

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

Neola Policy Updates

Special Update - October 2026

7 policies

First Read ~ November 18, 2026

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SPECIAL UPDATE - OCTOBER 2026

po2623.01

Special Update - October 2026 Replacement ACADEMIC INTERVENTION

ADOPTED Jul 23, 2007

~~2623.01 - **INTERVENTION**~~

~~The Board of Education believes that students should be given every opportunity to learn the skills and acquire the knowledge necessary to demonstrate proficiency on State-mandated tests and locally-developed assessments. Therefore, pursuant to State law, the Board will provide intervention for those students whose performance on these tests and assessments indicates a need for it.~~

~~The Board directs the Superintendent to develop a plan for intervention.~~

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Replacement Policy - Special Update

2623.01 - ACADEMIC INTERVENTION

The Board of Education provides evidence-based academic intervention services at no cost to qualifying students in accordance with State law, as further outlined in this policy and corresponding administrative guidelines.

Qualifying Students

Any student who scores a limited level of skill in the areas of mathematics ("math"), English Language Arts ("ELA"), or both on a State math or ELA diagnostic assessment administered in grades kindergarten through three (3) (R.C. 3301.079), a state achievement test administered in grades three (3) through eight (8) (R.C. 3301.0710), or a high school end-of-course examination (R.C. 3301.0712) is considered a qualifying student, unless either of the following exceptions apply:

1. **The student has an individualized education plan ("IEP") that includes services related to traumatic brain injury or a significant cognitive disability (unless the student's parent or guardian and District have determined the services would be appropriate for the student); or**
2. **A student attends a dropout prevention and recovery community school as defined in R.C. 3314.02.**

At its discretion, the District may elect to provide academic intervention services to students who do not otherwise qualify under this policy and State law.

Provision of Academic Intervention Services

Academic intervention services are evidence-based and aligned with a student's assessed level of skill. They provide accelerated learning and skill mastery where possible to help the student demonstrate grade-level skills in math and/or ELA. These services are provided in addition to, and not as a replacement for, existing academic instruction and other services provided to the

qualifying student. Students who are placed on a reading improvement and monitoring plan ("RIMP") or who have an individual education plan ("IEP") are still eligible to receive academic intervention services. District staff will collaborate so that academic intervention services, RIMPs, and IEPs are aligned and services are coordinated to the extent practicable and appropriate.

The services will not supplant a student's core academic instruction time, except that in grades kindergarten through three (3), instruction aligned with science and social studies standards may be integrated into core math and reading instruction rather than being taught in a separate instructional period. All academic intervention services provided in ELA align with the science of reading.

The District will provide academic intervention services to qualifying students directly, through a contracted vendor, or through a combination of both.

Services may include one (1) or more of the following:

1. High-dosage tutoring, which is aligned with the student's classroom instruction through a State-approved vendor, or a locally approved option that aligns with high-dosage tutoring best practices. High-dosage tutoring will include instruction time delivered at least three (3) days per week, or at least fifty (50) hours over thirty-six (36) weeks, and may be incorporated into a student's regular classroom instruction. To the extent practicable, the District will endeavor to provide students with the same tutor.
2. Additional instruction time.
3. Extended school calendar.
4. Participation in a learning support program.
5. _____. [DRAFTING NOTE: The law permits a district to provide any other academically-centered support service locally determined to improve the student's academic performance. Specifically identified additional services may be included in this section of the policy.]
6. Any other academically centered support service that the District determines will improve the student's academic performance.

Academic intervention services may be offered in combination with integrated student supports, which is an evidence-based approach where the District intentionally and systematically leverages and coordinates resources and relationships available in the District and the surrounding community to address comprehensive student strengths, interests, and needs.

Qualifying students remain eligible for math and/or ELA intervention services until they demonstrate a proficient level of skill in that subject on either a diagnostic assessment, State achievement assessment, or end-of-course examination. A student who qualifies for intervention services in both math and ELA and who earns a proficient or higher score in one subject will continue to receive services in the subject for which a proficient level of skill has not yet been demonstrated.

Any student in grades nine (9) through twelve (12) who fails to demonstrate a level of skill that is proficient or higher on a diagnostic assessment or an end-of-course examination in math or ELA, or both, will not be required to retake the examination and will continue to qualify for academic intervention services. The District will align intervention services with the student's selected graduation pathway.

Parent Notification

Prior to providing academic intervention services, the District will notify the qualifying student's parent/guardian. Notification will include a description of the intervention(s) the student will receive and who will provide the services. The District will periodically provide updates to parents/guardians about the services provided to their student, and will also provide resources and recommendations for ways in which parents/guardians may assist the student in gaining grade-level skills.

EMIS Reporting

The District will annually report the following data through the State education management information system ("EMIS"):

1. Number of qualifying students enrolled in the District;
2. The number of qualifying students who receive academic intervention services in math, ELA, or both; and
3. The number of qualifying students receiving academic intervention services from the District directly, through a vendor, or both.

Additionally, the District reports as directed by DEW:

1. the core curriculum and instructional materials being used for ELA in grades pre-kindergarten through five (5);
2. the reading intervention programs being used in grades pre-kindergarten through twelve (12);
3. the core curriculum and instructional materials being used for math in grades kindergarten through twelve (12); and
4. the math intervention programs being used in grades kindergarten through twelve (12).

Cross References
po2623.02 - THIRD GRADE READING GUARANTEE

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Legal
R.C. 3301.079, 3301.0710, 3301.0712, 3301.0714, 3301.0715, 3301.136
R.C. 3314.02, 3313.6034, Chapter 3323

SPECIAL UPDATE - OCTOBER 2026

po2623.02

Special Update - October 2026 Revised THIRD GRADE READING GUARANTEE

ADOPTED Jul 22, 2013 · REVISED Apr 24, 2024

2623.02 - **THIRD GRADE READING GUARANTEE**

All students entering the third grade are expected to demonstrate a certain level of competency in reading before advancing to the fourth grade.

