

REVERE LOCAL SCHOOL DISTRICT
Summit County, Ohio

May 14, 2013

May Work Session/Special Meeting @ 6:00 p.m.

Administration Building

I. CALL TO ORDER – Claudia Hower

II. ROLL CALL

- A. Dana Appel
- B. Claudia Hower
- C. Tom Kelley
- D. Diana Sabitsch
- E. George Seifert

III. TREASURER'S AGENDA

A. Sanitary Sewer System - Bath Elementary School

The Treasurer recommends that the Board of Education authorize the issuance of bids for the construction project at Bath Elementary which involves abandonment of the existing sewer plant maintained by the District and in-turn connecting to the sanitary sewer system operated by the City of Akron. **See Attachment T-1.**

Mrs. Appel _____ Mrs. Hower _____ Mr. Kelley _____ Mrs. Sabitsch _____ Mr. Seifert _____

IV. SUPERINTENDENT'S AGENDA

Other Business

A. NEOLA Replacement Policy – First Reading

It is recommended that the Board of Education approve, as a first reading, the replacement policy as noted:

3220 / Professional Staff / Standards-Based Teacher Evaluation / 15 pages

Attachment 1

Mrs. Appel _____ Mrs. Hower _____ Mr. Kelley _____ Mrs. Sabitsch _____ Mr. Seifert _____

B. NEOLA Revised Bylaw and New Policy/Form – First Reading

It is recommended that the Board of Education approve, as a first reading, the following:

Revised 0160 / Bylaws / Regular and Special Meetings / 3 pages (3, 4 and 5 of 19 total)

Attachment 2

New 5630.01 / Students / Positive Behavior Intervention and Supports and Limited Use of

Attachment 3

Restraint and Seclusion / 14 pages

Mrs. Appel _____ Mrs. Hower _____ Mr. Kelley _____ Mrs. Sabitsch _____ Mr. Seifert _____

C. NEOLA Revised Policy – First Reading

It is recommended that the Board of Education approve, as a first reading, the following:

Revised 2431 / Program / Interscholastic Athletics / 7 pages

Attachment 4

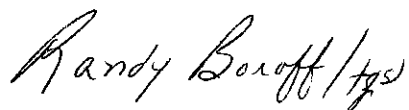
Mrs. Appel _____ Mrs. Hower _____ Mr. Kelley _____ Mrs. Sabitsch _____ Mr. Seifert _____

V. EXECUTIVE SESSION

- A. Property: Sale or purchase of property.
- B. Personnel: To consider the employment or compensation of a public employee.

VI. ADJOURNMENT

Respectfully Submitted,



Randy S. Boroff
Superintendent

New Document



GPD GROUP®
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April 19, 2013
1203063.10

Mr. David R. Forrest
Treasurer/CFO
Revere Local School District
3496 Everett Road
Bath, Ohio 44210-0340

**Re; Proposal for Professional Services
Revere Local School District
WWTP Abandonment
Bath Elementary School
1246 N. Cleveland-Massillon Road
Akron, Ohio 44333**

Dear Mr. Forrest:

As discussed, please find the following proposal for Professional Services for the Design, Bidding and Construction Administration phases for the treatment plant abandonment and proposed pump station project at Bath Elementary School.

We understand the scope of work to include the abandonment of the existing wastewater treatment plant and the design of a new sanitary pump station and force main. The proposed pump station will be designed to discharge to the existing City of Akron sanitary sewer located along Bath Rd. To reduce the amount of surface restoration, potential utility conflicts and the need for an air release valve on the discharge line, we are proposing the installation of the discharge force main using directional drilling rather than an open-cut trench.

Our services to be provided generally include the following;

1. Perform a field visit to evaluate the proposed service line corridors.
The preliminary route has been identified and is shown on the attached sketch.
2. GPD will prepare a plan and profile of the proposed force main route to allow bidding and construction.
3. GPD will perform a topographic survey of the proposed pump station location and force main route. Survey will be limited to the anticipated force main route and will not include the entire School property or Bath Road right-of-way.
4. GPD will design and detail a sanitary pump station to transmit the flow to the City of Akron's sewer system. The electrical plans will need to be submitted to the County Building Department by a licensed electrical contractor to obtain the necessary permit. It is our understanding that electrical service is nearby and adequate. It is our understanding that the School or their current service provider can provide flow estimates. If flow records are not available, the EPA flow tables must be used.
5. Demolition plans for abandoned tankage will be included in the plans.

