions or wish to further discuss this change in law, please contact our office directly.

Required Interventions: Pursuant to the Budget Bill, which takes effect September 30, 2025, schools must annually assess the reading skills of all students in grades kindergarten through three by no later than September 30 each year. Students with significant cognitive disabilities are no longer exempt from participation in such assessments. Schools must provide “high-dosage tutoring” to those students identified as reading below grade level; in the event fewer than 80% of

the students in the school score proficient or better on the assessment, all students must be provided high-dosage tutoring. The Budget Bill also permits high-dosage tutoring to be incorporated into regular classroom instruction. Finally, the Budget Bill removed the requirement that students who are truant for more than 10% of the school year be retained. Our office has revised Policy 245 – Promotion and Retention to reflect these changes.

Attendance and Truancy: Recent changes in law have substantially altered the attendance and truancy calculation and reporting requirements. Significantly, recent legislation removes the obligation to engage in the stringent absence intervention team and planning process that previously existed in law for students deemed habitually truant. Changes in law also have repealed a school’s obligation to give notice of truancy to the Registrar of Motor Vehicles. The Budget Bill further altered the definition of a student who is excessively absent—now referred to as “chronically absent”—as a student who is absent for more than 10% of the minimum number of hours required in the school year.

Pursuant to the Budget Bill, no later than August 1, 2026, all schools must adopt a revised student attendance policy. We have updated Policy 251-Attendance/Truancy/ Withdrawal to reflect these significant changes. The updated policy should replace the existing version in your policy notebook after board adoption. **Please ensure that all blanks are completed when adopting this policy.**

Please note that R.C. 3321.191 requires that schools consult with their local juvenile courts, parents, guardians, or other student caretakers, and appropriate state and local agencies in developing this policy. The contact information for local juvenile courts can be found by visiting <https://www.supremecourt.ohio.gov/courts/judicial-system/ohio-trial-courts/#Court-List>. You should keep records of any contact made with the juvenile court or any state or local agencies, and meeting minutes should be kept for all parent/caregiver meetings at which you discuss this policy.

Although the intervention team procedures are not required to be implemented until the August 1, 2026, we recommend that you consult with the appropriate stakeholders and adopt this policy prior to the effective date of September 30, 2025, as other aspects of the Budget Bill will become effective at that time.

Conditional Expulsion of Students: Pursuant to a change in law, a superintendent now has the ability to expel students for up to 180 school days for actions the superintendent determines pose an “imminent and severe endangerment to the health and safety of other students or school employees.” At the end of the 180 school day expulsion period, the student’s reinstatement shall be conditioned on whether the student is determined to be rehabilitated. If the student has not met the criteria for rehabilitation, a superintendent may extend the expulsion for an additional 90 school days. There is no limit on the number of times an expulsion under these conditions may be extended. **Please ensure that all blanks are completed when adopting this policy. Further information on this topic will be available at a free webinar presentation on September 10, 2025—please watch for an invitation to register.**

Child Sexual Abuse Training: Pursuant to a change in law, a school is no longer required to engage a law enforcement officer or a prosecutor who has experience in handling cases involving child sexual abuse to provide child sexual abuse training to staff. A school must now develop its own curriculum in consultation with public or private agencies experienced in child sexual abuse or sexual violence prevention. To reflect this change in law, our office has revised Policy 292.4 – Child Sexual Abuse and Violence Prevention.

Suicide Awareness Hotline for High School Grades: A school must now develop its own curriculum for in-service education on youth suicide awareness and prevention; the curriculum must be developed in consultation with public and/or private agencies involved in the area. Schools serving grades 9-12 also must include the telephone number for the National Suicide and Crisis Lifeline (988) on each student's identification card (if one is issued), each student planner (if one is issued), and on any electronic portal used by the school that is accessible to students. Our office has updated Policy 424.1 – Student Suicide to reflect this change.

School Emergency Management Plan: The deadline to annually certify the accuracy of a school's Emergency Management Plans is now September 1 of each school year. Schools must also continue to review and re-submit plans to the Ohio School Safety Center at least once every three years. Emergency Management Plans must also now address student use of cell phones during an active threat or emergency. Our office has updated Policy 447 – School Emergency Management Plan to reflect these changes.

Religious Holidays: Our office has updated the Non-Exhaustive List of Religious Holidays for the 2025-2026 school year and beyond. We have updated Appendix 225–A List of Non-Exhaustive Religious Holidays and Festivals to remove inapplicable dates. This list of holidays as well as a copy of Policy 225- Religion in Schools must be posted in prominent location on the school's website.

Schools Immunization Chart: Our office has attached the updated School Immunization Chart provided by the Ohio Department Health for the 2025-2026 school year. The updated appendix should replace Appendix 404-A Immunization Summary for School Attendance in your policy notebook.

Please do not forget to update your table of contents with any new or deleted policies, changed titles, or new appendices. We have included our Table of Policy Changes specifying the policies requiring board approval. Any existing policies subject to these updates should be replaced with the new version upon board adoption.

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As always, we remain available for questions or assistance.

Very truly yours,

Adam J. Schira
Stephanie L. Teaford
Chelsea L. Canaday
Brooke C. Howard

TABLE OF POLICY CHANGES

Approximate Policy/Appendix Number	Policy/Appendix Title	Relevant Statute/Rule (if applicable)	Board Vote Required?
204.13	College Credit Plus – Advanced Standing Program	<i>R.C. 3313.6013; Chapter 3365; OAC 3333-1-65; OAC Chapter 3301-44</i>	Yes
234.1	Student Cellular Phones in School	<i>R.C. 3313.753</i>	Yes
245	Promotion and Retention Policy	<i>R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq; HB 33 of the Ohio 135th General Assembly, Section 733.10</i>	Yes
251	Attendance/Truancy/Withdrawal	<i>R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02</i>	Yes
273	Expulsion and Suspension Policy	<i>R.C. 3313.66-.662; R.C. 3313.668; R.C. 3321.13(B)(4); R.C. 4510.32(B); 20 USC 7961(b)(1)</i>	Yes
292.4	Child Sexual Abuse and Child Sexual Violence Prevention	<i>R.C. 3314.0310; R.C. 3319.073</i>	Yes
424.1	Student Suicide	<i>R.C. 3313.474</i>	Yes
447	School Emergency Management Plan	<i>R.C. 3737.73(D); R.C. 3314.03(A)(11)(d); R.C. 3313.669; R.C. 3313.6610; R.C. 5502.6262; R.C. 5502.263; O.A.C. 3301-5-01</i>	Yes
Appx. 235-A	Annual Parental Notice	<i>R.C. 3313.473</i>	No
Appx. 235-B	Notice of Health Service to a Student	<i>R.C. 3313.473</i>	No
Appx. 235-C	Notice of Change in Services	<i>R.C. 3313.473</i>	No
Appx. 225-A	List of Non-Exhaustive Religious Holidays and Festivals	<i>None</i>	No
Appx. 404-A	Immunization Summary for School Attendance	<i>None</i>	No

204.13 College Credit Plus – Advanced Standing Program

College Credit Plus. The School recognizes the value to Students and to the School for participation in programs offered by accredited colleges and universities, and shall offer high school Students (grades 9 through 12) and middle school Students (grades 7 through 8) opportunities to earn academic credit for both high school and college. “College Credit Plus” (the “Program”) enables Students to earn credit toward a degree from an institution of higher education, located within the state, while enrolled in high school.