In accordance with State law, the Superintendent shall develop a program for the annual assessment of the reading skills of each student at the end of first, second, and third grade, and identify those students who are reading below their grade level. Each student's classroom teacher shall be involved in the assessment and identification of those students who are reading below grade level. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from the student.

The District shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

Definitions

"On track" means a student is reading at or above the student's grade level based on previous end-of-year standards expectations by September 30th.

"Not on track" means a student is reading below the student's grade level based on previous end-of-year standards expectations by September 30th.

Assessment of Reading Skills Program

A. The District will select a reading diagnostic assessment that will be administered to grades kindergarten through three (3) from the list approved by the Ohio Department of Education and Workforce ("DEW"). When selecting a K-3 reading diagnostic assessment from the State-approved list, the District will consider how well the assessment aligns with the student population and instructional needs to assist in selecting a tool that accurately and consistently identifies students who may be at risk and in need of additional supports.

   Diagnostic assessments in reading, ~~as approved by the Ohio Department of Education and Workforce (DEW),~~ shall be given by September 30th of each year for students in grades kindergarten ~~one (1)~~ through three (3) ~~, with the exception of students with significant cognitive disabilities or other disabilities as authorized by the DEW on a case-by-case basis. For kindergarten students, the kindergarten readiness assessment shall be administered not earlier than the first day of July of the school year and not later than the 20th day of instruction for that school year. For students enrolled in first, second, or third grade, the diagnostic assessments in reading shall be administered at least once annually (R.C. 3313.608, 3313.0715)~~ .

   The District shall administer the ~~each applicable~~ diagnostic assessment to any student who transfers into the District or into a different school within the District who did not take a diagnostic assessment at the student's previous school during the current school year ~~, unless the student is excused from taking the assessment as provided for in the preceding paragraph~~ . The diagnostic assessment(s) shall be administered within thirty (30) days of transfer and shall be the

same assessment taken by all other students in the District. If the District cannot determine whether the student has already taken an approved reading diagnostic in the current school year, the District will administer the test. If a transfer student has taken a reading diagnostic assessment administered at their previous school, the District may use the diagnostic's on track/not on track results. The District may also choose to reassess the student using the reading diagnostic administered to other students in the District ~~(R.C. 3313.0715)~~.

After the administration of any diagnostic assessment, the District shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The preceding documents and information shall be included in any reading improvement and monitoring plan(s) developed with respect to the student. The District shall also submit to the DEW the results of the diagnostic assessments administered pursuant to this section ~~, except the results of the kindergarten readiness assessment shall be submitted to the Department of Children & Youth~~.

B. Diagnostic assessment results shall be translated to DEW's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".

C. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:

1. that the school has identified the student as having a substantial deficiency in reading

2. a description of current services provided to the student

3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency

4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion

5. that the student will be retained in the third grade if the student does not attain a score in the statutorily prescribed level on the third grade English Language arts assessment unless the student is exempt as delineated below, and

6. a statement that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading.

D. For each student identified to be "not on track", the District shall:

1. provide intensive reading instruction services and regular diagnostic assessments immediately following identification of a reading deficiency until the development of a reading improvement and monitoring plan;

   The intervention services shall be aligned with the science of reading as defined under State law and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.

2. develop a reading improvement and monitoring plan (RIMP) within sixty (60) days of learning of the reading deficiency;

   The District shall involve the student's parent/guardian and classroom teacher in developing the plan.

3. assign a teacher who has at least one (1) year of teaching experience and satisfies one (1) or more of the following criteria:

    a. holds a reading endorsement and has attained a passing score on the corresponding assessment, as applicable

    b. has obtained a master's degree with a major in reading

    c. was rated "most effective" for reading instruction consecutively for the most recent two (2) years based on assessments of student growth measures developed by a vendor and that is on the list of DEW-approved student assessments

    d. was rated "above expected value added," in reading instruction, as determined by criteria established by the DEW, for the most recent consecutive two (2) years

    e. has earned a passing score on a DEW-approved rigorous test of principles of scientifically research-based reading instruction

    f. holds an educator license for teaching grades pre-kindergarten through three (pre-K-3) or four through nine (4-9) issued on or after July 1, 2017

    The District may alternatively assign a teacher with less than one (1) year of teaching experience provided the teacher meets at least one (1) of the criteria (a-f) set forth above and the teacher is assigned a qualified teacher mentor. The student also may receive reading intervention or remediation services from a duly licensed speech-language pathologist.

    Finally, nothing in this Policy shall prevent a teacher, other than a student's classroom teacher (i.e., teacher of record), from providing the requisite reading intervention or remediation services to the student, so long as the assigned teacher has at least one (1) year of teaching experience, satisfies at least one (1) of the criteria (a-f) set forth above, and both the classroom teacher and the building principal agree to the assignment. Such an assignment must be documented in the student's reading improvement and monitoring plan.

Reading Improvement and Monitoring Plan (RIMP)

A reading improvement and monitoring plan will be provided for all students, including students with disabilities, until the student achieves the required level of skill in reading for the student's current grade level. The RIMP developed for students identified as "not on track" shall include:

A. identification of the student's specific reading deficiency;

B. a description of supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;

C. opportunities for the student's parent/guardian to be involved in the instructional services and support;

D. a process to monitor the implementation of the student's instructional services and support;

E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress;

F. a statement that if the student does not attain at least the equivalent level of achievement designated under R.C. 3301.0710(A)(3) on the assessment prescribed to measure skill in English language arts expected by the end of third grade, the student may be retained in third grade.