6. GPD will submit the proposed pump station, service connection and plant abandonment plans to the City of Akron and the Ohio EPA for review and approval. Application fees by owner.
7. GPD will provide a cost estimate that will include construction, permits, inspection fees and approvals.
8. GPD will provide four (4) sets of 22"x 34" plans and four (4) sets of 11"x 17" plans upon completion of the design. All technical specifications will be on the plan sheets. In addition, GPD will provide a bid form that lists all of the required components and their quantities for bidding the construction of the facilities.
9. Construction services limited to the following are included in this proposal:
 - a. Pre-construction meeting
 - b. Construction progress meetings (assume 2)
 - c. Shop drawings review
 - d. Pump station inspection/start-up

The following services are not included in this proposal;

1. Property Boundary Surveys
2. Soils Borings
3. Wetlands Investigations
4. Environmental Studies
5. Public Meetings
6. As-Built Drawings
7. Construction Staking – by Contractor
8. Corp of Engineers and ODNR coordination/permitting – not needed
9. Aerial photography will not be included
10. Bid/Construction Assistance
11. Easement negotiations
12. Easement recording
13. EPA review fees – by Owner
14. Design work associated with modification internal to any building

The preliminary estimated budgetary construction cost for the pump station, force main and treatment plant abandonment (demo existing plant in place) is \$125,000. Based on a proposal acceptance date of May 6, 2013, the following project schedule is anticipated:

$\$19,780 / \$125,000 =$ 15.82%

Design complete:

June 15, 2013

EPA/City of Akron Review and Permitting Complete:

August 15, 2013

Construction Award:

September 15, 2013

Construction Completion:

December 21, 2013

For the proposed Professional Services, we propose the following Hourly Not-to-Exceed fee of \$19,780.00, plus estimated reimbursables of \$1,640.00 (legal notices, testing, printing, mileage, etc.). See attached breakdown of anticipated labor and fees.

David R. Forrest

3

April 19, 2013

Upon your review, please advise at your earliest convenience if all is acceptable and we will proceed at once. Please sign below and return an executed copy for our records. If you have any questions, please contact me at 330-572-2113.

Sincerely,

GPD GROUP



John P. Peterson, AIA
Project Manager

PROPOSAL APPROVED BY:

REVERE LOCAL SCHOOL DISTRICT

Signature

Printed Name

Date

**WWTP Abandonment
Bath Elementary School
Revere Local School District
Proposal for Professional Services**

	PM	Proj A/E	Proj Cad	Survey Field Crew
1. Site Investigations		8	8	8
a. Field Survey				
2. Construction Documents/Bidding				
a. Design drawings				
- Pump Station/Discharge Force Main	4	28	48	
- Treatment Plant Abandonment	2	8	8	
- EPA Permitting	2	8		
- Quantities/Construction Cost Estimate	2	6		
- Electrical Upgrades	4	12	16	
3. Construction Administration				
a. Construction Meetings	12	8		
b. Shop Drawing Review		8		
c. Pump Station Inspection/Start-up	4	14		
Sub-Total	30	100	80	8
Hourly Rate	\$120	\$95	\$75	\$85
Fee	\$3,600	\$9,500	\$6,000	\$680

TOTAL: \$19,780.00, plus \$1,640.00 estimated reimbursables

****Reimbursables (estimated):**

• Mileage (8 trips @ 35 miles x \$0.50/Mile)	\$ 140.00
• Reproductions/Postage (documents): (30 sets @ \$50.00/set)	\$ 1,500.00
Total	\$ 1,640.00

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TEMPLATES

BOARD OF EDUCATION
 _____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
 3220/page 1 of 15

REPLACEMENT POLICY - SPECIAL UPDATE - APRIL 2013

STANDARDS-BASED TEACHER EVALUATION

[DRAFTING NOTE: This is only a policy "template" and requires numerous and important local choices prior to adoption. In addition, the final policy must be developed "in consultation with teachers employed by the Board"]

The Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in State law.

☒ The Board adopts the Ohio Teacher Evaluation System ("OTES") model as approved by the State Board of Education.

The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the REA, and in all extensions and renewals thereof.

This policy has been developed in consultation with teachers employed by the Board.

