

CHIPPEWA LOCAL SCHOOL DISTRICT
Board of Education Regular Meeting
Chippewa Jr/Sr High School Auditorium
Monday, January 13, 2025
6:00 p.m.

MEETING MINUTES

I. OPENING

A. Call to Order :: Moment of Silence :: Pledge of Allegiance

B. Present: Mr. DeAngelis, Mrs. Fenn, Mr. Golub, Mr. Mertic, Mr. Schafrath

RESOLUTION 004-25

C. Upon consideration to approve the minutes from the December 9, 2024 Regular Meeting.

Motion to approve by Fenn and 2nd by Schafrath

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

II. STUDENT RECOGNITION/STAFF RECOGNITION/INTRODUCTION OF GUESTS

A. Needle Mover – Chippewa School Board was recognized as this month's Needle Mover

B. Students of the Month

CIS

Grade 3: Marley Langguth, Scott Noe

Grade 4: Audrey Raseta, Aaron Johnston

Grade 5: Reagan Simpson, Easton Schwamel

Grade 6: Adrienne Tester, Beckett Busson

Hazel Harvey

Kindergarten: Gannon Sayre, Connely Sweazy

Grade 1: Campbel Adley, Sebastian Allen

Grade 2: Alivia Mabrey, Parker Reed

III. PUBLIC PARTICIPATION – None

IV. CONSIDER APPROVAL OF DONATIONS - None

V. TREASURER'S UPDATES & ACTION ITEMS

A. Treasurer's Comments – Completion of Fiscal 2024 Financial Audit. Received a clean opinion.

B. Action Items

RESOLUTION 005-25

1. Upon consideration to approve the November 2024 unaudited financial report (copy on file at the Doylestown Public Library)

Motion to approve by Fenn and 2nd by Golub

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

RESOLUTION 006-25

2. Upon consideration to approve the district's annual membership to Ohio School Boards Association (OSBA) for January 1, 2025 – December 31, 2025 in the amount of \$5,587.00, PO# 25000940.

OSBA Membership	\$5,437.00
OSBA Briefcase Subscription (Electronic Copy)	Free
School Management News: Email delivery only	\$150.00
Total Membership Fee	\$5,587.00

Motion to approve by Fenn and 2nd by Schafrath

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

RESOLUTION 007-25

3. Upon consideration to approve the Tax Budget for the fiscal year commencing July 1, 2025 and ending June 30, 2026 per Exhibit 1.

Motion to approve by Golub and 2nd by DeAngelis

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

VI. SUPERINTENDENT'S UPDATES:

- A. BAC - Exhibit 2

VII. SUPERINTENDENT'S AGENDA**RESOLUTION 008-25**

- A. Upon consideration to approve the OFCC Project Agreement & Resolution to Participate in the Expedited Local Partnership Program (ELPP). Exhibit 3 (Digital copy sent-Hard copy on file at the board office)

Motion to approve by Golub and 2nd by Schafrath

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

RESOLUTION 009-25

- B. Upon consideration to approve the Special Education Model Policy. Exhibit 4

Motion to approve by Fenn and 2nd by Schafrath

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

VIII. SUPERINTENDENT'S CONSENT AGENDA**RESOLUTION 010-25**

- A. Upon consideration to approve the following supplemental contracts for 2024-2025:

Dave Maculaitis	Baseball-Varsity Head	11.50%
Jordan Mick	Baseball-Varsity Assistant/Freshman (shared)	5.00 %
Aaron McCutchan	Baseball-JV	7.25%
Brynt Sines	Tennis-Varsity Boys	9.50%

- B. Upon consideration to approve the following non-bachelor teacher substitute for the 2024-2025 school year: Savannah Remenraic

- C. Upon consideration to approve The Daily Record newspaper as the official publisher of legal notices.
- D. Upon consideration to approve the District Open Enrollment policy for the 2025-2026 school year, Board Policy JECBD. Registration for new students begins on April 1, 2025 and ends June 30, 2025 for the 2025-2026 school year.
- E. Upon consideration to approve the following law firms as legal counsel firms for the Chippewa Local School District:
- Peters Kalail & Markakis Co., L.P.A.
Bricker Graydon LLP
McGown & Markling: Attorneys at Law
- F. Upon consideration to approve the renewal of membership with Ohio School Council, and approve the Superintendent as a voting member.
- G. In reference to board policy CBAA and CEAA-R, Tim Adams will serve as superintendent pro tempore January 1, 2025-December 31, 2025.
- H. Upon consideration to approve the reduction in hours from 6.25 to 3 for Linda Matye, effective January 6, 2025 through May 28, 2025.
- I. Upon consideration to approve the College Credit Plus Memorandum of Understanding between Kent State University and Chippewa Local School District for the 2025-2026 school year. Exhibit 5
- J. Upon consideration to approve Margaret Shaffer, home instruction, 2 hours per week, pay per the CEA negotiated rate (\$25/hour), effective January 13, 2025 through May 28, 2025.
- K. Upon consideration to approve Dan Edwards, home instruction, 2 hours per week, pay per the CEA negotiated rate (\$25/hour), effective January 13, 2025 through May 28, 2025.
- L. Upon consideration to approve the second reading of the 2025-2026 school calendar. Exhibit 6
- M. Upon consideration to approve the removal of bus #7 from our fleet.

Motion to approve by Golub and 2nd by DeAngelis

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

IX. BOARD DISCUSSION - None

X. NEW BUSINESS

RESOLUTION 011-25

- A. Upon consideration to approve the Resolution Authorizing Commencement of Diabetes Medication Pricing Litigation.