G. high-dosage tutoring opportunities aligned with the student's classroom instruction through a State-approved vendor on the list of high-quality tutoring vendors, or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring shall include ~~additional~~ instruction time of at least three (3) days per week, or at least fifty (50) hours over thirty-six (36) weeks , which may be incorporated into a student's regular classroom instruction. To the extent practicable, the District will endeavor to provide the student with the same tutor .

The ~~Beginning with the 2024-2025 school year, the~~ District will utilize evidence-based reading intervention programs that focus on intensive, explicit, and systematic instruction in phonetic awareness, phonics, vocabulary, fluency, comprehension, and writing from a list developed by the DEW. The District will not use and will not seek a waiver to sue the three-cuing approach to teach students in grades pre-kindergarten to five (5) who have a RIMP except as permitted by law. All students with RIMPs must be provided with intervention within a functioning integrated multi-tiered system of supports ("IMTSS"). Intervention will include remediation addressing the student's identified deficiencies, and acceleration addressing grade-level content support through high-dosage tutoring.

For students with IEPs, the IEP team will include references to the student's RIMP in the IEP where appropriate.

The District will monitor a student's progress and gather data to evaluate the effectiveness of current interventions and instructional practices. The RIMP will be reviewed regularly to determine whether the intervention is achieving the intended effect. The RIMP may be modified based on progress monitoring data. However, high-dosage tutoring and other interventions will continue to be provided through grade twelve (12) or until the student scores proficient on Ohio's state test for English Language Arts or Ohio's Alternative Assessment for Students with the Most Significant Cognitive Disabilities ("AASCD") in English language arts.

Reporting Requirements

All assessment results and determinations shall be compiled and maintained by the District. The District shall comply with all reporting requirements of Ohio's Third Grade Reading Guarantee , including high-dosage tutoring provided to students during the school year .

Promotion/Retention

No student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C) or one (1) of the following applies:

A. the student is an English Learner who has been enrolled in United States schools for less than three (3) full school years and has had less than three (3) years of instruction in an English as a second language program; or

B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under State law; or

C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education and Workforce (DEW); or

D. all of the following apply:

1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.

2. The student has taken the third grade English language arts achievement assessment, as prescribed.

3. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.

4. The student previously was retained in any of grades kindergarten to three (3).

E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three (3); or Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low- performing readers.

F. a student's parent or guardian, in consultation with the student's reading teacher and building principal, requests that the student, regardless of if the student is reading at grade level, be promoted to fourth grade. Any such student will continue to receive intensive reading instruction in the same manner as a student retained until the student is able to read at grade level.

A student retained under the provisions of the Third Grade Reading Guarantee and this policy shall be considered for mid-year promotion if that student demonstrates that the student is reading at or above grade level, in accordance with the provisions of Policy 2623.02 - Third Grade Reading Guarantee and Policy 5410 – Promotion, Academic Acceleration, Placement, and Retention. Such action shall be considered in consultation with the parent/guardian and the Student Intervention Team and with the concurrence of the building principal.

Intensive Remediation Services

Remediation services for students on reading improvement and monitoring plans shall be aligned with the science of reading as defined by State law and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

If a student is retained by the Third Grade Reading Guarantee, or the student's parent/guardian, in consultation with the student's reading teacher and principal, requested that the student be promoted to fourth grade, the student must be provided intense remediation services until the student is able to read at grade level. The remediation services must include intense interventions and consist of at least ninety (90) minutes of reading instruction daily.

The District shall provide the option for students to receive reading intervention services from one or more providers other than the District. Both the District and the DEW have the authority to screen and approve such providers.

Interventions for students who have been retained may include:

A. small group instruction;

B. reduced student-teacher ratios;

C. more frequent progress monitoring;

D. tutoring or mentoring;

E. transition classes containing third and fourth grade students;

F. summer reading camp; or

G. extended school day, week, or year.

Intensive remediation services shall be targeted to the student's identified reading deficiency.

Nothing in this policy shall prevent the District from assigning a teacher to teach reading to any student who is an English Learner, and has been in the United States for three (3) years or less, or to a student

who has an individualized education program ("IEP"), if that teacher holds a DEW-approved alternative credential or has successfully completed DEW-approved training that is based on principles of scientifically research-based reading instruction.

This policy shall be reviewed and updated periodically as necessary.

Revised 3/17/14
Revised 10/25/23

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Legal
A.C. 3301-13, 3301-35
R.C. 3301.079, .0710, .0711, .0714, .0715
R.C. 3313.608, 3313.608(D), 3313.6012, 3313.6028

SPECIAL UPDATE - OCTOBER 2026

po2623.03

Special Update - October 2026 New K-3 MATHEMATICS DIAGNOSTIC ASSESSMENTS

New Policy - Special Update

2623.03 - **K-3 MATHEMATICS DIAGNOSTIC ASSESSMENTS**

The District will select a mathematics diagnostic assessment that will be administered to grades kindergarten through three (3) from the list approved by the Ohio Department of Education and Workforce ("DEW"). When selecting a K-3 mathematics diagnostic assessment from the State-approved list, the District will consider how well the assessment aligns with the student population and instructional needs to assist in selecting a tool that accurately and consistently identifies students who may be at risk and in need of additional supports.

Diagnostic assessments in mathematics shall be given by September 30th of each year for students in grades kindergarten through three (3). All students, including students with significant cognitive disabilities, are required to participate in the assessment. The District will not administer mathematics diagnostic assessments from multiple providers to the same student unless one (1) of the following applies:

A. An additional diagnostic assessment in mathematics is indicated by the student's individualized education program ("IEP").
B. Any other reason as determined appropriate by DEW.

The District will not administer mathematics diagnostic assessments from multiple providers to receive higher ratings on Ohio's School Report Card. However, the District may administer additional diagnostic assessments to inform instruction and support at the District level.