High school Students (grades 9 through 12) and middle school Students (grades 7 through 8) may participate in the Program, so long as the student meets the following eligibility requirements:

1. Applies to a public or participating private college, or eligible out-of-state college participating in the Program, consistent with the college’s admissions procedures, and meet all college or program’s established standards for admission, enrollment, and course placement;
2. Is either:
 - a. remediation-free on one of the assessments in accordance with the most recent Uniform Statewide Standards for Remediation-Free Status; or
 - b. meets an alternative remediation-free eligibility option as defined by the Chancellor of Higher Education; or
 - c. if the student previously participated in the Program prior to September 30, 2021, the student scores within one standard error below the remediation-free threshold for one of the assessments in accordance with the most recent Uniform Statewide Standards for Remediation-Free Status;
3. Has a cumulative unweighted grade point average at the School of at least a 3.0, or its equivalent for students in middle school or has a cumulative unweighted grade point average of at least a 2.75, but less than a 3.0 and received a “A” or “B” grade in a relevant high school course, or if no unweighted grade point average is available, the student received an “A” or “B” in a relevant high school course; and
4. Meets the college’s relevant academic program’s established standards for admission, enrollment, and course placement, including course-specific capacity limitations pursuant to section 3365.05 of the Ohio Revised Code.

In the event that a student who is the child of a military family participates in the Program and is forced to withdraw from the School due to a permanent change of station order to an out of state military installation, the student shall be permitted to either (1) complete participation in the course for the duration of the semester in an online format, or (2) withdraw from the course without academic or financial penalty.

A student determined by the School to be an “underperforming student” may be limited in his or her participation or excluded from participation in the Program. Underperforming students mean

a student who either (1) has a cumulative grade point average below 2.0 in the college courses taken through the Program, or (2) has withdrawn from or received no credit for two or more courses in the same term.

Underperforming students shall be placed on Program probation and shall only be permitted to enroll in one college course at a time, provided however that the course is not one in the same subject as a course in which the underperforming student previously earned a grade of “D” or “F” or received no credit. An underperforming student registered for more than one college course at the time of being placed on probation will be permitted to dis-enroll from any courses prohibited by his or her probationary status. A student who fails to dis-enroll from such a course will be responsible for all tuition, fees, and textbook costs and shall be dismissed from the Program for the following term. An underperforming student may be removed from Program probation and permitted to participate in the Program without restrictions if he or she achieves a cumulative grade point average of 2.0 or better. If a student on Program probation does not raise his or her cumulative grade point average to a 2.0 or higher, the School shall dismiss the student from the Program for the following term. A student who has been dismissed from the Program shall dis-enroll from any additional Program courses, or shall be responsible for all tuition, fees, and textbook costs and shall be dismissed from the Program for an additional term. The School will promptly notify the student, his or her parent, and all relevant institutions of higher education of the student’s status as underperforming and his or her probation or dismissal from the Program. A student dismissed from the Program or prohibited from taking a particular Program course may appeal the School’s decision to the Governing Authority, which shall consider any extenuating circumstances separate from academic performance that may have affected the student’s Program performance. Appealing student’s must request an appeal within five (5) business days of the notice of probation or dismissal and the Governing Authority shall issue a decision on the student’s appeal within ten (10) business days of the appeal. The decision of the Governing Authority shall be final. A student dismissed from the Program shall not be permitted to return to the Program for the remainder of the term. After one term of dismissal, a student may request to return to the Program. The Principal, or his or her designee, will review such request, and shall consider the student has demonstrated adequate academic achievement or progress to the satisfaction of the Principal or his or her designee to permit return to the Program. Academic progress includes improved course grades, an increased grade point average, academic advancement as demonstrated by teacher feedback, a review of the student’s entire high school and college academic record, and any other academic progress factor deemed pertinent by the Principal or his or her designee. Failure to make adequate academic progress will result in an extension of the student’s dismissal from the Program. At the discretion of the Principal or his or her designee, a student who made sufficient academic progress may be permitted to return to the Program after dismissal, but may be placed on probation if deemed appropriate by the Principal or his designee.

A Student participating in the Program shall elect one of two basic tracks: Option A – Elect to receive only college credit, in which case the cost of attending the college courses is borne entirely by the Student and his/her Parent; or, Option B – Elect to receive both college and high school credit, in which case the Student and his/her Parent may elect for participation to either (1) be subsidized by direct payments to the college out of the School’s foundation funds or (2) be borne entirely by the Student and his/her Parent(s). If the School provides its own transportation to students, reimbursement for transportation costs may be available.

Prior to participating in the Program, a Student shall be provided with specific information and counseling designed to make the Student aware of the possible risks and benefits of the Program. The School shall provide information on the program to Students in the grades prior to the years of eligibility on or before February 1, at minimum, through a notice provided to Students annually (see Appendix 204.13-B). All communications sent to Students and Parent(s) related to academic planning shall include information on the Program. Information shall also be made available on the School's website. The School shall hold at least one informational session per year in conjunction with each participating college within a thirty (30) mile radius of the School. If no participating colleges are within a thirty (30) mile radius, the School shall partner with the closest participating college to offer an informational session. This informational session must occur between October 1 and February 15. The School may coordinate with other schools in the area to hold informational sessions.

A Student wishing to participate in the Program shall give notice to the School prior to April 1 or November 1. If notice is received after the deadline, the Student must obtain the written consent of the Principal in order to participate. If the Student seeks consent from the Principal after failing to provide the School notification by April 1, the Principal shall notify the Department of Education and Workforce of the Student's intent to participate within 10 days of the Student seeking consent to participate.

If the Principal refuses to give written consent, the Student may appeal the Principal's decision to the School's Board of Directors or its designee. All appeals must be filed within fourteen (14) days of the Principal's decision. The Board of Directors shall hold a hearing and make a final decision regarding the student's participation in the Program within thirty (30) days of receiving the student's notice of appeal. The Board's decision to either grant or deny the student's request to participate in the Program shall be final. Students wishing to participate in the Program during the summer term must also comply with the April 1 deadline for notice, but are strongly encouraged to give notice to the School in February in order to improve chances of meeting summer registration timelines.

Before actually enrolling, the Student and his/her Parent shall sign a form stating (1) that they have received the required counseling from the School; (2) that they understand the responsibilities they must assume under the program; and (3) that the School provided them with following information:

1. Program eligibility;
2. The credit awarding process and maximum credit requirements;
3. Financial responsibilities, if any;
4. Transportation and parking responsibilities;
5. Academic support services;
6. Course scheduling;
7. Student participation options, including opportunities to participate during the summer term and deadlines pertinent to participation;
8. The designated point of contact at the School who is available for questions regarding the Program; and
9. Any other possible benefits and consequences of participation in the Program.

The School shall notify each Student participating in the Program of the total number of college credits he/she may earn in an academic year through the Program prior to the date the Student registers for a course or courses in a term at an enrolling college. Students will only be awarded high school or college credit for those college courses in which the student receives a grade “C” or better.