WHEREAS, over the past twenty years the cost of diabetes medications has increased dramatically; and

WHEREAS, the costs of diabetes medications paid for by Chippewa Local School District Chippewa Local Schools has seen a similar increase with the portion of the District's budget dedicated to payments related to diabetes medications increasing substantially; and

WHEREAS, the District has become aware of litigation against the manufacturers and the pharmacy benefit managers involved in the making, pricing, and distribution of diabetes medications including Eli Lilly, Novo Nordisk, Sanofi, CVS Caremark, Express Scripts, and OptumRx as well as other responsible parties, with this litigation now involving more than 48 U.S. public school Districts across more than 12 states and being led by the Frantz Law Group, APLC of California; and

WHEREAS, the Chippewa Board of Education has determined that it is necessary, advantageous, desirable, and in the public interest and the best interests of the District that it participate in this litigation by filing a lawsuit seeking monetary and non-monetary damages against the above-referenced entities and other parties responsible for the harm caused by the pricing of diabetes medications by approving the Attorney Client Fee Contract with Frantz Law Group, APLC (the "Contract"), attached as Exhibit A.

NOW, THEREFORE, BE IT RESOLVED by the Chippewa Board of Education as follows:

1. The Board finds that all of the recitals contained above are true and correct, and that the same are hereby incorporated herein by reference.
2. The Board authorizes the filing of a lawsuit against various the manufacturers and distributors of insulin and other diabetes medications, and pharmacy benefits managers and other parties seeking appropriate legal damages and equitable relief consistent with the recitals set forth above.
3. The Contract is hereby approved in substantially the form reviewed by the Board and attached as Exhibit A, together with such minor modifications as are deemed necessary by the Board's attorneys and administrators to protect the best interests of the District.
4. The President and Secretary are hereby authorized to sign and enter into the Contract on behalf of the District.

Motion to approve by Fenn and 2nd by Golub

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

XI. EXECUTIVE SESSION - NOT NEEDED

XII. MOTION TO ADJOURN

Motion to adjourn by Fenn and 2nd by Schafrath

Roll Call: DeAngelis yes, Fenn yes, Golub yes, Mertic yes, Schafrath yes

CARRIED

Time: 6:23 pm

APPROVED: 1-13-25 Regular Meeting


PRESIDENT

DATE: 02/10/25


TREASURER

Tri-County Educational Service Center Business Advisory Council Consortium

QUARTERLY REPORT

Fall 2024
September, October, November

12/1/2024



Tri-County Educational Service Center Business Advisory Council

Quarterly Summary - December 1, 2024

Meetings and Reports Summary

Monthly Reports to Tri-County Educational Service Center Governing Board (see attached)

- 9.9.2024
- 10.14.2024 - Tri-County ESC Annual Plan
- 11.4.2024

North Central Workforce Alliance Executive Meetings

- 9.4.2024
- 12.4.2024
- Next Meeting: 3.12.2025

Wayne Economic Development Council Meetings

- 8.27.2024
- 12.4.2024
- On-Going/As-Needed

Orrville Area Chamber of Commerce Meetings

- 10.18.2024
- 11.21.2024
- 12.19.2024
- Next Meeting: 1.16.2025
- On-Going/As-Needed

Message from the Council

As we approach the end of 2024, the Tri-County ESC Business Advisory Council (BAC) is proud to highlight the significant progress we've made in advancing workforce development, career readiness, and educational opportunities for students across Ashland, Holmes, and Wayne Counties. Through our collaborative efforts with schools, businesses, and community organizations, we are building stronger pathways for student success and equipping educators with the tools needed to prepare their students for the modern workforce.

Economy & Job Market

Regional Employment Trends:

- Ohio Unemployment Rate: 4.4%
- Tri-County Region Unemployment Rates:
 - Holmes County: 3.2%
 - Ashland County: 4.6%
 - Wayne County: 4.7%
- Over 4,000 open positions in the region, with significant demand in manufacturing, healthcare, and IT sectors.
- Advanced manufacturing and clean energy are driving demand for skilled workers.

Workforce Growth Indicators:

- Holmes County: A 125% increase in industry-recognized credentials earned by students from 2021 to 2023.
 - Wayne County: A 37.5% increase in certifications over the same period, highlighting the success of workforce development initiatives.
-

Employment Skills & Career Awareness

Envision Your Future Program Expansion:

- Participation has grown by 350% during the 2024-2025 school year, with 45 students from grades 8-10 actively engaged.
- Recent sessions focused on leadership development and career exploration in manufacturing, healthcare, and technology.

Holmes County Life Skills Camp:

- Held in November 2024, this event brought together students from West Holmes and Hiland High Schools for hands-on learning experiences followed by employer networking opportunities.

Wayne County Manufacturing Day:

- In October 2024, 12 Wayne County manufacturers opened their doors to students, offering a firsthand look at career opportunities.
- Students engaged in hands-on activities, observed advanced automation processes, and explored innovative products made locally.

TransfrVR Career Exploration:

- Staff at the Wayne County Schools Career Center and Tri-County ESC are being trained to utilize the VR headsets.
- Sessions for students in grades 4-6 are scheduled to begin in Spring 2025, with the goal of increasing engagement and awareness of local industry opportunities.

Pre-Apprenticeship Programs:

- Programs for junior and senior students continue to grow in the Manufacturing and Hospitality and Tourism Pathways.
 - Participants gain hands-on experience through resume building, mock interviews, workplace tours, and paid work experiences.
-

Business/Education Partnerships

Parent Manufacturing Night:

- Hosted in Wayne County, this event—titled *Building Futures*—featured tours of manufacturing facilities for parents.
- Collaborative efforts with the Wayne Economic Development Council, the Wayne County Schools Career Center, and Junior Achievement provided insights into high-demand roles in local industries.

Teacher Bootcamps and Professional Development:

- Holmes County will launch its first teacher-business bootcamp in Summer 2025, modeled after the successful *Vital Connections* and *2 B.E. Connected* programs.
- Educators will tour local businesses, learning about employability skills and how to integrate these insights into their teaching.

Celebrating Success with NCWA:

- The North Central Workforce Alliance of Ohio hosted its annual Fall Workforce Summit, attracting over 100 attendees and featuring discussions on talent retention and workforce development.
-

New Initiatives and Updates

Rebranding NCWA:

- Work has begun on a new website and branding strategy to improve accessibility and highlight available resources for students, educators, and employers.