The District shall administer the diagnostic assessment to any student who transfers into the District or into a different school within the District who did not take a diagnostic assessment at the student's previous school during the current school year. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer, and shall be the same assessment taken by all other students in the District. If the District cannot determine whether the student has already taken an approved mathematics diagnostic in the current school year, the District will administer the test. If a transfer student has taken a mathematics diagnostic assessment administered at their previous school, the District may use the diagnostic's on track/not on track results. The District may also choose to reassess the student using the mathematics diagnostic administered to other students in the District.

After the administration of any diagnostic assessment, the District shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The District shall also submit to the DEW the results of the diagnostic assessments administered pursuant to this section.

Diagnostic assessment results shall be translated to DEW's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".

Students who demonstrate a limited level of skill as defined by the DEW on the mathematics diagnostic assessment will receive academic intervention services in accordance with Policy 2623.01 - Academic Intervention.

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Legal
R.C. 3301.079, 3301.0715

SPECIAL UPDATE - OCTOBER 2026

po2675

Special Update - October 2026 New ADVANCED MATHEMATICS PLACEMENT AND PROMOTION

New Policy - Special Update

2675 - **ADVANCED MATHEMATICS PLACEMENT AND PROMOTION**

The Board of Education supports development of critical mathematics skills and provides advanced mathematics opportunities for students who demonstrate an advanced level of skill in math. A qualifying student meets one (1) of the following criteria:

A. Achieves an advanced level of skill on a State mathematics achievement test, as determined by DEW; or

B. Achieves a designated score, as determined by the DEW, on a mathematics diagnostic assessment selected by the District and an accomplished level of skill on a State mathematics achievement assessment.

Advanced Opportunities in Grades Three (3) through Five (5)

Qualifying students in grades three (3) through five (5) will receive advanced learning opportunities in math. Advanced learning opportunities in math include courses which exceed the standard mathematics curriculum for the student's grade level, or services/curricula modifications in math, provided either in person or through electronic means, which provide additional rigor or challenge. Advanced learning opportunities may include differentiated instruction in which the depth, breadth, complexity, pacing, and acceleration are tailored to the student's particular needs and readiness, or interdisciplinary work selected by the District.

Mathematics Courses for Grades Six (6) through Eight (8)

In accordance with rules adopted by DEW, each qualifying student in sixth grade will be enrolled in a mathematics course for seventh grade that combines math standards for seventh and eighth grade into one (1) year. In eighth grade, the student will be enrolled in Algebra I, provided that the student achieves at least a proficient level of skill on the required state mathematics achievement assessment prescribed for eighth grade which will be taken at the end of seventh grade. Students who are enrolled in Algebra I will take the end-of-course examination which is required for graduation.

The Superintendent will adopt administrative guidelines that outline a curriculum plan beginning in third grade which includes both a timeline and explanation of how students will be prepared for placement in Algebra I by eighth grade. The curriculum plan will also describe how the District will provide advanced learning opportunities and accommodate each student in grade seven (7) who qualifies.

The District will notify parents/guardians of sixth grade students who qualify for enrollment in the seventh grade advanced mathematics course. Parents/guardians will be informed of the option to opt out of the course by submitting on the District-approved form. Students whose parents/guardians opt out will not be enrolled in the course in seventh grade.

The District may provide any students enrolled in the District with advanced learning opportunities in mathematics, including enrollment in advanced courses such as Algebra I, if the principal, in consultation

with teachers and parents, determines the student meets requirements of the course or would benefit from advanced learning opportunities.

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R.C. 3313.6032

SPECIAL UPDATE - OCTOBER 2026

po5330.02

Special Update - October 2026 Revised PROCUREMENT AND USE OF EPINEPHRINE DEVICES IN EMERGENCY SITUATIONS

ADOPTED Oct 25, 2023

5330.02 - **PROCUREMENT AND USE OF EPINEPHRINE DEVICES ~~AUTO INJECTORS~~ IN EMERGENCY SITUATIONS**

In accordance with state law, the Board of Education shall procure epinephrine delivery devices or products approved by the U.S. Food and Drug Administration ("FDA") that contain a premeasured dose of epinephrine ~~a auto-injectors ("Epi-Pens")~~ for use in emergency situations. Collectively, epinephrine autoinjectors, nasal epinephrine, and other FDA-approved epinephrine devices or products designated by the Board are referred to as "epinephrine delivery systems". Epinephrine is a prescription drug used to treat life-threatening allergic reactions caused by insect bites or stings, foods, medications, latex, and other causes. The Superintendent shall adopt a policy and procedures, alternatively termed "Administrative Guidelines," governing the maintenance and use of epinephrine delivery systems, in accordance with the rules adopted by the Ohio State Board of Pharmacy designating devices or other products that are FDA-approved for administering a premeasured dose of epinephrine that may be used in schools ~~Epi-Pens~~. The Superintendent shall consult with a licensed health professional who is authorized to prescribe drugs ("Prescriber") when developing policy/administrative guidelines.

The Superintendent's policy/administrative guidelines shall:

A. identify the location(s) in each school building where the epinephrine delivery systems ~~Epi-Pens~~ shall be stored;
B. specify the conditions under which epinephrine delivery systems ~~Epi-Pens~~ must be stored, replaced, and disposed of;
C. specify the individuals employed by or under contract with the Board, in addition to a licensed school nurse and licensed athletic trainer, who may access and use epinephrine delivery systems ~~Epi-Pens~~ in emergency situations;
D. specify the training that Board employees or contractors (besides school nurses or athletic trainers) must complete before being authorized to access and use epinephrine delivery systems ~~Epi-Pens~~;
E. identify the emergency situations, including when an individual exhibits signs and symptoms of anaphylaxis, in which a school nurse, athletic trainer, or other trained employee/contractor may access and use an epinephrine delivery system ~~Epi-Pen~~;
F. specify that assistance from an emergency medical service provider (911) must be requested immediately after an epinephrine delivery system ~~Epi-Pen~~ is used; ~~and~~
G. specify individuals, in addition to students, employees, contractors, and visitors, to whom a dosage of epinephrine may be administered through an epinephrine delivery system ~~Epi-Pen~~ in an emergency situation; AND ~~.~~
H. permit students to possess and use an epinephrine delivery system as prescribed by a licensed health professional who is authorized to prescribe drugs.