The Board authorizes the Superintendent to establish and maintain an ongoing Evaluation Policy Consultation committee, with continuing participation by District teachers

represented by the REA,

for the express purpose of recommending necessary changes to the Board for the appropriate revision of this policy.



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BOARD OF EDUCATION
_____ SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 3 of 15

The Superintendent, Treasurer, () Business Manager and any "other administrator" as defined by R.C. 3319.02 are not subject to evaluation under this policy

"Credentialed Evaluator" - For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- A. meets the eligibility requirements under R.C. 3319.111(D); and
- B. holds a credential established by the Ohio Department of Education for teacher evaluation; and
- C. has completed State-sponsored evaluation training and has passed an online credentialing assessment.

[Choose One]

☐ The Board will approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

OR

☒ The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

"Core Subject Area" - means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

"Student Growth" - for the purpose of the District's evaluation policy, student growth is defined as the change in student achievement for an individual student between two (2) or more points in time.

"Student Learning Objectives" ("SLOs") - include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.

"Shared Attribution Measures" - student growth measures that can be attributed to a group.



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TEMPLATES

BOARD OF EDUCATION
_____ SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 5 of 15

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance, which will comprise fifty-percent (50%) of a teacher's effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators, based upon the following *Ohio Standards for the Teaching Profession*:

- A. understanding student learning and development and respecting the diversity of the students they teach;
- B. understanding the content area for which they have instructional responsibility;
- C. understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
- D. planning and delivering effective instruction that advances individual student learning;
- E. creating learning environments that promote high levels of learning and student achievement;
- F. collaborating and communicating with students, parents, other educators, District administrators and the community to support student learning; and
- G. assuming responsibility for professional growth, performance and involvement.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 7 of 15

Each teacher evaluated under this policy shall annually complete a "Self-Assessment," utilizing the Self Assessment Summary Tool set forth herein as "Teacher Evaluation Form."

Formal Observation Procedure

[Choose One]

- A.[] The first formal observation shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second observation will be unannounced.

OR

- A. ☒ All formal observations shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed.
- B. A post-observation conference shall be held after each formal observation.

Informal Observation/Classroom Walkthrough Procedure

- A. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.
- B. Data gathered from the walkthrough must be placed on the form designated in Teacher Evaluation Form.
- C. A final debriefing and completed form must be shared with the employee within a reasonable amount of time.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 9 of 15

- C. Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.³

Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize them in the evaluation process, to the extent set forth in the Appendix of the "District Student Growth Measurement Index." Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures proportionate to the teacher's schedule.

When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it will be included in the evaluation process for B teachers to the extent set forth in the Appendix of the "District Student Growth Measurement Index."

When neither teacher-level value-added data nor Ohio Department of Education-approved assessments are available, the District shall use locally-determined Student Growth Measures for C teachers as set forth in the Appendix of the "District Student Growth Measurement Index." Student Growth Measures may be comprised of SLOs, shared attribution, and/or non-Value-Added vendor data.

An SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, Standards and Content, Assessment(s), Growth Targets, and Rationale for Growth Targets. When new SLO's are developed or revised, the process will include consultation with teachers employed by the Board. The Board's process for creating and revising SLO's is set forth in the Appendix of the "District OTES Student Growth Measures Manual."

Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance and converted to a score in one of three (3) levels of student growth:

A. above;

B. expected;

C. below.

³ If used, only one (1) "shared attribution" measure can be utilized per instructor.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 11 of 15

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation as converted to the "Evaluation Matrix" above, each teacher must develop either a professional growth plan or professional improvement plan as follows:

- A. Teachers whose performance rating indicates above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator from those available to the Board for that purpose, utilizing the components set forth in the "Teacher Evaluation Form."
- B. Teachers whose performance rating indicates expected levels of student growth will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle, utilizing the components set forth in the "Teacher Evaluation Form"
- C. Teachers whose performance rating indicates below expected levels of student growth will develop a professional improvement plan with their credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan, utilizing the components set forth in "Teacher Evaluation Form."



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF

3220/page 13 of 15

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

Definitions:

"Retention" for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, nonrenew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decisions on contract suspensions, except in the instance of comparable evaluations. The decision to nonrenew or terminate the contract of a poorly performing teacher may be informed by the evaluation(s) conducted under this policy. However, decisions to nonrenew or terminate a teaching contract are not limited by the existence of this policy.