Expanding Pre-Apprenticeships:

- The BAC is developing partnerships with local businesses to expand internship and pre-apprenticeship opportunities across high-demand industries.

Junior Achievement Collaboration:

- Plans for a *Destination Careers* event in Ashland County include adding pathways in environmental science and IT, addressing regional labor market demands.

Industry Sector Partnership Grant Application:

- Tri-County ESC partnered with NCWA to apply for the Governor's Office of Workforce Transformation's Industry Sector Partnership Grant in Fall 2024.
-

Impact Metrics

Student Participation:

- Programs like *Envision Your Future* and the Pre-Apprenticeship Program have seen a combined increase of over 50% in student engagement.
- Industry-recognized credentials earned across the Tri-County ESC region increased by more than 40% from 2021 to 2023.

Educator Engagement:

- Over 300 educators have participated in teacher immersion programs over the past decade, with 75 engaged in 2024 alone.

Community Feedback:

- Positive responses from parents, educators, and business partners underscore the value of collaborative initiatives like Manufacturing and Life Skills Days, and the teacher bootcamps.
-

Looking Ahead

Upcoming Events:

- January 2025: Teacher training for TransfrVR Career Exploration.
- Summer 2025: Teacher Business Bootcamps and Robotics Camp.

Goals for 2025:

- Expand participation in pre-apprenticeship programs to include more high-demand industries and increase the number of students earning the OhioMeansJobs Readiness Seal.
 - Strengthen mentorship opportunities through partnerships with local employers.
-

Acknowledgments

The Tri-County ESC Business Advisory Council extends its heartfelt gratitude to our schools, business partners, and community members for their unwavering support. Together, we are shaping a stronger workforce and brighter futures for our students.

For more details about the 2024-2025 BAC Consortium Plan and additional initiatives, please review the attached documents.



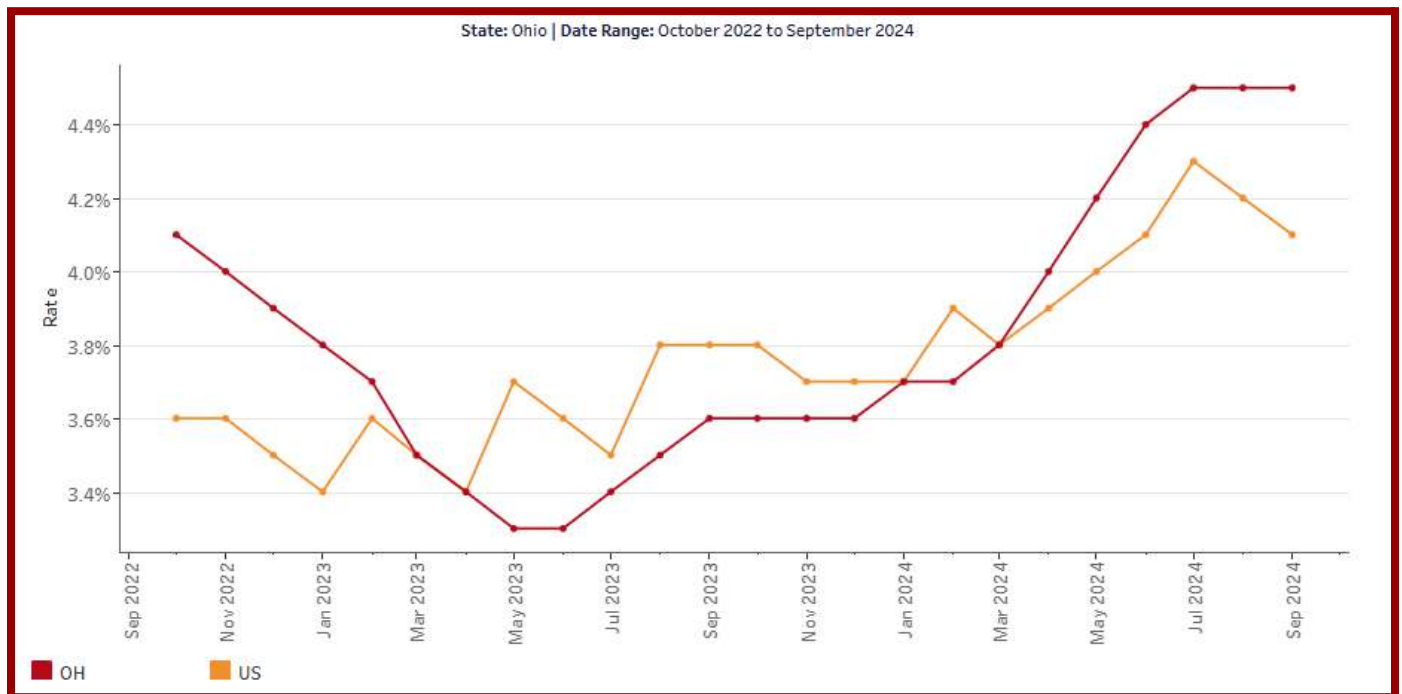
Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024

Submitted by: Beth Gaubatz, Ed.S.

Economy & Job Market

- National Unemployment Rate – September 2024 (US Department of Labor)
 - Unemployment Rate 4.1%
 - 6.834 unemployed people
- Ohio's Unemployment Rate - July 2024 - (Ohio Department of Job and Family Services)
 - Unemployment Rate – 4.5%
 - 263,000 unemployed people
- Tri-County Unemployment Rates - July 2024 - (Ohio Department of Job and Family Services)
 - Ashland County Unemployment Rate – 3.7%
 - Holmes County Unemployment Rate – 3.1%
 - Wayne County Unemployment Rate – 4.0%



- OhioMeansJobs.com Available Positions
 - **11,743 open jobs** in Wayne County,
 - **4,577 open jobs** in Ashland County,
 - **1,775 open jobs** in Holmes County.



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024

Submitted by: Beth Gaubatz, Ed.S.