Each Building Principal shall endeavor to maintain at least two (2) epinephrine delivery systems ~~Epi-Pens~~ of both prescribed doses in their building. In procuring epinephrine delivery systems ~~Epi-Pens~~, the Board will accept donations of epinephrine delivery systems ~~Epi-Pens~~ from wholesale distributors of dangerous drugs or manufacturers of dangerous drugs, as well as donations of money from any person to purchase epinephrine delivery systems ~~Epi-Pens~~. The Superintendent shall report to the Ohio Department of Education and Workforce ("DEW") ~~("ODE")~~, in the form and manner determined by DEW ~~ODE~~, each

procurement of epinephrine delivery systems ~~Epi-Pens~~ and each occurrence in which an epinephrine delivery system is used from the District's supply.

In order to facilitate the use of an epinephrine delivery system ~~Epi-Pen~~ in an emergency situation pursuant to this Policy and AG 5330.02, the Board will procure epinephrine delivery systems ~~Epi-Pens~~ by either (1) having a licensed health professional authorized to prescribe drugs, acting in accordance with State laws, personally furnish the epinephrine delivery systems ~~Epi-Pens~~ to the District or issue a prescription for them in the name of the District, or (2) having the Superintendent obtain a prescriber-issued protocol that includes definitive order for epinephrine delivery systems ~~Epi-Pens~~ and the dosages of epinephrine to be administered through them. If the Superintendent obtains a prescriber-issued protocol, the Superintendent ~~s/he~~ will retain the original protocol and provide a copy of it to each Building Principal of each school at which epinephrine delivery systems ~~Epi-Pens~~ are maintained in accordance with this Policy and AG 5330.02.

In accordance with Ohio law, the Board, its members, employees and contractors, and a licensed health professional authorized to prescribe drugs who personally furnishes or prescribes epinephrine delivery systems ~~Epi-Pen~~, consults with the Superintendent, or issues a protocol, shall not be liable in damages in a civil action for injury, death, or loss to person or property that allegedly arises from an act or omission associated with procuring, maintaining, accessing, or using epinephrine delivery systems ~~Epi-Pens~~ in emergency situations as provided for by this policy and AG 5330.02 ~~5330.03~~, unless the act or omission constitutes willful or wanton misconduct.

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Legal
R.C. 3313.7110, 4723.483, 4729.01,4729.51, 4730.433, 4731.96

SPECIAL UPDATE - OCTOBER 2026

po5460

Special Update - October 2026 Revised GRADUATION REQUIREMENTS

ADOPTED Jul 23, 2007 · REVISED Mar 19, 2025

5460 - **GRADUATION REQUIREMENTS**

In order to acknowledge each student's successful completion of the instructional program, appropriate to the achievement of District goals and objectives as well as personal proficiency, the Board of Education awards a diploma to eligible students at a graduation ceremony.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this State Law and or who properly completes the goals and objectives specified in the student's individualized education program ("IEP"), including either the exemption from or the requirement to complete the tests required by the State Board of Education in order to graduate. ~~In addition to earning course credits, each student must show competency and readiness.~~

Graduation requirements consist of three (3) components, specifically: 1) completing required courses and earning course credits; 2) demonstrating competency in the foundational areas of English language arts and mathematics, or through alternative demonstration; and 3) demonstrating readiness by earning graduation seals.

The requirements for graduation from high school include earning twenty-one (21) units of credit in grades nine (9) through twelve (12) as established in State law and this Board ~~and fulfilling the requirements of one (1) graduation pathway that has been approved by the State.~~ To graduate, students must earn twenty-one (21) units of credit ~~in grades nine (9) through twelve (12)~~ as follows:

Course Credits Required for Graduation

Subject	**Units Required**
English Language Arts	4.00
Health	.50
Physical Education	.50

Mathematics (must include 1 unit algebra II or equivalent of algebra II) . Students may fulfill one-half (1/2) unit of mathematics by completing a financial literacy course, provided that the one-half (1/2) unit does not take the place of algebra II or its equivalent, or a course that requires completion of an end-of-course examination. Students who take one (1) unit of advanced computer science in lieu of algebra II may not complete financial literacy to satisfy any additional mathematics course requirements, but must instead take the course as an elective. Students who are enrolled in a career technical program may complete a career-based pathway math course as an alternative to algebra II or advanced computer science.)	4.00
Science (must include 1 unit physical sciences, 1 unit of life sciences, and 1 unit advanced study in one or more of: chemistry, physics, other physical science, advanced biology or other life science, astronomy, physical geology or other earth or space science, computer science.)	3.00
Social Studies (must include 1/2 unit of American history and 1/2 unit of American government)	3.00
Fine Arts, including music	1.00
Electives (must include one (1) or any combination of foreign language, computer coding, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, a junior reserve officer training corps (JROTC) program approved by the U.S. Congress, or English language arts, mathematics, science, or social studies courses not otherwise required)	5.00

All students must receive instruction in economics and financial literacy during Grades nine (9) through twelve (12). Financial literacy includes one-half (1/2) unit that includes a minimum of sixty (60) hours of instruction, taken either in lieu of one-half (1/2) unit of mathematics or as an elective. Students may fulfill the financial literacy instruction requirement through the successful completion of an advanced placement course in microeconomics or macroeconomics. ~~Beginning with the class of 2026 and subsequent graduating classes, all students must receive 0.5 credits of financial literacy.~~ Additionally, all students must receive instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator from an approved source during Grades nine (9) through twelve (12) unless the student is exempted from such training due to disability or by written request of the parent.