"Promotion" as used in this context is of limited utility given the fact that teachers covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining department or grade level chairpersons, selections to curricular or strategic planning bodies, or teaching assignments, the Board will consider teacher performance as indicated by evaluations.

"Poorly Performing Teachers" refers to teachers identified through the evaluation process set forth in this policy who demonstrate an inability and/or unwillingness to meet the reasonable expectations of this standards-based evaluation system.

"Comparable Evaluations"- Since seniority may not be the basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within the categories of "Ineffective," "Developing," "Proficient," and "Accomplished."



NEOLA of OHIO
TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
3220/page 15 of 15

Nothing in this policy will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the REA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to nonrenew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's summative rating.

R.C. 3319.02, 3319.11, 3319.111, 3319.112, 3319.22, 3319.222, 3319.226
R.C. 3319.26, 3319.58, 3333.0411
A.C. 3301-35-03(A)

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TEMPLATES

BOARD OF EDUCATION

REVERE LOCAL SCHOOL DISTRICT

BYLAWS

0160/page 3 of 19

REVISED BYLAW 0165.1 - VOL. 31, NO. 2 - CORRECTION

0165.1

Regular Meetings

Regular meetings of the Board shall be public and held at least once every two (2) months. R.C. 121.22, 3313.15

- A. It shall be the responsibility of the Superintendent, in cooperation with the Board President, to prepare an agenda of the items of business to come before the Board at each regular meeting.
- B. The agenda of the regular monthly meeting or special meetings shall be accompanied by a report from the Superintendent on information relating to the District with such recommendations as s/he shall make.

Each agenda shall contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in agenda item ____."

- C. The agenda for each regular meeting shall be mailed or delivered to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be mailed no later than 2 days prior to the meeting, or delivered so as to provide time for the study of the agenda by the member. The agenda for a special meeting shall be delivered at least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.
- D. The Board shall transact business according to the agenda prepared by the Superintendent and submitted to all Board members in advance of the meeting. The order of business may be altered and items added at any meeting by a majority vote of the members present.



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION

REVEAK LOCAL SCHOOL DISTRICT

BYLAWS

0160/page 4 of 19

E. Consent Agenda

The Board shall use a consent agenda to keep routine matters within a reasonable time frame.

The following routine business items may be included in a single resolution for consideration by the Board.

1. minutes of prior meetings
2. bills for payment
3. hiring of personnel
4. resolutions that require annual adoption, such as bank signatories, Ohio High School Athletic Association membership, etc.
5. resignations and leaves
6. _____

A member of the Board may request any item be removed from the consent resolution. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated as an action item eligible for discussion.

F. Rescheduled Regular Meeting

The agenda for a rescheduled regular meeting shall be the agenda that had been established for that regular meeting and the agenda may be modified pursuant to "regular meeting" procedures detailed in Bylaw 0165.1 - Regular Meetings.



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

BYLAWS

0160/page 5 of 19

REVISED BYLAW 0165.2 - VOL. 31, NO. 2 - CORRECTION

0165.2

Special Meetings

Special meetings of the Board shall be public. R.C. 121.22

A. Special meetings shall be called by the President or the Treasurer or by two (2) members of the Board by serving a written notice of the time **and** place, ~~and purpose~~ of such meeting upon each Board member at least two (2) days in advance of the meeting. R.C. 3313.16

~~B. The agenda as presented shall be followed unless altered by the presiding officer.~~

B. The agenda for a special meeting, other than a rescheduled regular meeting, is limited to the purpose set forth in the public notice that is provided at least twenty-four (24) hours in advance of the meeting. At the special meeting, the Board may only discuss those issues set forth on the agenda, whether in open session or executive session.

~~(+) or a majority of those present and voting.~~

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NEOLA of OHIO TEMPLATES

Attachment 3

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 1 of 14

NEW POLICY - SPECIAL UPDATE II APRIL 2013

**POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS AND LIMITED USE
OF RESTRAINT AND SECLUSION**

The Board is committed to the District-wide use of Positive Behavior Intervention and Supports ("PBIS") with students. Student Personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

Professional staff members and support staff determined appropriate by the Superintendent are permitted to physically restrain and/or seclude a student, but only when there is immediate risk of physical harm to the student and/or others, there is no other safe and effective intervention possible, and the physical restraint or seclusion is used in a manner that is age and developmentally appropriate



and protects the safety of all children and adults at school.