- **Summary: Ohio Economy and Workforce Update (August - October 2024)**

- In the past three months, Ohio's economy has shown a mix of recovery and challenges. August saw a slowdown in job growth, but September rebounded strongly, with 13,500 new jobs added across the state, suggesting that economic momentum is building. Despite this growth, the unemployment rate has remained steady at 4.5% due to an increasing number of Ohioans re-entering the job market. Inflation has continued to cool, reaching 2.4% in September, allowing for a potential easing of interest rates, which could further boost economic activity. This trend aligns with national employment gains, indicating a broader recovery as the Federal Reserve's rate adjustments aim to sustain growth.
- **Key Highlights for Northeast Ohio:**
 - **Manufacturing and Construction Trends:** Northeast Ohio has seen a strong push in construction, particularly in the Akron-Canton area, which led to a significant increase in local jobs. However, manufacturing faces some setbacks, with recent declines in nondurable goods sectors, partially offset by growth in durable goods production. Despite these fluctuations, the region remains a manufacturing hub, underscoring the need for continued upskilling and workforce development.
 - **Healthcare Job Growth:** The healthcare sector continues to expand, particularly in the Cleveland area, as demand for both healthcare services and related administrative roles grows. Efforts are underway to increase training for healthcare career pathways in response to this demand, reflecting the sector's importance to the local economy.
 - **Amazon's New Distribution Center:** Amazon unveiled plans for a new state-of-the-art distribution center in Canton, expected to create 1,000 full-time jobs. This center will enhance Amazon's logistics capabilities in the region, offering competitive wages and benefits to Ohio residents.
 - **Technology Sector Expansion:** The tech sector, especially in Cleveland and surrounding areas, is seeing steady growth, fueled by increased interest in digital services, IT, and tech-related manufacturing. Local tech companies are collaborating with educational institutions to build talent.



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024

Submitted by: Beth Gaubatz, Ed.S.

pipelines, highlighting the importance of career awareness in this emerging sector..

Employment Skills & Career Awareness

Envision Your Future Program: Update for the School Board

- The **Envision Your Future Program** has enrolled **49 students** from 8th, 9th, and 10th grades across several districts in our region. This initiative aims to introduce students to a range of career options and help them start mapping out potential pathways based on their interests.
- The Tri-County ESC is now hosting these sessions at the Tri-County ESC Event Center!
- During our first session this week, students were introduced to the program's goals and engaged in interactive discussions focused on **career awareness** and **self-assessment activities**. Students participated in activities to identify their interests, skills, and potential career pathways. We incorporated hands-on exercises that allowed them to explore various professions, emphasizing the relevance of **local industry trends** and the importance of both academic and technical skills. Feedback from students was overwhelmingly positive, with many expressing excitement about exploring careers that were new to them.
 - Presenters:
 - Beth Gaubatz, Introduction and Building a Foundation
 - Amanda Weatherwax, Career Interest and Personality Assessments
 - Heather Ogi, Exploring New and Interesting Job Options
- We are encouraged by the level of engagement so far and anticipate strong participation in upcoming sessions, where we plan to delve deeper into **specific career clusters** and connect students with local industry partners for potential work-based learning experiences.
- **School Districts Participating & Number of Students:**
 - Chippewa: 14
 - Smithville: 5
 - Orrville: 5
 - Northwestern: 8
 - Waynedale: 17
- The next **Envision Your Future** session will focus on **exploring specific career clusters**, including healthcare, technology, manufacturing, and education with Ambassadors from the Wayne County Schools Career Center. Students will participate in **career simulations**, to gain hands-on experience in different roles.



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024
Submitted by: Beth Gaubatz, Ed.S.





Tri-County Educational Service Center Business Advisory Council

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Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024

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Junior Achievement: Inspire To Hire Event (Wayne County)

- 10.24.2024: **Junior Achievement of North Central Ohio** is hosting the **Inspire to Hire Event** at the Wayne County Fair Event Center in Wooster. This event is designed to provide students with hands-on career exploration and insights into local job opportunities. Attendees will engage with industry professionals, learn about high-demand skills, and explore potential career pathways in Wayne County. It's a pivotal event connecting education to real-world employment and helping students envision their futures in local industries.

Business/Education Partnership

- Building Futures: Parent and Student Manufacturing Night
 - The **Tri-County Educational Service Center (ESC)** and the **Business Advisory Council (BAC)** are proud to partner with the **Wayne Economic Development Council** to support the **Building Futures Event**. This collaboration aims to connect local students with hands-on experiences in trades and technical careers. The event will feature interactive exhibits, demonstrations, and opportunities to network with industry professionals, aligning with our mission to enhance career awareness and readiness in Wayne County.
 - Three Events Connect to Career Awareness and Exploration:
 - **JA Inspire to Hire** on Oct. 24 provides hands-on career exploration and real-world skills at the Wayne County Fair Event Center, setting the stage for understanding local manufacturing roles.
 - The **WCSCC Open House** on Dec. 5 offers a closer look at technical programs, aligning student interests with skill-based training to prepare for manufacturing pathways.
 - Together with the **Building Futures Manufacturing Nights** in Wooster and Orrville, these events offer a comprehensive career journey, linking exploration, hands-on experience, and educational pathways for students.
 - The businesses participating in the **Building Futures Manufacturing Nights** are:
 - Akron Brass Company
 - Buckeye Corrugated, Inc.



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024

Submitted by: Beth Gaubatz, Ed.S.

- Wooster Brush Company
- Schaeffler Group USA Inc.
- Moog Flo-Tork
- Will-Burt Company

For more information visit:

<https://www.waynecountyedc.com/news-center/p/item/59882/wedc-holding-building-futures-manufacturing-nights>



BUILDING FUTURES

MANUFACTURING NIGHTS

for parents and high school students

Discover manufacturing opportunities in Wayne County!