Upon receipt of a pre-term notice from an enrolling college specifying the admission of a Student and courses and credit hours for which the Student is registered, the School shall verify (1) that the Student is not taking more than thirty (30) college credit hours during an academic year, which shall begin with the summer term, and (2) that the Student has not exceeded one hundred twenty (120) college credit hours total through the Program. In the event that the number of credits conferred by a college course partially exceeds the maximum number of allowable credits, then the whole course shall be considered to exceed the maximum allowable credits. This review shall be based upon a review of all pre-term notices received for the Student. If a Student has exceeded the maximum number of allowable credits permitted by law, the School shall promptly notify the Student and give the Student the option of (a) adjusting his/her schedule to comply with the maximum allowable credit requirement or (b) self-paying for those credits above the maximum permitted by the Program.

Participating Students must enroll in any non-remedial and nonsectarian courses, including courses established to complete a statewide innovative waiver pathway, so long as the courses apply to a degree or professional industry-recognized certificate. Students must be assessed using the same standard of achievement and held to the same grading standard as non-Program Students enrolled in the college course. The School shall ensure that enrollment in the college course with an end-of-course exam does not circumvent the Student’s obligation to sit for any required end-of-course examinations.

The courses offered in the Program shall be the same courses that are included in the participating college’s regular course catalogue. High school credit for college courses taken under the Program shall be granted by the School. If a course comparable to one completed at a college is offered by the School, the School shall give comparable credit. If there is no comparable credit offered by the School, the School shall grant an appropriate number of “elective” credits. If there is a dispute as to what constitutes “comparable credit” or “appropriate credit” then the Student may appeal the School’s determination to the State Board of Education, the decision of which shall be final.

The School, in coordination with a participating college or university, may elect to provide Program courses at the School under the instructor of a qualified high school teacher. Such a course must follow the same college course syllabus, use the same textbook and other course materials, aspire to achieve the same course objectives and learning outcomes, and assess Students using the same methods as the corresponding college course delivered on a college campus. Students who are not enrolled in a college through the Program, but nonetheless are enrolled in a Program course at the School, shall be held to the same academic standards as those Students enrolled in the Program, but shall not receive college credit for the course. The School shall provide written notice to such Students and those Students’ Parent(s) stating that the Student is not earning college credit and that the course would likely need to be repeated upon enrollment in any post-secondary institution.

All high school teachers providing college instruction through the Program at the School must meet the qualifications to be an instructor as set forth by the Chancellor of the Ohio Department of Higher Education. If the School elects to offer colleges courses at the School, the coordinating college or university must offer such teachers at least one three-hour professional development session per academic year and must conduct at least one full-period classroom observation of each Program course taught by each high school teacher during the first academic year the teacher instructs that course, and alternating academic years thereafter. Any observer must provide the School's Principal with at least twenty-four (24) hours' advance written notice of each observation.

In coordination with at least one participating college, the School shall designate various course "pathways" which, amongst other things, may be based on major, career path, or core coursework. Pathways must provide Students with the opportunity to either earn fifteen (15) credits or thirty (30) credits. Pathways are merely guidance for Students as to the possible course of study that a Student may elect to pursue; however, Students are not precluded from participating in courses outside of any pathway. Pathways shall be included in the School's designated course offering book for Student reference.

Student participation in the Program is based solely on the participating college's established placement standards for college-level courses for which credit is awarded. A 7th, 8th, or 9th grade Student seeking high school credit may not participate in the program for more than the equivalent of four academic school years. Likewise, 10th, 11th, and 12th grade Students seeking high school credit may not participate for more than the equivalent of three, two, or one academic school year(s), respectively.

Students may participate in the Program during a summer term, unless the summer term begins during the Student's last quarter of high school or after the Student's anticipated high school graduation date. The Parent(s) of any Student electing to take summer courses through the Program shall be solely responsible for transportation to and from Program courses. Earned credit for summer courses shall be included on the Student's transcript for the coming school year.

Students wishing to take college courses at their own expense, and outside of regular school hours, may do so without participating in the Program. The School shall only recognize college course work that is successfully completed by a Student through the Program in full compliance with all Program requirements and restrictions, and it shall count such completion toward graduation and subject area requirements. Student records shall indicate the successful completion of any college courses taken and include the name of the college at which the credits were earned. Grades earned from the college will be averaged into each Student's high school and college grade point average. Students participating in the Program will receive the same preferential weighting in calculating their grade point average as those Students who participate in other Advanced Standing Programs (e.g., Advanced Placement courses, International Baccalaureate courses, etc.).

If the Student receives a failing grade in any college course while participating in the Program, the Student and his or her Parent(s) may be held responsible to reimburse the amount of state funds paid to the college on the Student's behalf. A Student who receives a failing grade may have grades and credits withheld by the School until such reimbursement occurs. However, the School shall not seek reimbursement from any participating Student who is economically disadvantaged.

The expulsion of a Student from the School may cause the Student to lose the privileges and benefits of the Program. Students who have been expelled from the School may not apply for college enrollment under the Program during the period of expulsion. With respect to Students already enrolled in college at the time of the expulsion, the Board shall deny such Student's high school credit earned in the Program during expulsion. Accordingly, the Board shall send written notice of the expulsion to the college at the time the expulsion is imposed and shall indicate that the School has adopted a policy denying high school credit for Program courses taken during an expulsion. The college may then withdraw its acceptance of the Student. If the college chooses not to withdraw its acceptance of the Student, the Student may continue in attendance for college credit only. In such circumstances, the Student is financially responsible for tuition and fees and must pay the college for any textbooks and materials that were previously supplied without charge.

Annually, the School and the participating college shall jointly submit the required data to the Chancellor of the Ohio Board of Higher Education for any Student participating in the Program by July 15. Nothing in the "College Credit Plus" program shall preclude a Student from also choosing to complete coursework in another Advanced Standing Program while enrolled in high school.

Prior to enrolling in any college course through the Program, the student and his or her parent shall sign a permission slip acknowledging the potential for mature subject matter in a course taken through the Program. A copy of the signed permission slip must be included with the student's application to the college or university. A copy of the permission slip shall be placed on the School's website.

Advanced Standing Program. Students may earn credit toward a degree from an institution of higher education upon the Student's attainment of a specified score on an examination covering the coursework. Coursework in an Advanced Standing Program may include any of the following:

1. College Credit Plus;
2. Advanced Placement;
3. International Baccalaureate courses; or
4. Early college high schools.

R.C. 3313.6013; Chapter 3365; OAC 3333-1-65; OAC Chapter 3301-44.

See Appendix 204.13-A Letter of Intent to Participate in College Credit Plus, Appendix 204.13 B College Credit Plus Informational Sheet 204.13-C Sample Invitation Letter for Informational Sessions, Appendix 204.13-D Permission Slip.

234.1 Student Cellular Phones in School

To support a school environment in which students can fully engage with their classmates, their teachers, and instruction, the use of cell phones by students on school property during school hours is prohibited.

Nothing in this policy prohibits a student from using a cell phone as documented in the student's individualized education program or Section 504 plan for a learning purposes or to monitor or address a health concern.

In the case of an emergency, cellular telephones may be used at the discretion of School administration as permitted by the School's emergency management plan.