Physical Education Waiver

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons, as defined in the options handbook, while enrolled in grades nine (9) through twelve (12), and as documented by the school Assistant Principal, athletic director or guidance counselor, may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements. A student who has participated in the junior reserve officer training corps for at least two (2) full school years while enrolled in grades nine (9) through twelve (12) may be excused from the high school physical education requirement and may use credit for such participation to satisfy the requirement to complete one-half (1/2) unit in another course of study.

Credit may be earned by:

A. completing coursework;

B. testing out of or demonstrating mastery of course content; or

C. pursuing one or more educational options in accordance with the District's Credit Flexibility Program.

Credit may be earned at an accredited postsecondary institution through College Credit Plus (CCP).

Every high school may permit students below the ninth grade to take advanced work for credit. This work shall count toward the graduation requirements if it was both:

A. taught by a person who possesses a license/certificate issued under State law that is valid for teaching high school;

B. designated by the Board as meeting the high school curriculum requirements.

No student shall be required to remain in school for any specific number of semesters or other terms if the student completes the required curriculum early.

Demonstration of Competency ~~**Competency Requirements**~~

Attain a competency score on each of the Algebra I (or integrated math I) and English Language Arts II end-of-course examinations. Students who receive a proficient score on Algebra I or English Language Arts prior to entering high school will fulfill this requirement and will not be required to retake the exams. Students who fail to attain the competency score in either subject will be offered remedial support and will be required to retake the exam(s) at least once. A student who fails to achieve the competency score a second time may demonstrate competency in the failed subject area by completing one (1) of the following: ~~To graduate, students must earn a "competency" score on the state Algebra I and English Language Arts II tests. Students who do not pass the test will be offered appropriate remediation and supports and will retake the test at least once. In lieu of attaining competency scores on the state tests, students can demonstrate competency by one (1) of the following:~~

A. earn course credit through College Credit Plus in that subject;

B. obtain a remediation-free score in math or English subject areas on the ACT or SAT;

C. provide evidence of enlistment in a branch of the armed services of the United States; or

D. complete two (2) of the following options, with at least one (1) of the options being a foundational option:

1. Foundational Options: earning a score of proficient or higher on three (3) or more State technical assessments in a single career pathway; obtaining an industry-recognized credential or group of credentials totaling twelve (12) points in a single career field; completing an approved pre-apprenticeship or apprenticeship in a chosen career field; providing evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen (18) years of age or older; or obtaining a State-issued license for practice in a vocation that requires an examination.
2. Supporting Options: completing 250 hours of a work-based learning experience with evidence of positive evaluations; obtaining an OhioMeansJobs-readiness seal; attaining a workforce readiness score selected by the State.

A. ~~Obtain a remediation-free score in the math or English subject areas on the ACT or SAT.~~
B. ~~Complete two (2) of the following options, with at least one (1) of the options being a foundational option:~~
    1. ~~Foundational Options: obtain proficient scores on three (3) or more WebXams in a single career pathway, earn a twelve (12) point approved industry-recognized credential or group of credentials, or complete a pre-apprenticeship program recognized by the Ohio State Apprentice Council, a registered apprenticeship in the student's chosen career field, or show evidence of acceptance into an approved apprenticeship program restricted to participants eighteen (18) years of age or older.~~

2. ~~Supporting Options: complete a 250-hour work-based learning experience with evidence of positive evaluations, earn the required score on WorkKeys, or earn the OhioMeansJobs Readiness Seal.~~

C. ~~Enlist in the military and present evidence of a signed contract to enter a branch of the U.S. armed services upon graduation.~~

D. ~~Earn credit for a college-level math and/or college-level English course in the subject(s) not passed on the state exams through the College Credit Plus Program.~~

Demonstration of Readiness ~~Readiness Requirements~~

Earn at least two (2) diploma seals, one (1) of which must be State-defined, which include ~~Students must demonstrate readiness for graduation by earning at least two (2) diploma seals, one (1) of which must include a State-approved seal from the following list:~~

A. Seal of Biliteracy;

B. OhioMeansJobs-Readiness Seal;

C. Industry-Recognized Credential Seal;

D. College-Ready Seal;

E. Military Seal;

F. Citizenship Seal;

G. Science Seal;

H. Honors Diploma Seal;

I. Community Service Seal;

J. Fine and Performing Arts Seal;

K. Student Engagement Seal;

L. Technology Seal.

Honors Diploma

An honors diploma shall be awarded to any student who meets the established requirements for graduation or the requirements of the student's IEP; attains the applicable scores on the tests required by the State Board of Education to graduate; and meets any additional criteria the State Board may establish.

Commencement

Participation in commencement exercises is a privilege and not a right. Commencement exercises will include only those students who have successfully completed the requirements for graduation as certified by the high school principal or those students who have been deemed eligible to participate in such exercises. A student may be denied participation in the ceremony of graduation when personal conduct so warrants. However, no student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure.

The Board also shall grant a diploma of adult education to all District residents over the age of twenty-one (21) who meet the requirements established by the State Board of Education.

The Superintendent shall establish whatever administrative guidelines are necessary to comply with State rules and regulations. The District shall comply with all data reporting requirements regarding graduation and post-high school outcomes.