Connect with leading businesses and explore career opportunities in manufacturing

Oct. 28 from 5 - 8 pm
Wooster locations
Visit one or more manufacturers:



AKRON
BRASS COMPANY
343 Venture Blvd,
Wooster, OH 44691



Buckeye Corrugated
3350 Long Rd,
Wooster, OH 44691



THE WOOSTER
GROUP
604 Madison Ave,
Wooster, OH 44691



SCHAEFFLER
3401 Old Airport Rd,
Wooster, OH 44691

Nov. 4 from 5 - 8 pm
Orrville locations
Visit one or more manufacturers:



MOOG
1701 N Main St,
Orrville, OH 44667



WILL-BURT
401 Collins Blvd,
Orrville, OH 44667

Scan our QR Code for more information.





PARTNER EVENTS

Gear up for a successful manufacturing career

3 events designed to provide hands-on experience, real-world action, and in-demand skills - launching you into your dream future



Junior Achievement™
of North Central Ohio

1 → **JA Inspire to Hire**
Oct. 24 • 9 am
Wayne County Fair Event Center

Career exploration with relevant, hands-on experiences brought to you by local manufacturers.

For more information: jaofnco.ja.org/events



BUILDING FUTURES

MANUFACTURING NIGHTS

for parents and high school students



WCSCC
WAYNE COUNTY SCHOOLS CAREER CENTER

3 → **WCSCC Open House**
Dec. 5 • 5 pm
518 W. Prospect St., Smithville

Explore exciting career programs that can jumpstart your future!

More details coming soon: wcsc.org

Currently looking for a job in Wayne County?
Check out workinwayne.com for local job listings.



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024

Submitted by: Beth Gaubatz, Ed.S.

- NCWA Annual Workforce Summit
 - Topic: Unlocking the Power of Workplace Culture for Talent Retention
 - Date: October 30th, 2024
 - Time: 11:00 am to 1:00 pm
 - Location: Mount Vernon Estates, Ashland
 - Cost: NCWA Members: \$25.00; Other Guests: \$35.00
 - Speakers: Keynote - Lisa Ryan, CSP - Grategy / Guest Panelists - Ben Maibach, President - Wooster Brush & Karen Alsop, HR Director - Centerra Co-Op
 - Registration Through the Ashland Area Chamber of Commerce:
<https://members.ashlandoh.com/events/details/ncwa-fall-workforce-summit-october-30-2024-6302>

The poster is for the NCWA 2024 Workforce Summit. It features a dark teal background with white and light blue text. At the top left is the NCWA logo. To its right, the event title '2024 WORKFORCE SUMMIT' is prominently displayed, followed by the date 'Wednesday, October 30, 2024' and time '11:00 am – 1:00 pm'. Below this, a light blue box contains the theme 'Unlocking The Power Of Workplace Culture For Talent Retention'. The 'KEYNOTE SPEAKER' section features a circular photo of Lisa Ryan with a callout bubble containing her name and a link to a video. The '& GUEST PANELISTS' section shows circular photos of Ben Maibach and Karen Alsop with their names and titles. A 'REGISTER NOW' section on the bottom left includes a call to action and a small image of a book titled 'THANK YOU VERY MUCH' by Lisa Ryan. A 'REGISTRATION FEE' box on the bottom right lists costs for members and non-members. At the very bottom, there are links to register and information about sponsorships.

NCWA
North Central Workforce Alliance of Ohio

2024 WORKFORCE SUMMIT
Wednesday, October 30, 2024
11:00 am – 1:00 pm

Unlocking The Power Of Workplace Culture For Talent Retention

KEYNOTE SPEAKER
Don't know what to expect? Check out the link below!
<https://vimeo.com/828677591>

Lisa Ryan

& GUEST PANELISTS

Ben Maibach
President
Wooster Brush

Karen Alsop
HR Director, Centerra
Incoming President, NCWA

REGISTER NOW
Early registrants receive a personalized copy of Lisa Ryan's newest book. Limited quantities available!

THANK YOU VERY MUCH
Gratitude Strategies to Create a Workplace Culture That Rocks!
LISA RYAN

REGISTRATION FEE:
NCWA MEMBERS: \$25/PP
NON-MEMBERS: \$35/PP

To Register For This Event, [CLICK HERE](#) !

Sponsorships are available – To learn more email:
cameo@growashland.com



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: November 2024
Submitted by: Beth Gaubatz, Ed.S.

BAC Meeting Dates

- North Central Workforce Alliance Meeting
 - Next meeting: 12.4.2024: 8:00 a.m. – 9:00 a.m. at TBD
- Wayne Economic Development Council, Orrville Area Chamber of Commerce, Ashland Area Economic Development, and Holmes County Chamber of Commerce
 - On-Going/As Needed