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

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

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

This Policy shall be made available to parents annually and shall be published on the District's website.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ SCHOOL DISTRICT

STUDENTS
5630.01/page 2 of 14

DEFINITIONS

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

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

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

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

Functional behavior assessment ("FBA") is a collaborative problem-solving process that is used to describe the "function" or purpose that is served by a student's behavior. Understanding the "function" that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 3 of 14

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

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

Parent means:

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

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



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ SCHOOL DISTRICT

STUDENTS
5630.01/page 4 of 14

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

- A. break up a fight;
- B. knock a weapon away from a student's possession;
- C. calm or comfort;
- D. assist a student in completing a task/response if the student does not resist the contact; or
- E. prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Positive Behavior Intervention and Supports ("PBIS") means a school-wide systematic approach to embed evidence-based practice and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

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

Prone restraint means physical or mechanical restraint while the student is in the face-down position for an extended period of time.

Seclusion means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student means a child or adult aged three (3) to twenty-one (21) enrolled in the District.



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 5 of 14

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

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

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Positive Behavior Intervention and Supports ("PBIS") creates structure in the environment using a non-aversive effective behavioral system to improve academic and behavior outcomes for all students.

The PBIS prevention-oriented framework or approach shall apply to all students and staff, and in all settings.

PBIS shall include:

- A. school staff trained to identify conditions such as where, under what circumstances, with whom, and why specific inappropriate behavior may occur;
- B. preventative assessments that include:
 - 1. review of existing data;
 - 2. interviews with parents, family members, and students; and
 - 3. examination of previous and existing behavioral intervention plans.



EOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 6 of 14

- C. development and implementation of preventative behavioral interventions, and the teaching of appropriate behavior, including:
 - 1. modification of environmental factors that escalate inappropriate behavior;
 - 2. supporting the attainment of appropriate behavior; and
 - 3. use of verbal de-escalation to defuse potentially violent dangerous behavior.

The Superintendent shall develop emergency procedures for the District.

SECLUSION

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

Seclusion shall be implemented only by Student Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 7 of 14

Additional requirements for the use of seclusion:

If Student Personnel use seclusion, they must:

- A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

Requirements for a room or area used for seclusion:

A room or area used for seclusion must provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student.

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



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 8 of 14

Additional prohibited seclusion practices:

Seclusion shall never be used as a punishment or to force compliance.

Seclusion shall not be used:

- A. for the convenience of staff;
- B. as a substitute for an educational program;
- C. as a form of discipline or punishment;
- D. as a substitute for less restrictive alternatives;
- E. as a substitute for inadequate staffing;
- F. as a substitute for staff training in positive behavior supports and crisis prevention and intervention;
- G. as a means to coerce, retaliate, or in a manner that endangers a student; or
- H. if it deprives the student of basic needs.

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



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 9 of 14

RESTRAINT

There are different types of restraint, as defined above, including physical restraint, prone restraint, mechanical restraint, and chemical restraint. The use of restraint other than physical restraint is prohibited.

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

Physical restraint shall be implemented only by Student Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Additional requirements for the use of physical restraint:

If Student Personnel use physical restraint, they must:

- A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control () as quickly as possible;
- C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 10 of 14

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

Prohibited Restraint Practices

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

- A. prone restraint as defined in Executive Order 2009-13 (which defines prone restraint to mean "all items or measures used to limit or control the movement or normal functioning of any portion, or all, of an individual's body while the individual is in a face-down position for an extended period of time");
- B. physical restraint that restricts the airway of a student or obstructs the student's ability to breathe;
- C. physical restraint that impacts the student's primary mode of communication;
- D. restraint of preschool-age students, except for holding a child for a short period of time, such as in a protective hug, so that the child may regain control;
- E. restraint that deprives the student of basic needs;
- F. restraint that unduly risks serious harm or needless pain to the student, including physical restraint that involves the intentional, knowing, or reckless use of any of the following techniques:
 - 1. using any method that is capable of causing loss of consciousness or harm to the neck or restricting/obstructing respiration in any way;
 - 2. pinning down the student by placing knees to the torso, head and/or neck of the student;



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 11 of 14

3. using pressure points, pain compliance, or joint manipulation;
 4. dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
 5. using other students or untrained staff to assist with the hold or restraint; or
 6. securing the student to another student or to a fixed object.
- G. mechanical restraint (that does not include devices used by trained Student Personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed); or
- H. chemical restraint (which does not include medication administered as prescribed by a licensed physician).