Revised 1/25/10
Revised 2/29/12
Revised 6/22/15
Revised 6/26/17
Revised 4/22/20
Revised 5/24/23

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Legal
A.C. 3301-41-01, 3301-13-01 to 07
R.C. 3302.03, 3301.07, .0710, .0711
R.C. 3313.60, 3313.61, 3313.603, 3313.611, 3313.614, 3313.615, 3313.617
R.C. 3313.618, 3313.647, 3313.903, 3313.6021, 3313.6111, 3323.08

SPECIAL UPDATE - OCTOBER 2026

po8390

Special Update - October 2026 Revised ANIMALS ON DISTRICT PROPERTY

ADOPTED Mar 17, 2014 · REVISED May 24, 2023

8390 - **ANIMALS ON DISTRICT PROPERTY**

Introduction

The Board of Education recognizes that animals may be present on District property for different purposes and under different legal standards. Animals may be used for curriculum-related activities; employees, students, parents, vendors, and other members of the public may be accompanied by service animals or assistance dogs as permitted by Federal or State law; and the Board may separately authorize facility dogs, therapy dogs, or emotional support animals under this policy ~~there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and this policy~~ .

This policy applies to all animals on District property, including service animals.

Definitions

A. "**Animal**": includes any living creature that is not a human being.

B. "**Service animal**": pursuant to 28 C.F.R. Section 35.104 ~~36.104~~, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The ~~crime deterrent effects of an animal's presence and the~~ provision of emotional support, well-being, comfort, or companionship, without trained disability-related work or tasks, does ~~do~~ not constitute work or tasks for the purposes of this definition."

The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of the ADA.

C. **"Assistance dog"**: pursuant to Ohio Revised Code §955.021, means "a dog that has been trained by a nonprofit or for-profit special agency and that is one of the following: (1) a guide dog (i.e., a

dog that has been trained or is in training to assist a blind person); (2) a hearing dog (i.e., a dog that has been trained or is in training to assist a deaf or hearing-impaired person); or (3) a service dog (i.e., dog that has been trained or is in training to assist a person with a mobility impairment). The term includes an assistance dog accompanying a person protected by ORC § 955.43 and a dog in training to become an assistance dog when accompanied by its trainer. An assistance dog may also qualify as a service animal under Federal law, but the terms are not interchangeable, and the District shall apply the access rights provided by the law applicable to the individual and dog. For purposes of this definition, "person with a mobility impairment" means "any person who is subject to a physiological impairment regardless of its cause, nature, or extent that renders the person unable to move about without the aid of crutches, a wheelchair, or any other form of support, or that limits the person's functional ability to ambulate, climb, descend, sit, rise, or perform any related function. Further, "person with a mobility impairment" includes a person with a neurological or psychological disability that limits the person's functional ability to ambulate, climb, descend, sit, rise, or perform any related function. Finally, "person with a mobility impairment" includes a person with a seizure disorder and a person who is diagnosed with autism.

D. **"Therapy Dog"**: a privately owned pet that, together with its handler, has been evaluated and registered by a credentialing organization, such as the American Kennel Club ("AKC") Canine Good Citizens Program or Alliance of Therapy Dogs, and is brought to school for limited-duration visits to provide support, affection, comfort, or approved educational benefits. The handler generally bears the dog's costs and liability insurance. A therapy dog is not a service animal or assistance dog and has no independent right of access to District property ~~Therapy dogs are dogs who go with their owners to volunteer in settings such as schools, hospitals, and nursing homes for the purpose of providing support, affection, and/or comfort. A therapy dog in a school setting may serve the function of assisting students in the learning process (e.g., improving communication and/or reading skills), helping to reduce stress, and/or providing comfort and affection to specific students or to a group of students. Therapy dogs are not service dogs and do not have the same special access as service dogs (source: American Kennel Club/AKC).~~

E. **"Facility Dog"**: a dog generally owned by the District and assigned to a handler who is evaluated and registered by a credentialing organization, such as Assistance Dogs International. A facility dog's work schedule generally mirrors the handler's schedule, and the dog may be integrated into student lesson plans or other approved school programming. The District generally bears the costs and liability insurance associated with the dog unless those expenses are funded through a community partnership. A facility dog is not a service animal or assistance dog solely because it is trained or works in a school.

Vaccination, Licensing and/or Veterinary Requirements

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County regulation/ordinance, including but not limited to rabies vaccination or other inoculations required to be properly licensed.

Assistance Dogs Under Ohio Law

The District shall permit a person entitled to access under ORC § 955.43, or a trainer of an assistance dog, to be accompanied by the assistance dog in District facilities and at District activities to the extent required by State law. The District shall not impose a fee or charge for the dog. A dog in training to become an assistance dog must be covered by the liability insurance required by ORC §955.43. If an assistance dog also qualifies as a service animal under Federal law, the provisions affording the greater right of access shall apply.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means) or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, the District shall determine the handler's status and any applicable screening or access requirements based on the individual's role and applicable law. If the handler is determined to be a volunteer, the person ~~t that individual shall be treated as a volunteer and, as such,~~ will be subject to Policy 8120.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal demonstrates that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal shall notify the Superintendent when a service animal is removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and their parents or an eligible student to pursue a complaint with the United States Department of Education's Office for Civil Rights or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with their service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and the student's parents, or eligible student, and the handler, if the handler is someone other than the student, shall meet with the Assistant Superintendent to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the Assistant Superintendent, an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus evacuation drills with the student.

While the bus/vehicle is in motion, the service animal shall remain positioned on the floor at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

A. the student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or

B. the service animal urinates or defecates on the bus.

The student and the student's parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Assistant Superintendent.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals or Emotional Support Animals for Employees

In accordance with Policy 1623, Policy 3123, and Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal or have an emotional support animal with them while on duty as such an accommodation. The request will be handled in accordance with the ADA-mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs, or activities as vendors or invitees, are permitted to go. The District invites, but shall not require, advance notice when a service animal will accompany an individual during a visit. When it is not readily apparent that the animal is required because of a disability, District personnel may make limited inquiries consistent with applicable law.