Students determined to be in violation of this policy may be subject to discipline consistent with the Student Code of Conduct. A copy of this policy shall be posted prominently on its website, and shall be available upon request.

R.C. 3313.753.

See Policy 271 – Student Code of Conduct.

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences. The grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third grade reading guarantee requirements.

Promotion

A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention

A student is required to be retained if he/she has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Principal or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Principal identify that a student's promotion could be in jeopardy.

Factors

Teachers and the Principal will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress; and
- Any other factors thought to be appropriate by the Principal, teacher(s), and professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments;
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 5th grade English language arts, math, and science achievement assessments;
- 6th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 7th grade English language arts and math achievement assessments; or
- 8th grade English language arts, math, and science achievement assessments.

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is an English learner who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3; or
- All of the following apply:

- The student is a student with a disability;
 - The student has taken the third grade English language arts achievement assessment;
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; and
 - The student previously was retained in grades K-3.
- The student's parent, in consultation with the student's reading teacher and the Principal, request that the student be promoted to fourth grade regardless of the student's failure to attain grade level reading.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction until the student is able to read at grade level, including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the fourth grade at the Principal's discretion.

Notwithstanding, for the 2023-2024 school year only, any student retained in third grade pursuant to the Third Grade Guarantee for the 2023-2024 school year based upon the student's level of achievement on the assessment for the 2022-2023 school year, shall be promoted to the fourth grade unless the student's parent requests that the student continue to be retained.

Intervention

Annually, the School will assess the reading skills of each student enrolled in grades kindergarten to 3 by September 30, and will identify students who are reading below grade level. The students' classroom teachers shall be involved in the assessment and identification of students reading below grade level, however such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the student.

Beginning with the 2019-2020 school year, the School will do the following for students reading below grade level, or for all students if less than 80% of the students at the School score at the proficient level or higher in the third grade English language arts assessment:

- Provide written notification to the student’s parent(s) that includes the following:
 - A statement that the student has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the student;
 - A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the student is exempt;
 - A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in knowing whether the student is reading at or above grade level and is ready for promotion; and
 - A statement that connects the child’s proficiency level in reading to long-term outcomes of success related to proficiency in reading.
- Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency, including research-based reading strategies aligned with the “Science of Reading” that have been shown to be successful in improving reading among low-performing readers and targeted at the student’s identified deficiencies.
- Develop a reading improvement and monitoring plan within sixty (60) days after receiving the student’s results on the diagnostic assessment. The plan must include:
 - Identification of the student’s specific reading deficiencies;
 - A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
 - Opportunities for the student’s parent(s) to be involved in the instructional services and support;
 - A process for monitoring the extent to which the student receives the instructional services and support;
 - A reading curriculum during regular school hours that does all of the following: assists students to read at grade level, provides scientifically based and reliable

assessment, and provides initial and ongoing analysis of each student's reading process;

- A statement that if the student fails to attain a level designated by the Ohio Board of Education and Workforce on the assessment to measure skill in English language arts expected by the end of the third grade, the student may be retained in the third grade; and
- High-dosage tutoring of additional instruction at least three (3) days per week or 50 hours over 36 weeks, which shall align with the student's classroom instruction through a state-approved vendor or a locally approved program that aligns with high-dosage tutoring best practices. High-dosage tutoring may be incorporated into a student's regular classroom instruction.

The School shall continue to provide the plan until the student achieves the required level of skill in reading for the student's current grade level.

Teacher Qualifications

Each student with a reading improvement and monitoring plan shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable; or
- Completed a master's degree program with a major in reading; or
- Was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education; or
- Was rated "above expected value added" in reading instruction, as determined by criteria established by the Ohio Department of Education, for the most recent consecutive two years; or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction approved by the State Board of Education; or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

The student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria and is assigned a teacher mentor who also meets the qualifications above.

A student with a reading improvement and monitoring plan who enters the third grade after July 1, 2013 but prior to July 1, 2016, a student who is an English language learner and has been in the

United States for three years or less, or a student who has an IEP may be assigned a teacher who holds an alternative credential approved by the Ohio Department of Education or who has successfully completed training based on principles of scientifically research-based reading instruction approved by the Ohio Department of Education. Beginning July 1, 2014, the alternative credentials and training must be aligned with the reading competencies adopted by the State Board of Education.

Nothing in the Third Grade Guarantee prevents a student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

A teacher other than the student's assigned teacher may provide any services required under the Third Grade Guarantee, provided that the teacher meets the qualification requirements and that the assigned teacher and Principal agree to the assignment. Any such assignment of services must be documented in the student's reading improvement and monitoring plan.

Reporting Requirement

The School shall annually report to the Department of Education its implementation and compliance with the Third Grade Guarantee.

When a student enrolls in the School, the School will provide the parent(s) with a copy of the most recent School report card.

R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq; HB 33 of the Ohio 135th General Assembly, Section 733.10.

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. Student absences, whether excused or unexcused, take away from instructional time and have an adverse effect on student learning.

A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

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

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician/clinical nurse specialist/certified nurse practitioner may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/clinical nurse specialist/certified nurse practitioner/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical, behavioral, or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician, mental health professional, or dentist confirming the appointment may be required).
7. Observance of religious holidays or expression of religious beliefs consistent with the truly held religious beliefs of the child or the child's family for no more than three (3) school days (the Principal may require confirmation of the parent's signature requesting the absence, but may not inquire as to the sincerity of the student's religious or spiritual belief system).
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).

9. Pre-enlistment reporting to military enlistment processing station (at the discretion of the Principal or his/her designee, a written verification confirming the date and time reporting may be required).
10. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
11. Absences due to a student being homeless.
12. Absences due to deployment activities of a parent or custodian.
13. The existence of an emergency condition at home such as absence, illness, or death of the parent or custodian.
14. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
15. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
16. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
17. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
18. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.
2. May not materially endanger the child's educational welfare or scholastic advancement.

Withdrawal

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

Disciplinary Action for Unexcused Tardiness

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five (5) minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for two (2) hours of that day).
- Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).
- Track tardiness and early dismissals to the nearest _____ minutes (not to exceed sixty (60) minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

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

A student is chronically absent from school if a student is absent from the School for ten percent (10%) or more of the minimum number of hours required in the school year with or without legitimate nonmedical or nonreligious excuse. When a student misses five percent (5%) of the minimum number of hours required in the school year, the attendance officer shall notify the student's parents of the student's absences.

The School shall employ absence intervention strategies for all students who are chronically absent from School. Such strategies shall include the following tiered systems of supports, which shall provide more intensive interventions and supports for students with greater numbers of absences and include resources to help students and families address root causes of absences:

1. Providing a truancy intervention plan for any student who is chronically absent or at risk of becoming chronically absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs; and
5. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

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

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

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

The attendance officer shall examine cases of supposed truancy within the School, and shall warn the child and the parent in writing of the legal consequences to being truant. When the child is not attending school, the attendance officer or his/her designee shall notify the parent of that fact and require the parent to cause the child to attend school immediately.

The attendance officer shall file a complaint with the juvenile court against a student if the student is a habitual truant, unless the attendance officer determines that the student is making satisfactory progress in improving the student's attendance at school. If a student is not deemed to be making progress to improve attendance at school, or ceases to continue making progress to improve attendance, the attendance officer shall file a complaint in the juvenile court against the student. Any complaint filed under this policy shall alleged that the child is an unruly child for being a habitual truant and that the parent has violated Section 3321.38 of the Revised Code.