ADDITIONAL PROHIBITED PRACTICES

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

- A. corporal punishment;
- B. child endangerment as defined in Ohio Revised Code 2919.22; and
- C. aversive behavioral interventions.

FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIOR INTERVENTION PLAN

If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, District personnel shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, District personnel shall also develop a behavior intervention plan that incorporates positive behavioral interventions.



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 12 of 14

TRAINING AND PROFESSIONAL DEVELOPMENT

The District shall provide training as follows:

- A. All Student Personnel, as defined in this Policy, shall be trained annually on the requirements of the Ohio Department of Education's Policy on Positive Behavior Intervention and Supports, and Restraint and Seclusion; Ohio Administrative Code 3301-51-15; and this Policy.
- B. the Superintendent, in consultation with each school building's principal
 () and/or assistant principal
 , shall identify which District employees should receive additional training so that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, including the use of restraint and seclusion. District employees who receive such additional training must keep their training current in accordance with the requirements of the provider of the training.
- C. The Superintendent shall develop a plan to provide training to school personnel, as defined in this Policy, so that Positive Behavior Intervention and Supports are implemented on a District-wide basis.
 - [] Implementation of PBIS throughout the District may be a multi-year process, with training taking place over several years.

The District shall maintain written or electronic documentation on training provided and lists of participants in each training.

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



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 13 of 14

MONITORING AND COMPLAINT PROCEDURES

The Superintendent shall develop a monitoring procedure to ensure that this Policy is appropriately implemented.

Any parent of a child enrolled in school in the District may submit a written complaint to the Superintendent regarding an incident of restraint or seclusion. The Superintendent shall investigate each written complaint and respond in writing to the parent's complaint within thirty (30) days of receipt of the complaint.

() If the parent is not satisfied with the response provided, the parent may request to meet with the Board in executive session to address the situation.

REQUIRED DATA AND REPORTING

Each use of restraint or seclusion shall be:

- A. documented in writing;
- B. reported to the building administration immediately;
- C. reported to the parent immediately; and
- D. documented in a written report.

A copy of the written report shall be made available to the student's parent or guardian within twenty-four (24) hours of the use of restraint or seclusion. A copy of the written report shall also be maintained in the student's file.

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

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



NEOLA of OHIO
TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5630.01/page 14 of 14

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

* Adapted from the Ohio Department of Education's Policy on Positive Behavior Intervention and Supports, and Restraint and Seclusion, adopted January 15, 2013.

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New Document



NEOLA of OHIO
TEMPLATES

Attachment 4

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM
2431/page 1 of 7

REVISED POLICY - VOL. 31, NO. 2

INTERSCHOLASTIC ATHLETICS

The Board of Education recognizes the value to the students of the District and to the community of a program of interscholastic athletics for students as an integral part of the total school experience.

- ☒ The program should foster the growth of school loyalty within the student body as a whole and stimulate community interest in athletics.
- ☒ The game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.
- ☐ The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone. It should also offer an opportunity for career and educational development.

For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sport contests, games, events, or sport exhibitions involving individual students or teams of students of this District with those of another district.

- ☐ The Board shall approve annually a program of interscholastic athletics.



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM
2431/page 2 of 7

The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be in good physical condition, be free of injury, and have fully recovered from illness before participating in any interscholastic athletic event. ~~In addition to the eligibility requirements established by the Ohio High School Athletic Association, to be eligible for any interscholastic extra-curricular activity, a student:~~

No student may practice or compete in interscholastic athletics until the student submits a form signed by his/her parent or guardian, or by a person having care or charge of the student, affirming that each has received a concussion and head injury information sheet as prepared by the Ohio Department of Health. See Form 2431 F1 and Form 2431 F2.

In addition to the eligibility requirements established by the Ohio High School Athletic Association, to be eligible for any interscholastic extra-curricular activity, a student:

() must have maintained at least a 2.0 grade-point average

() must not have received a failing grade in any course

for the ____ () semester(s) ☒ grading period prior to the () semester
☒ grading period in which s/he wishes to participate.

☒

An exception may be made by the principal if the student has been participating in an intervention program and has shown satisfactory progress toward achieving the minimum grade-point average.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM
2431/page 3 of 7

If a student who becomes ineligible under these standards improves his/her grade point average during the current () semester () grading period to meet the eligibility standard, s/he may be reinstated

☒ at the beginning of the next () semester ☒ grading period.