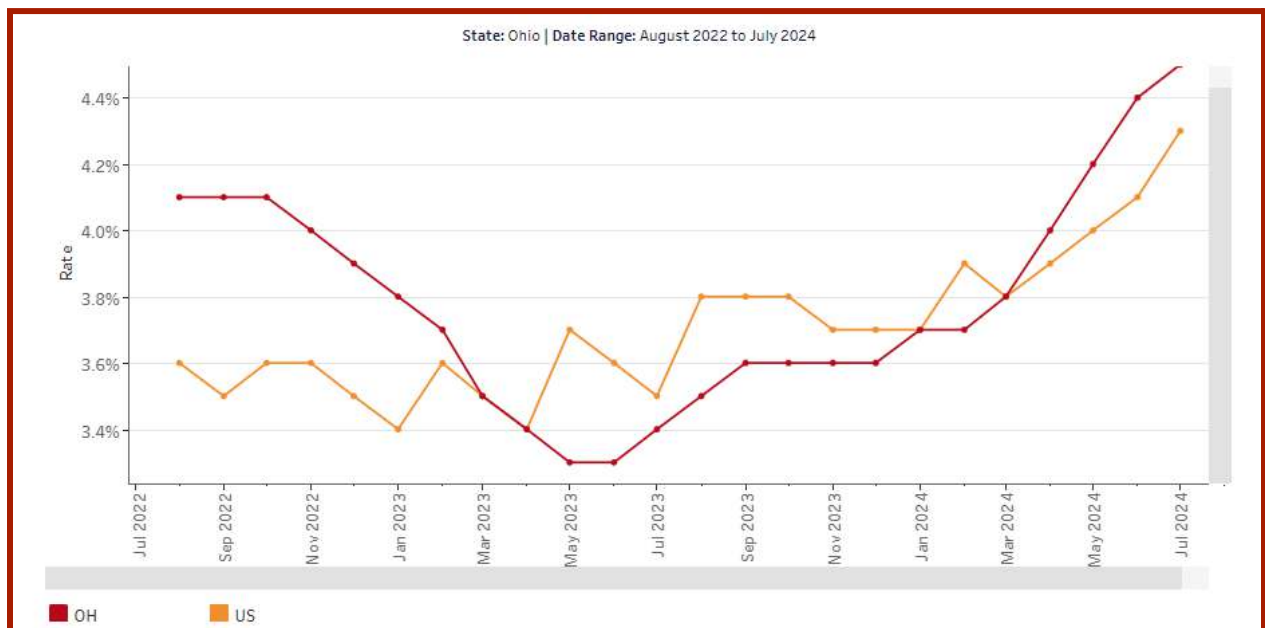


Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: September 2024

Economy & Job Market

- National Unemployment Rate - August 2024 (US Department of Labor)
 - Unemployment Rate 4.3%
 - 7.2 million unemployed people
- Ohio's Unemployment Rate - July 2024 - (Ohio Department of Job and Family Services)
 - Unemployment Rate - 4.5%
 - 263,700 unemployed people
- Tri-County Unemployment Rates - July 2024 - (Ohio Department of Job and Family Services)
 - Ashland County Unemployment Rate - 4.8%
 - Holmes County Unemployment Rate - 3.4%
 - Wayne County Unemployment Rate - 4.9%



- OhioMeansJobs.com Available Positions
 - 3,767 open jobs in our region as of 9.1.2024
 - 1,117 positions with a salary of at least \$50,000



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: September 2024

- **Summary:** Ohio's Economy and Job Market (April 2024-September 2024)
 - Over the past six months, Ohio's economy has shown steady growth, driven by a resurgence in manufacturing and a strong healthcare sector. The job market has seen low unemployment rates, with significant job gains in industries like logistics, technology, and professional services. However, challenges such as inflation and supply chain disruptions have continued to impact certain sectors. Overall, Ohio's economic outlook remains positive, with cautious optimism for continued growth.
 - **Key Highlights:**
 - **Intel's Semiconductor Facility:** Intel broke ground on a massive semiconductor manufacturing facility near Columbus, expected to create over 7,000 construction jobs and 3,000 permanent high-tech jobs. This project, dubbed the "Silicon Heartland," is set to transform Ohio into a central hub for semiconductor production, vital to national security and technology innovation.
 - **Honda's Electric Vehicle (EV) Push:** Honda announced a significant investment in Ohio to develop its first U.S. electric vehicle production facility. This expansion includes creating hundreds of new jobs in battery manufacturing and EV assembly, positioning Ohio as a leader in the future of automotive technology.
 - **Amazon's New Distribution Center:** Amazon unveiled plans for a new state-of-the-art distribution center in Canton, expected to create 1,000 full-time jobs. This center will enhance Amazon's logistics capabilities in the region, offering competitive wages and benefits to Ohio residents.
 - **Job Growth in Clean Energy:** In the renewable energy sector, Ohio has seen a surge in solar farm developments, with multiple projects announced in the past few months. These initiatives are expected to generate thousands of jobs in construction and long-term operations, contributing to the state's growing clean energy industry([dayton-daily-news](#),[JobsOhio](#)).

Employment Skills & Career Awareness

- Envision Your Future - 2024-2025 School Year
 - The planning team met on 8/26/2024 to plan the next Envision Your Future Session.
 - Speakers are being confirmed for the following dates and topics:



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: September 2024

- Tuesday, October 22
- Tuesday, December 3
- Tuesday January 7
- Tuesday, February 11
- Make Up Day If Needed: Tuesday, March 11

Envision Your Future 2024-2025

What is Envision Your Future?

The Orrville Area Chamber of Commerce Envision Your Future program is a series of four learning sessions that feature experiential and hands-on learning focusing on the personal development of local students. The program will focus on the "3 E's: Enrollment/Education, Employment/Apprenticeship, and Enlistment" and help build each student's confidence as they explore where their path will take them.

Who is Envision Your Future For?

This program is an option for all 8th, 9th and 10th grade students. Specifically, the program will focus on students who want to explore their future career choice and are contemplating next steps after high school.

Why Participate?

- *Learn about self and identify future goals
- *Improve collaboration skills, communication skills, critical thinking skills, goal setting, and time management
- *Celebrate different businesses in the community and network for future job shadowing opportunities, internships, and jobs.
- *Be inspired by dynamic speakers
- *Recognize the power of your own experiences and empower you to take charge of your future
- *Meet students from other schools in Wayne County and discover your commonalities.
- *Receive an Envision Your Future t-shirt
- *Attend all four sessions to be entered to win an Apple Watch or Apple Air Pods



TRI-COUNTY
EDUCATIONAL SERVICE CENTER

Envision Your Future 2024-2025

Dates

Tuesday, October 22
Tuesday, December 3
Tuesday, January 7
Tuesday, February 11
*Make Up Date if Needed - Tuesday, March 11

Series Topics

Session 1: Building Your Foundation to Success
Speaker: Spherion

Session 2: The 3 E's
Speaker: Wayne County Schools Career Center

Session 3: Employability Skills
Speaker: Goodwill

Session 4: Professional Pathways
Speaker: Local Leaders Panel

How to Register?

Email Beth Caubatz at tesc_bgaubatz@tccsa.net or complete this [google form](#).



TRI-COUNTY
EDUCATIONAL SERVICE CENTER



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: September 2024

- Robotics Camp:
 - Four Sessions of VEX IQ Robotics Camp were held at WCSCC
 - Nearly 100 campers in grades 3-8 participated in building VEX IQ cars, learning coding skills, and operating their robotic cars in a competition arena. Campers also had the chance to learn about CNC Machining, 3-D Printing, and robotic manufacturing.





Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: September 2024

Business/Education Partnership

- NCWA Annual Workforce Summit
 - Topic: Unlocking the Power of Workplace Culture for Talent Retention
 - Date: October 30th, 2024
 - Time: 11:00 am to 1:00 pm
 - Location: Mount Vernon Estates, Ashland
 - Cost: NCWA Members: \$25.00; Other Guests: \$35.00
 - Speakers: Keynote - Lisa Ryan, CSP - Grategy / Guest Panelists - Ben Maibach, President - Wooster Brush & Karen Alsop, HR Director - Centerra Co-Op
 - Registration Through the Ashland Area Chamber of Commerce:
<https://members.ashlandoh.com/events/details/ncwa-fall-workforce-summit-october-30-2024-6302>

NCWA
North Central Workforce Alliance of Ohio

2024 WORKFORCE SUMMIT

Wednesday, October 30, 2024
11:00 am – 1:00 pm

Unlocking The Power Of Workplace Culture For Talent Retention

KEYNOTE SPEAKER

Don't know what to expect? Check out the link below!
<https://vimeo.com/828677591>

Lisa Ryan

& GUEST PANELISTS

Ben Maibach
President
Wooster Brush

Karen Alsop
HR Director, Centerra
Incoming President, NCWA

REGISTER NOW

Early registrants receive a personalized copy of Lisa Ryan's newest book. Limited quantities available!

THANK YOU VERY MUCH

Gratitude Strategies to Create a Workplace Culture That ROCKS!
LISA RYAN

REGISTRATION FEE:
NCWA MEMBERS: \$25/PP
NON-MEMBERS: \$35/PP

To Register For This Event, [CLICK HERE](#) !

Sponsorships are available – To learn more email:
cameo@growashland.com



Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: September 2024

- Vital Connections and 2 B.E. Connected
 - Over 74 Educators from Ashland, Holmes and Wayne Counties toured area businesses to learn about in-demand jobs and employability skills.
 - More businesses than ever before participated in the event!
 - New pathways were added:
 - Agriculture
 - Government and Civil Service
 - NEW:
 - Coming 2025: Plans are underway to develop a Holmes County Teacher and Business Bootcamp





Tri-County Educational Service Center Business Advisory Council

Report to the Board of Education: September 2024

BAC Meeting Dates

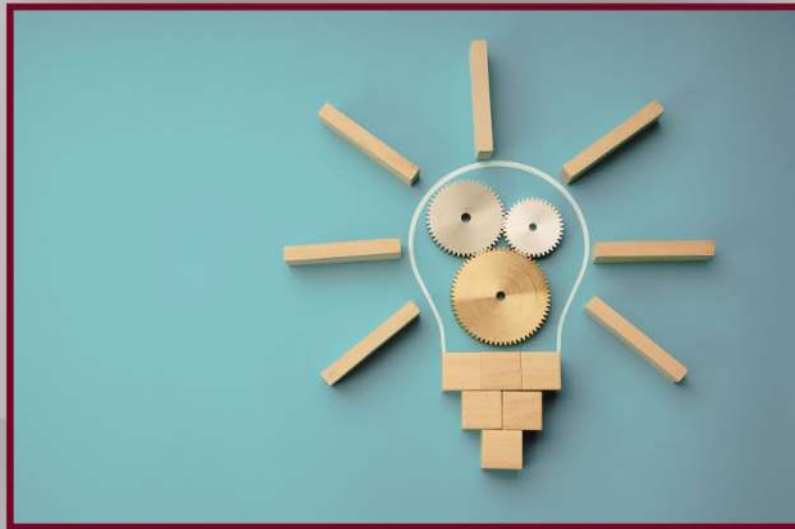
- North Central Workforce Alliance Meeting
 - Next meeting: 9.4.2024: 8:00 a.m. – 9:00 a.m. at Centerra Co-Op Corporate Offices (Ashland)
- Wayne Economic Development Council, Orrville Area Chamber of Commerce, Ashland Area Economic Development, and Holmes County Chamber of Commerce
 - On-Going/As Needed



2024 - 2025

BUSINESS ADVISORY COUNCIL

TRI-COUNTY EDUCATIONAL SERVICE CENTER
BUSINESS ADVISORY COUNCIL CONSORTIUM



*Business Advisory Council
Plan Issued by the Tri-
County Educational Service
Center Governing Board and
the Business Advisory
Council representing
Tri-County Educational
Service Center and its
member districts.*

Tri-County Educational Service Center Business Advisory Council Consortium

This consortium was formed in accordance with the provisions of Ohio law (Ohio Revised Code Section 3313.82) requiring every school district and educational service center to have a Business Advisory Council and to meet the requirements of Ohio law (Ohio Revised Code Section 3313.821) which directs the development of standards for the operation of Business Advisory Councils.