The Superintendent or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02.

The Principal or his/her designee may suspend a student for up to ten (10) school days. The person designated as Superintendent in OEDS-R (hereafter "Superintendent") may expel a student for up to eighty (80) school days, and in some instances longer. Provided however, neither the Principal nor the Superintendent shall initiate the process of issuing an out-of-school suspension or expulsion to students in grades pre-kindergarten through three, unless the student has committed a firearm, bomb-threat, or knife offense; or other criminal offense that results in serious bodily injury or property damage; where the student's out-of-school suspension or expulsion is necessary to protect the immediate health and safety of the student, fellow classmates, or school personnel; or for actions that the superintendent determines pose imminent and severe endangerment to the health and safety of other pupils or school employees, even though the pupil's actions may not qualify for permanent exclusion under R.C. 3313.662. The Principal or Superintendent may not suspend, expel, or remove any student from School solely on the basis of the student's unexcused absences from School.

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures. A removed student in grades pre-kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing, unless the student's conduct warranting the emergency removal is likely to result in an out-of-school suspension or expulsion. Students in grades four through twelve may be removed, and must be provided with notice and procedures to follow the removal in accordance with R.C. 3313.66, including a hearing on the next school day following the removal.

A student shall be expelled for one (1) year for bringing a firearm to the School or onto school property (any property owned, used, or leased by the School for School, School extracurricular, or School-related events).

A student may also be expelled for a period not to exceed one (1) year for:

1. bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on school property;
2. bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant;
3. possessing a firearm or knife at School, on school property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto school property by another person;
4. committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. making a bomb threat to a school building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A firearm may include a “look-a-like” or “imitation” device designed to resemble a real firearm in shape or appearance such that a reasonable person could mistake the device for a real weapon. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade that is capable of causing serious bodily injury.

The specific circumstances under which the Superintendent may modify a one (1) year expulsion could include:

1. a recommendation from the group of persons knowledgeable of the student's educational needs in accordance with the Individual with Disabilities Education Act;
2. the student was unaware that s/he was possessing a firearm or knife;
3. the student did not understand that the item s/he possessed was considered a firearm or knife;
4. the student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. the student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause.

A student may also be subject to a conditional expulsion for a period not to exceed one hundred eighty (180) school days for actions that the Superintendent determines pose imminent and severe endangerment to the health and safety of other students or school employees, even though the student’s actions may not qualify for permanent exclusion under R.C. 3313.662. Upon the conditional expulsion of a student for such reason, the Superintendent shall develop conditions for that student to satisfy prior to reinstatement. The Superintendent shall provide a copy of these conditions in writing to the Board, the student, and the student’s parent at the beginning of the conditional expulsion period. One of the conditions developed by the Superintendent shall be an assessment to determine whether the student poses a danger to the student’s self or to other students or school employees, and may include recommendations for contingent conditions on the student’s reinstatement. The assessment shall be completed by a psychiatrist, licensed psychologist, or licensed school psychologist employed or contracted by the School. The psychiatrist, psychologist, or school psychologist shall be agreed upon by both the Superintendent and the student’s parent. If the psychiatrist, psychologist, or school psychologist is not employed or contracted by the School, the cost of the assessment shall be referred for payment to the student’s health insurance. Any costs not covered by the student’s health insurance shall be paid by the School. The School shall pay in full for an assessment completed by a psychiatrist, psychologist, or school psychologist that is employed or contracted by the School.

At the end of a conditional expulsion period, the Superintendent shall give notice in writing of the intent to consider whether the Student has been sufficiently rehabilitated or may otherwise be subject to continued conditional expulsion, and provide the student and student's parent or representative an opportunity to appear in person before the Superintendent or the Superintendent's designee to challenge the determination of sufficient rehabilitation, the reasons for the intended conditional expulsion or otherwise explain the Student's actions. The Superintendent, in consultation with a multidisciplinary team selected by the superintendent, shall assess the student and determine whether the student has shown sufficient rehabilitation to be reinstated. The Superintendent shall take into consideration both the assessment by the psychiatrist, psychologist, or school psychologist and whether or not the student has met the conditions developed by the Superintendent at the beginning of the conditional expulsion period. Upon the assessment of the student, if the Superintendent determines that the student has shown sufficient rehabilitation, the Superintendent may reinstate that student. If the Superintendent determines that the student has not shown sufficient rehabilitation, the Superintendent may extend the conditional expulsion for an additional period not to exceed ninety (90) school days. The Superintendent shall notify in writing the parent of the determination within one school day.

If the Superintendent extends the conditional expulsion period, the Superintendent shall develop conditions for that student to satisfy prior to that student's reinstatement, which may be the same as those developed for the original expulsion period. The Superintendent shall provide a copy of these conditions in writing to the Board, the student, and the student's parent at the beginning of the extended conditional expulsion period. At the end of the extended conditional expulsion period, the Superintendent shall reassess the student in the same manner as required at the end of the original conditional expulsion period. There is no limit on the number of times the Superintendent may extend a conditional expulsion.

Prior to the end of the original conditional expulsion period or of an extended conditional expulsion period, if the student has met all of the conditions developed by the Superintendent, the Superintendent may reduce the conditional expulsion on a case-by-case basis.

Prior to the end of the original conditional expulsion period or of an extended conditional expulsion period, the student or the student's parent may request the Superintendent to complete an early assessment of the student. If requested, the Superintendent shall assess the student as if it were the end of the conditional expulsion period, and make a determination. A student or student's parent may request one early assessment for the original conditional expulsion period and for each extended conditional expulsion period.

The Superintendent may develop contingent conditions for a student's reinstatement. The conditions may include the conditions developed for the original conditional expulsion period and recommendations made by a psychiatrist, psychologist, or school psychologist. The Superintendent shall establish a duration under which a student must meet the contingent conditions that may extend to a student's graduation date. The Superintendent shall provide a copy of these conditions in writing to the Board, the student, and the student's parent when the Superintendent makes a reinstatement determination. If a student fails to meet the contingent conditions, the Superintendent may revoke the student's reinstatement and establish an extended conditional expulsion period under the same process as if reviewing a student for reinstatement.

During the period of suspension, removal, or expulsion, the student may not attend or participate in any School functions without permission from the Principal. Notwithstanding, not later than fifteen (15) school days after the beginning of the original conditional expulsion period or of any extended conditional expulsion period for a student who does not have an individualized education program (IEP), or not later than ten (10) school days, or fewer as required by Policy 275, after the beginning of the original conditional expulsion period or of any extended conditional expulsion period for a student who has an IEP, the Superintendent, in consultation with the student, the student's parent, and the student's IEP team, if applicable, shall develop a plan for the continued education of the student, which may include education by the School in an alternative setting, including instruction at home, enrollment in another school or district or other type of public or nonpublic school, or any other form of instruction that complies with R.C. Chapter 3321. The student may enter School facilities only when given permission by Principal or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

Students issued an in-school suspension shall serve suspensions in a supervised learning environment and may be permitted to complete any classroom assignments missed because of the suspension. While serving an out-of-school suspension, the Board [does or does not] authorize students to receive instructional services from the School. If students are authorized to receive instructional services from the School, then such instructional services may include completing of tests and exams; homework packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and grading of all work. Any student serving an out-of-school suspension shall be permitted to complete any classroom assignment missed due to the suspension and receive at least partial credit for the completed assignment; however, the student may receive a reduced assignment grade on account of the suspension. The School will not automatically award a failing grade on any complete assignment solely based on the student's suspension.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extra-curricular activities for misconduct or rules violations. The length of suspension shall be determined by the Principal commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extra-curricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extra-curricular activity are not entitled to notice, hearing, or appeal rights.