~~Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit.~~

An individual with a disability who attends a school event will be permitted to be accompanied by their service animal in accordance with Policy 9160 - Public Attendance at School Events.

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to animals ~~those~~ necessary to support approved ~~specific~~ curriculum-related projects and activities, service animals and assistance dogs entitled to access under Federal or State law; facility dogs therapy dogs authorized under this policy; emotional support animals required by a student's IEP or Section 504 Plan or otherwise authorized under this policy (including as a reasonable accommodation for an employee pursuant to the Americans with Disabilities Act); and other animals specifically approved by the Superintendent (e.g., Police K-9 dogs). ~~those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.~~

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

A. the staff member seeking approval to have a non-service animal in their classroom shall:

1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;
2. take precautions deemed necessary to protect the health and safety of students and other staff;
3. provide that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and
4. keep the surrounding areas in a clean and sanitary condition at all times;

B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

Emotional Support Animals for Students

An emotional support animal is not granted the same access to school buildings and classrooms as service animals. Unless required by a student's IEP or Section 504 Plan, the District is not required to grant a student's request that the student be permitted to bring an emotional support animal to classes or on school grounds for any purpose. The Superintendent may grant a student use of an emotional support animal on a case-by-case basis if necessary and not disruptive to the environment or other students.

Consistent with State and Federal law, authorization for an emotional support animal to be on District grounds may be suspended if the animal is not under the handler's control, is not housebroken or relieves itself inappropriately, poses a direct threat to the health or safety of others ~~the source of an allergic reaction, causes discomfort or distress to a student or staff member~~, shows aggression or materially disruptive behavior, ~~relieves itself inappropriately,~~ or otherwise materially interferes with the educational environment. The District will consider reasonable measures to address allergies, fear, or other health-related concerns without automatically excluding the animal when competing needs can be accommodated ~~interferes with the learning environment~~. Reinstatement of authorization for the animal to be on District grounds requires approval by the Superintendent. The Superintendent may withdraw authorization for an emotional support animal to be on District grounds at any time, unless the emotional support animal is identified as an accommodation in a student's IEP or Section 504 Plan; under such circumstances, any decisions to prohibit the animal will be made in accordance with Federal law by the Superintendent. ~~Authorization for an emotional support animal to be on District grounds may be withdrawn at any time by the Superintendent~~.

Facility Dogs and Therapy Dogs

Facility dogs and therapy dogs may be used only for an approved educational, student-support, or school-safety purpose. A facility dog generally shall be owned by the District and assigned to a District-approved handler. A therapy dog shall remain the personal property of its handler and ordinarily shall be present only for approved, limited-duration visits. Facility dogs and therapy dogs often serve the function of assisting students in the learning process (e.g., improving communication and/or reading skills), helping to reduce stress, and/or providing comfort and affection to specific students or to a group of students. Neither facility dogs nor therapy dogs have an independent right of access to District property. Authorization may be granted by the Superintendent or building principal, provided the applicable conditions are met each year: ~~Therapy dogs are the personal property of the handler and are specially trained to help students in the assigned classroom, program, or school. Authorization for a therapy dog to be on District grounds may be granted by the Superintendent and building principal, provided the following conditions are met each year~~:

A. Documentation that a facility dog and its assigned handler have been evaluated and registered through a credentialing organization appropriate for facility dog work, such as an organization accredited by Assistance Dogs International, or that a therapy dog and its handler have been evaluated and registered through an appropriate therapy dog credentialing organization, such as the American Kennel Club Canine Good Citizens Program, Alliance of Therapy Dogs, or another program approved by the Superintendent. ~~Documentation of certification as a therapy dog from~~

~~the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.~~

B. Documentation of an educational purpose for the therapy dog or facility dog and a regular appraisal period for continuation.
C. Documentation that the therapy dog or facility dog is not younger than one (1) year old and is properly licensed according to local requirements.
D. Documentation from a licensed veterinarian that the therapy dog or facility dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.
E. Documentation of liability insurance covering the dog while on District property or participating in District activities. For a facility dog, the insurance shall be maintained by the District unless coverage is provided through an approved community partnership or other arrangement. For a therapy dog, the insurance shall be maintained by the handler ~~Documentation of an insurance policy that provides liability insurance for the therapy dog while on District grounds~~.
F. With respect to a therapy dog, documentation ~~Documentation~~ that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog and the therapy dog's care, cleaning, feeding, and cleanup while on District grounds.
G. Agreement that the handler and the therapy dog or facility dog ~~therapy dog and handler~~ will abide by school rules and any specific rules for the therapy dog's or facility dog's presence on District grounds.

Authorization for a facility dog or therapy dog to be on District grounds will be suspended if the dog is not under the handler's control; is not housebroken; poses a direct threat to the health or safety of others; shows aggression or materially disruptive behavior; or otherwise materially interferes with the educational environment. The District will consider reasonable measures to address allergies, fear, or other health-related concerns without automatically excluding the dog when competing needs can be accommodated. Reinstatement of authorization for the facility dog or therapy dog to be on District grounds requires approval by the Superintendent. The Superintendent may withdraw authorization for a therapy dog to be on District grounds when the approval requirements are no longer satisfied or the dog's continued presence is inconsistent with the approved purpose. ~~Authorization for a therapy dog to be on District grounds will be suspended if the therapy dog is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on District grounds requires approval by the Superintendent. Authorization for a therapy dog to be on District grounds may be withdrawn at any time by the Superintendent.~~

Revised 6/22/15

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Legal
28 C.F.R. 35.104
Section 504 of the Rehabilitation Act of 1973, as amended (Section 504)
The Americans with Disabilities Act, as amended (ADA)
The Individuals with Disabilities Education Improvement Act (IDEIA)
R.C. 955.01, 955.021, 955.43
R.C. 1717.01