() after ____ more () semester(s) () grading period(s) with an acceptable grade point average.

() and no failing grades.

[] These same eligibility standards shall apply to all other co-curricular and extra-curricular activities sponsored by the District. (See Policy 2430)

Students identified as disabled under R.C. 3323 and the IDEA are subject to the eligibility standards established by this policy unless specifically exempted by the express terms of their individualized education program (IEP). An IEP can specify the criteria by which a grade will be determined for (a) course(s), given the individualized student's disability.

[] Any student who has not made a passing score on all required sections of the State-mandated tests after ____ attempts shall be ineligible to participate in athletics.

[Note: The following should be selected, if at all, only if the District provides intervention programs to help students pass the proficiency tests at times that would conflict with practice.]

[] The Board believes a student who has not passed these tests would be better served by using the time that s/he would be participating in his/her interscholastic sport to participate in one or more of the District's programs for assisting students to pass the required tests.

[] However, if a parent believes that his/her child may be unduly affected by his/her lack of participation in a particular sport, s/he may come to the school and sign a waiver that will release the student from this proficiency test eligibility rule and allow him/her to participate in a particular sport. The parent shall be informed, prior to signing the waiver, that State law does not allow a student to receive a high school diploma unless s/he has passed all State testing requirements.



NEOLA of OHIO TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM
2431/page 4 of 7

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition.

- ☒ The Board further adopts those eligibility standards set by the Constitution of the Ohio High School Athletic Association (OHSAA) and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.

No student shall be excused from a class or supervised study for an extended period of time to participate in interscholastic athletics.

- ☒ The Board further directs that only those students may participate in the program of interscholastic athletics who have:

- ☒ maintained a satisfactory academic record;
- ☒ attended school regularly;
- ☒ demonstrated good citizenship and responsibility;
- ☒ returned all school and athletic equipment;
- ☒ refrained from participation in a contest on a noninterscholastic team, or as an individual in the same sport during the school's season.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration, a program of interscholastic athletics which shall

- ☒ include a complete schedule of events.
- () and shall inform the Board of changes in that schedule as they occur.
 - () and shall secure board approval before making any changes in the said schedule.



NEOLA of OHIO

TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM

2431/page 5 of 7

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches shall not dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes. The Superintendent shall cause to be posted in all locker rooms in buildings that include students in any grade higher than the sixth grade, the following:

"Warning: Improper use of anabolic steroids may cause serious or fatal health problems, such as heart disease, stroke, cancer, growth deformities, infertility, personality changes, severe acne, and baldness. Possession, sale, or use of anabolic steroids without a valid prescription is a crime punishable by a fine and imprisonment."

The Superintendent shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for the following safeguards:

- ✓ Prior to enrolling in the sport,
 - ✓ each participant shall submit to a thorough physical examination by a District-approved physician;
 - ✓ parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- ✓ Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate. The District shall assume no liability for any student with a health condition who has been authorized to play by the parents and their physician but not by the District.
- ✓ Any student who incurs an injury requiring a physician's care is to have the written approval of a physician prior to the student's return to participation.



NEOLA of OHIO
TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM
2431/page 6 of 7

☒ Any student practicing for or competing in an interscholastic event who exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall be removed from the practice or competition by the student's coach (and/or the referee serving during the practice or competition).

Any student who has been removed from practice or competition by a coach or referee because he/she has exhibited signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall not be permitted to return to any practice or competition for which the coach or referee is responsible until both of the following occur:

1. The student's condition is assessed by a physician ☒ or other health care provider authorized by the Board, in accordance with requirements set forth in R.C. 3313.539(E)(2), to assess such a student.
2. The student receives written clearance that it is safe to return to practice or competition from a physician ☒ or other health care provider authorized by the Board, in accordance with requirements set forth in R.C. 3313.539(E)(2), to grant a such a clearance.

☒ The Superintendent is also to develop guidelines for ensuring that sportsmanship, ethics, and integrity characterize the manner in which the athletic program is conducted and the actions of students who participate. Such guidelines should include:

- ☐ criteria for judging these important qualities;
- ☐ procedures by which these values will be communicated to students, parents, and supporters;
- ☐ means for monitoring the behavior of each of these groups to ensure their behavior reflects high standards.