If the Principal determines that a student's behavior on a School vehicle violates School rules, s/he may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Principal the option to require a student to perform community service or another alternative consequence in conjunction with, or in place of, a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to School or onto school property.

The Board designates the Superintendent or his/her designee as its representative at all hearings regarding the appeal of a suspension, provided the Principal and Superintendent are not the same person. If the Principal and Superintendent are the same person, the Board, a committee of

the Board, or _____, an administrator who is not involved in the suspension decision, will hear the appeal of the suspension.

The Board, a committee of the Board, or _____, an administrator who is not the Superintendent and is not involved in the expulsion, will hear the appeal of an expulsion.

The Superintendent shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the School and made available to students and parents upon request.

Due Process Rights

Suspension

The following procedure does not apply to in-school suspensions. The Principal may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a written Notice of Intent to suspend will be given to the student, which contains the following:
 - a. The reasons for the intended suspension; and
 - b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. Beginning with the 2019-2020 school year, if the student is in grades pre-kindergarten through three, whenever possible, the Principal shall consult with a mental health professional under contract with the School, if any, prior suspending the student.* If the events leading up to the suspension indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. The student must be allowed an informal hearing before the Principal or his/her designee to challenge the reasons for the intended suspension or otherwise explain his/her actions. The student is not entitled to call witnesses at this informal hearing.
4. Within one school day after the suspension is imposed, the Principal or his/her designee shall provide written notification of the suspension to the parent, guardian, or custodian. The notice must contain the following:
 - a. The reasons for the suspension;
 - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.

- c. The right to representation at all appeals;
- d. The right to a hearing before the Board or its designee; and
- e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.

If an out-of-school suspension is imposed during the last ten (10) days of the school year, the suspension will not be carried over into the following school year. However, the Principal may require the student to participate in a community service program or another alternative consequence for the number of hours equal to the remaining part of the period of the suspension, during the first full week day of the summer break. If the student fails to complete the community service or alternative consequence, the School may determine the next course of action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year. The Principal or his/her designee may develop an appropriate list of alternative consequences.

Expulsion

Only the Superintendent may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Superintendent must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:
 - a. The reasons for the intended expulsion; and
 - b. The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Superintendent at the request of the student, his parent, custodian, guardian, or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
 - c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. If the student is in grades pre-kindergarten through three, whenever possible, the Superintendent shall consult with a mental health professional under contract with the School, if any, prior to expelling the student.* If the events leading up to the expulsion indicate a need for additional mental health services, the Superintendent or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Superintendent to challenge the reasons for the expulsion or otherwise explain his/her actions.

4. Within one school day after the expulsion is imposed, the Superintendent shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the expulsion. The notice must include the following:
 - a. The reasons for the expulsion;
 - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
 - c. The right to representation at all appeals;
 - d. The right to an appeal hearing before the Board or its designee;
 - e. The right to request that the hearing be held in executive session;
 - f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion;
 - g. When the Superintendent expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies;
 - h.. For a conditional expulsion, the conditions to satisfy for reinstatement, which shall include an assessment by an agreed upon psychiatrist, licensed psychologist, or licensed school psychologist to determine whether the student poses a danger to the student's self or to other students or school employees, and may include recommendations for contingent conditions on the student's reinstatement.

Notwithstanding those requirements for conditional expulsions, during the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting.

The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

*A community school, community school governing authority, or community school employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a school employee's decision not to provide or procure mental health services for a suspended or expelled student in any of grades pre-kindergarten through three, unless the decision is made with malicious purpose, in bad faith, or in a wanton or reckless manner.

Notice of Conditional Expulsion

The School shall provide the Ohio Department of Education and Workforce records of each conditional expulsion and any changes to a student's expulsion status in the manner required by the ODEW. The report shall include: (i) The name of the School; (ii) The reason or reasons for the student's expulsion; (iii) The duration of the expulsion and any extension of the expulsion; (iv) The total number of students expelled by the School in the school year as of the date of the report; (v) The student's age, gender, race, and other demographic information.

A district or school to which a student with a conditional expulsion record transfers may request such records from the School in which the student was enrolled prior to the transfer or from ODEW. The requested records shall be provided to the requesting district or school as authorized under section 3319.321 of the Revised Code.

Prohibition of Corporal Punishment

All teachers, administrators, non-licensed school employees, and school bus drivers are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a pupil attending the School. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property.

R.C. 3313.66-.662; R.C. 3313.668; R.C. 3321.13(B)(4); R.C. 4510.32(B); 20 USC 7961(b)(1)

See Appendix 273-A Notice of Intended Suspension from School; Appendix 273-B Notice of Emergency Removal and Intent to Suspend from School; Appendix 273-C Notice of Suspension from School; Appendix 273-D Notice of Rights Re: Suspension from School; Appendix 273-E Notice of Intended Expulsion from School; Appendix 273-F Notice of Emergency Removal and Intent to Expel from School; Appendix 273-G Notice of Expulsion from School; Appendix 273-H Notice of Rights Re: Expulsion from School (for Use for Expulsions of 20 School Days or Less Only); and Appendix 273-I Notice of Rights Re: Expulsion from School (for Use for Expulsions of More than 20 School Days Only).

292.4 Child Sexual Abuse and Violence Prevention

The School shall incorporate into its curriculum annual, developmentally appropriate instruction on the following topics:

- a. for students in grades kindergarten through six, instruction regarding child sexual abuse prevention, including information regarding available counseling and resources for victims of abuse; and
- b. for students in grades seven through twelve, instruction regarding sexual violence prevention.

Developmentally appropriate instruction shall not include instruction or information connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.

Upon written request of a student's parent, a student shall be excused from taking part in instruction in child sexual abuse prevention or sexual violence prevention.

The School will notify parents of students who receive instruction related to child sexual abuse and sexual violence prevention of the following:

- a. That instruction on such topics is required by law as a part of the School's curriculum;
- b. That parents of minor children may examine the sexual violence prevention instructional materials upon written request; and
- c. That students will be excused from instruction on child sexual violence and sexual violence prevention upon written request.

Upon written request to the Principal, Parents of children under age eighteen shall be allowed to examine the sexual violence education instruction materials within 48-hours of said request.

The School shall incorporate training on child sexual abuse into its in-service training, which shall count toward the satisfaction of requirements for professional development required by the School. The School shall develop its own curriculum in consultation with public or private agencies or individuals experienced in child sexual abuse prevention or child sexual violence prevention, and in-service training on child sexual abuse shall be presented using such curriculum.

R.C. 3314.0310; R.C. 3319.073.

424.1 Student Suicide

The School recognizes that a Student with self-destructive and suicidal thoughts poses a danger both to himself/herself and to other students and School faculty and staff. The School shall incorporate training in youth suicide awareness and prevention into in-service training required under Ohio law. Each person employed as a nurse, teacher, counselor, school psychologist, or administrator must undergo training at least once every two years.

The School may provide appropriate instruction on personal safety and assault prevention to all students in grades kindergarten through 6. Beginning with the 2023-2024 school year, the School may provide at least one hour or one standard class period per school year of evidence-based instruction for students in grades 6-12 in each of the following topics:

- Suicide awareness and prevention;
- Safety training and violence prevention; and
- Social inclusion.

Students may be excused from instruction in these areas upon written request from the parent.

All School personnel, including teachers and School staff, should be watchful of a Student who exhibits signs of unusual depression or threatens or attempts suicide. Any such signs or the report of such signs from another student or persons familiar with the Student outside of the School should be taken seriously.

Where any teacher or School staff member reasonably suspects that a Student may be self-destructive or exhibiting signs of unusual depression, the teacher or staff member should report all concerns to the Principal or his/her designee and/or School counseling services, including a School Guidance Counselor. The School should also take all reasonable steps to alert a Student's parent or legal guardian of any concerns related to threats or attempts to commit suicide.

The School shall immediately notify the public Children's Services Agency or local law enforcement agency if, in the course of contact, the parent or guardian refuses to acknowledge the Student's suicidal intent and indicates no plan to act for the safety of the Student, or if the parent is unavailable to be consulted.

If it is believed that a Student poses immediate risk to himself/herself or others, the Principal or his/her designee or a School counselor should immediately contact necessary local emergency medical and law enforcement agencies and the Student's parent or legal guardian. The School shall ensure that all emergency protocols are followed when the Principal or his/her designee determines that it is necessary to initiate such procedures.

Throughout any intervention, it is essential that Board policies and School guidelines regarding confidentiality be observed at all times.

The School should take all reasonable steps to provide a Student with information related to suicide prevention including **twenty-four hour suicide prevention hotlines available via telephone at 1-800-273-8255**. If the School serves grades nine through twelve, the School shall also include the

telephone number for the **National Suicide and Crisis Lifeline (988)** on: (a) each student's identification card, if one is issued; (b) each planner issued to a student by the School; and (c) any electronic portal administered by the School that may be accessed by students.

R.C. 3313.474.

The Principal or his/her designee with supervisory authority shall examine the environmental conditions and operations of each School building under his or her supervision to determine potential hazards to student and staff safety, and shall propose operating changes to prevent dangerous circumstances and develop and adopt a comprehensive school emergency management plan to respond to such hazards (“EMP”). The EMP shall consist of four parts: (i) the emergency operations plan; (ii) a floor plan that is unique to each floor of the School’s building; (iii) a site plan that includes all building property and surrounding property, and (iv) an emergency contact information sheet. The Principal shall consult with community law enforcement and safety officials, parents, and School employees when developing the EMP, and shall list the name, title (if applicable), contact information and signature of all participating parties in the final EMP.

Emergency Operations Plan

The emergency operations plan shall be contained in a single document designed to address and respond to all-hazards that may negatively impact the School, at minimum including the following events: an active shooter event; a hostage situation; a bomb threat; an act of terrorism; bullying; and any other natural or manmade hazards that the Principal or his/her designee knows of or should reasonably anticipate occurring that could compromise the health or safety of students, employees, administrators or property based on the results of a hazard identification and risk analysis for the School. The hazard and risk analysis shall also be included with the emergency operation plan.

The emergency operations plan shall be an all-hazards plan in compliance with the National Incident Management System (“NIMS”) and plan operations shall be organized around five mission areas. These include:

1. Prevention: meaning the capabilities needed to deter, stop or avoid an imminent crime, threat or actual mass casualty event;
2. Protection: defined as the capabilities to secure the School against manmade and natural disasters, acts of violence, or other ongoing hazards;
3. Mitigation: meaning the capabilities needed to eliminate or reduce property damage, injury or loss of life by minimizing the impact of an emergency event and decreasing the likelihood of hazardous events;
4. Response: means the capabilities necessary to stabilize an emergency once it has already happened or is certain to occur in an unpreventable way by establishing a safe and secure environment in order to save lives and property; and
5. Recovery: meaning the capabilities necessary to restore a learning environment after an emergency situation.

Each protocol shall include procedures deemed appropriate by the Principal or his/her designee with supervisory authority for responding to threats and emergency events, respectively, including procedures for the notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance, and informing parents of affected students. When

approved by the Ohio Building Code and noted in the School's certificate of occupancy, the emergency operations plan may also include the use of temporary door locking devices to prevent ingress and egress in emergency situations or during active shooter drills.

The emergency operations plan shall incorporate education procedures, including procedures that involve the use of training drills, to instruct students, staff and administrators on methods to avoid, deter, or stop an imminent crime or safety issue.

Prior to the opening day of each School year or upon initial enrollment, whichever is later, the Principal or his/her designee with supervisory authority shall inform each student enrolled in the School and the student's parent of the parental notification procedures included in the EMP.

EMP Test

The Principal or his/her designee with supervisory authority shall prepare and conduct at least one annual emergency management test, defined as a regularly scheduled drill, exercise, or activity that is designed to assess and evaluate an emergency management plan. The emergency management test shall be either:

1. A tabletop exercise held in an informal setting to discuss of various issues regarding a hypothetical, simulated emergency;
2. A functional exercise conducted in a realistic, real-time environment designed to validate and evaluate the School's emergency capabilities by exercising plans, policies, and procedures through a projected exercise scenario with event updates that drive activity at the management level; or
3. A full-scale exercise involving multiple agencies, organizations, and jurisdictions in order to test and validate the School's many facets of preparedness.

Each exercise type shall be used at least once every 3 years, and shall assess at least one hazard identified in the School's hazard and risk analysis. At least one representative from the local law enforcement agency, fire department, emergency medical services agency or behavioral health entities shall be invited to participate in or observe the emergency management test; however, actual observation or participation by any outside entities shall not be required. Students shall not be included in emergency management tests unless the School has received parental consent, and it is determined by the Principal or his/her designee that the student's participation would be beneficial to the School and would be appropriate given the student's age and understanding of the test's purpose.

The Principal or his/her designee with supervisory authority shall submit an after action report documenting the emergency management test to the Ohio Department of Education no later than thirty (30) days after the test is completed. See **Appendix 447-A**.

The School shall also conduct routine safety drills, including at least one (1) theoretical drill, to provide students and staff with instruction on securing in the building or rapidly evacuating in response to a threat to the School involving an act of terrorism a person possessing a deadly weapon, or another act of violence requiring an immediate response.

The EMP shall be submitted electronically using the standardized forms developed by the Department of Education. The Principal or his/her designee with supervisory authority shall review the EMP annually by September 1 and certify to the Department of Education that the plan is current and accurate. The EMP shall be updated and revised at least every three (3) years from the previous date of compliance. The Principal or his/her designee with supervisory authority must also submit an updated electronic copy of the EMP to the Department of Education whenever a major modification to the School building necessitates changes in the EMP's procedures or whenever the emergency contact information changes. Updated copies are due to the Department within ten (10) days of the adoption of any changes to the EMP. A copy of the EMP shall also be filed with each law enforcement agency having jurisdiction over the School building(s). Upon request, the EMP will be filed with the fire department and emergency medical service organization serving the political subdivision or county, respectively, in which the building is located.

The Principal or his/her designee with supervisory authority shall keep copies of this EMP in a secure place. Copies of the EMP and information pertaining to the School's safety protocols are not public records and shall be exempt from public disclosure or release in accordance with the Ohio Public Records Act.

The School will grant access to School buildings so that law enforcement personnel, the fire department for the political subdivision, emergency medical service organizations for the political subdivision, and emergency management agencies for the county in which the building is situated may hold emergency response training sessions. The training sessions must occur outside of student instructional hours, and the Principal or a designee of the School must be present during the sessions.

Threat Assessment

Beginning with the 2022-2023, if the School serves any of the grades 6-12, the School shall establish a multidisciplinary Threat Assessment Team ("TAT"), comprised of a School administrator, and when possible, mental health professionals, school resource officers, and other necessary personnel. Upon appointment, and every three (3) years thereafter, each member of the TAT shall complete a threat assessment training approved by the Department of Public Safety, which shall include instruction on the following:

- Identifying behaviors, signs and threats that may lead to a violent act;
- Determining the seriousness of a threat; and
- Developing intervention plans that protect potential victims and address underlying problems or conflicts that initiated the behavior and assessment results.

Proof of training shall be uploaded with the EMP.

The TAT shall conduct a threat assessment to minimize the risk of targeted violence at the School. The TAT shall utilize an evidence-based threat assessment process or best practices threat assessment guidelines created by the national threat assessment center (including the joint U.S. Secret Service and U.S. Department of Education publication, Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates for identifying,

assessing, and managing students who may pose a threat). The results of the threat assessment shall be used to develop a Threat Assessment Plan (“TAP”), which shall be incorporated into the EMP and shall do at least the following:

- Identify the types of threatening behavior that may represent a physical threat to the School community;
- Identify individuals to whom threatening behavior should be reported and steps to be taken by those individuals;
- Establish threat assessment guidelines, including identification, evaluation of the seriousness of a threat or danger, intervention to reduce potential violence, and follow-up to assess intervention results; and
- Establish guidelines for coordinating with local law enforcement agencies and reports collected through the School’s anonymous reporting tip-line, including identification of a point of contact.

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence. Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency. In the event that the Principal or his or her designee learns of a threat of violence or concerning communications or behaviors that indicate the likelihood of a threatening situation, the TAT will be directed to meet to gather information, evaluate facts, and make a determination as to whether a threat of violence exists. If the TAT determines that there is a specific risk of violence, the TAT may collaborate with interested parties to develop and implement a written plan to manage or reduce the threat posed by the student in that situation. Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

The TAT shall maintain student confidentiality as required by the Family Educational Rights and Privacy Act (“FERPA”), including in conformity with the health or safety emergency exception to FERPA permitting disclosure of student information to appropriate parties to address a health and safety emergency.

Notwithstanding any other immunity or defense available, the School, Board, and employees, including the members of the TAT shall not be liable for damages in a civil action for injury, death, or loss to person or property allegedly arising from a TAT member’s execution of duties related to school safety unless the team member’s act or omission constitutes willful or wanton misconduct.

Anonymous Reporting Tip-Line

The School shall register with the SaferOhio school tip line operated by the Ohio Department of Public Safety or enter into an agreement with an anonymous reporting program that is capable of the following:

- Operates 24 hours a day, seven days per week; and

- Forwards all reported information to and coordinates with the appropriate school Principal, threat assessment teams (once established) and law enforcement.

The School shall promote the availability of the anonymous reporting tip-line.

The School will maintain a log of reported tips, including demographic information about the student subject to the report, and any disciplinary or mental health actions and/or referrals made for the subject student.

Cell Phones

The School's EMP shall address student use of cell phones during an active threat or emergency.

R.C. 3737.73(D); R.C. 3314.03(A)(11)(d); R.C. 3313.669; R.C. 3313.6610; R.C. 5502.6262; R.C. 5502.263; O.A.C. 3301-5-01.

See also **Policy 423 Facility Security, Policy 424 Emergency Preparedness and Evacuation; Appendix 424-A Emergency Management and Health Plan Emergency Drills, Policy 428 Bomb Threat Policy, Policy 429 Crisis Media Situations, and Appendix 447-A Data Collection Worksheet: Information for EMT (Emergency Management Test) Entry Into SAFE Account.**

Appendix 225 – A

Non-Exhaustive List of Major Religious Holidays and Festivals

An excused absence for any of the below religious holidays or festivals shall not be unreasonably withheld, up to a total of three (3) school days of absences per school year. This list is non-exhaustive and will not be used to deny an accommodation for an absence due to a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on this list.

Holiday
Eid ul-Fitr
Good Friday
Rosh Hashanah
Yom Kippur
Passover
Eid ul-Adha

Appendix 235-A

Annual Parental Notice of School Health Services

Parents have a fundamental right to make decisions regarding the upbringing and control of their children. The School does not inhibit parental access to their student's educational and health records maintained by the School.

Pursuant to Ohio law, this letter serves to notify you of the School's offered and facilitated health care services.

The School offers and facilitates the following state required health care services:

- _____
- _____
- _____

In addition, the School offers and facilitates the following additional health care services:

- _____
- _____
- _____

If the School is not required to provide the above service(s), other options for the student to obtain the above service(s) include:

Please note –As a parent, you may choose whether to authorize the School to provide a health care service to your parent's child, and you have the right to withhold consent or decline any of the School's health care services. Your consent to health care services does not waive your right to access your student's educational or health records or to be notified about a change in the student's services or monitoring.

I authorize the School to provide the health care service(s) stated above.*

I withhold consent or decline the following health care services: _____

Parent Signature: _____

Date: _____

Student Name: _____

**Failure to return this form within 10 days will be considered authorization for the School to provide the health care service(s) above.*

Appendix 235-B

[Insert School Letterhead]

Notice of Health Service to a Student

Student Name: _____

Parent Name: _____

Pursuant to Ohio law, this letter serves to notify you that the School wishes to provide the following health care service(s) to your student:

The School is is not (check one) required to provide the above service(s) under Ohio law. If the School is not required to provide the above service, other options for the student to obtain the above service(s) include:

I authorize the School to provide the health care service(s) stated above.*

I withhold consent or decline the following health care services: _____

Parent Signature: _____

Date: _____

**Failure to return this form within 10 days will be considered authorization for the School to provide the health care service(s) above.*

Appendix 235-C

[Insert School Letterhead]

Notice of Change of Health Services

Pursuant to Ohio law, parents have a fundamental right to make decisions regarding the upbringing and control of their children. The School does not prohibit access to a student’s educational and health records maintained by the School. School personnel are prohibited from directly or indirectly encouraging a student to withhold from a parent information regarding a student’s mental health, including a change in related services or monitoring.

This letter serves to notify you that there has been a substantial change in your student’s health services.

Student Name: _____

Change in Service:

Please do not hesitate to reach out to the School with questions or concerns related to your student’s services.

Sincerely,
[insert name]