2024 Business Advisory Councils





Tri-County Educational Service Center Business Advisory Council Consortium

School District Members

District	District Primary Contact and Role	Primary Contact Email	District Secondary Contact and Role	Secondary Contact Email
Ashland City Schools	Steve Paramore	stparamo@goarrows.org	Linda McKibben	limckibb@goarrows.org
Chippewa Local Schools	Todd S. Osborn	todd.osborn@chippewaschools.com	Jodie Hughes	Jodie.Hughes@chippewaschools.com
Dalton Local School	Steve Watkins	swatkins@daltonlocal.org	Lisa Zona	lzona@daltonlocal.org
East Holmes Local Schools	Erik H. Beun	erik.beun@eastholmes.org	Jon Wilson	jon.wilson@eastholmes.org
Green Local Schools	Dean Frank	gren_dfrank@tccsa.net	Amanda Framstad	gren_aframstad@tccsa.net
Hillsdale Local Schools	Catherine Trevathan	ctrevathan@hillsdalelocalschools.org	Alyson Baker	hill_abaker@tccsa.net
Loudonville-Perrysville Exempted Village Schools	Jennifer Allerdig	lopr_jallerding@tccsa.net	Matt Henderson	lopr_mhenderson@tccsa.net
Mapleton Local Schools	Scott Smith	ssmith@imountie.org	Skip Fulton	sfulton@imountie.org
Northwestern Local Schools	Julie McCumber	nrws_mccumbe@tccsa.net	Tyler Keener	nrws_tkeener@tccsa.net
Norwayne Local Schools	Kevin Leatherman	keleatherman@norwayne.net	Ann Gerber	angerber@norwayne.net
Orrville City Schools	David Toth	orvl_dtoth@tccsa.net	Jay Bishop	orvl_jbishop@tccsa.net
Rittman Exempted Village Schools	Jon Ritchie	roc_ritchie@tccsa.net	Nick Evans	ritt_nevans@tccsa.net
Tri-County Educational Service Center	Jon Ritchie Brett Lanz	tesc_ritchie@tccsa.net tesc_blanz@tccsa.net	Beth Gaubatz	tesc_bgaubatz@tccsa.net
Triway Local Schools	Nate Schindewolf	nschindewolf@triway.us	Joshua Stutz	jstutz@triway.us
Waynedale Local Schools	Jon Ritchie	soea_ritchie@tccsa.net	Holly Mastrine	soea_mastrin@tccsa.net
West Holmes Local Schools	Eric Jurkovic	ejurkovic@westholmes.org	Brian Baughman	bbaughman@westholmes.org
Wooster City Schools	Gabe Tudor	wstr_gtudor@woostercityschools.org	Brian Madigan	wstr_bmadigan@woostercityschools.org



Tri-County Educational Service Center Business Advisory Council Consortium

Council Members

Business Advisory Council Member	Business/Agency	Email	Industry
Cammy Thomas	American Augers	cthomas@americanaugers.com	Manufacturing
Amy Daubenspeck	Ashland Area Chamber of Commerce	cvb@ashlandoh.com	Chamber of Commerce
Cameo Carey	Ashland Area Economic Development Grow Ashland	cameo@growashland.com	Workforce Development
Joe Reep	Ashland Comfort Control	joe.reep@ashlandcomfort.com	Architecture & Construction
Tammy Hendershot	Artiflex	THendershot@artiflexmfg.com	Manufacturing
Renee Alfred	Aultman Orrville Hospital	Renee.Alfred@aultman.com	Healthcare
Ben Uselton	BCU Electric	ben@bcuelectric.com	Architecture & Construction
Mindy Scurlock	Brethren Care Village	mscurlock@brethrencarevillage.org	Healthcare
Karen Alsop	Centerra Co-Op	kalsop@centerracoop.com	Agriculture, Food & Natural Resources
Mayor Matt Miller	City of Ashland	Mayor@ashland-ohio.com	Government & Public Administration
Tiffany Gerber	Holmes County Chamber of Commerce	tiffany@holmescountychamber.com	Chamber of Commerce
Jess Crawford	Jarrett Logistics	jcrawford@gojarrett.com	Transportation, Distribution, & Logistics
Lori McCleese	Junior Achievement	lori.mccleese@ja.org	Community Partner



Erv Howard	North Central Workforce Alliance of Ohio	ehoward@ncwaofohio.org	Workforce Development
Barbie Lange	Next Step, Next Home	RealtorBarbieLange@gmail.com	Human Services
Josh Nolan	Orrville Area Boys and Girls Club	jnolan@oabgc.org	Community Partner
Dan Franks	Orrville Area Chamber of Commerce	dan@orrvillechamber.com	Chamber of Commerce
Laura Neill	Ohio Light Opera	lneill@wooster.edu	Arts, Audio/Video Technology & Communications
Kim Dannemiller	O'Huddle	kdannemiller@ohuddle.org	Community Partner
Vince Tricomi	PFI Displays, Inc	vtricomi@pfidispays.com	Manufacturing
Jim Pindell	Rayco/Morbark	jimp@raycomfg.com	Manufacturing
Denise Robinson	Schaeffler	denise.robinson@schaeffler.com	Manufacturing
John Schantz	Schantz Organ Company	j.schantz@schantzorgan.com	Manufacturing
Dan Moore	Simonson Construction	dmoore@simonsonconstruction.com	Architecture & Construction
Dennis Miller	Sutton Bank	millerlife1025@zoominternet.net	Finance
David Deemer	Transformation Network	david@transformationnetwork.org	Human Services
Beth Gaubatz	Tri-County Educational Service Center	tesc_bgaubatz@tccsa.net	Education & Training
Lynn Moomaw	Wayne County Schools Career Center	lmoomaw@wcsc.org	Education & Training
Maribeth Burns	Wayne Economic Development Council	mburns@waynecountyedc.com	Workforce Development



Bill Besancon	Wil-San Holstein Farm	wilsan5693@yahoo.com	Agriculture, Food & Natural Resources
Samira Zimmerly	Wooster Area Chamber of Commerce	szimmerly@woosterchamber.com	Chamber of Commerce
Tina Myers	Wooster Community Hospital	tmyers@wchosp.org	Healthcare
Scott Rotolo	Wooster Police Department	srotolo@woosteroh.com	Law, Public Safety, Corrections & Security

Schedule of Meetings

North Central Workforce Alliance of Ohio: Executive Board Meetings

March 6, 2024	June 12, 2024
September 4, 2024	December 4, 2024
March 5, 2025	June 5, 2025

Tri-County Educational Service Center: Superintendent Meetings

September 27, 2024	October 21, 2024
November 22, 2024	January 24, 2025
February 28, 2025	March 21, 2025
April 11, 2025	June 6, 2025

Tri-County Educational Service Center: Governing Board Meetings

July 8, 2024	August 12, 2024
September 9, 2024	October 14, 2024
November 4, 2024	December 9, 2024
January 13, 2025	February 10, 2025
March 10, 2025	April 14, 2025
May 12, 2025	June 9, 2025



Business Advisory Council Mission and Vision for the 2024-2025 School Year

The Tri-County Educational Service Center (ESC) BAC Consortium is committed to enhancing collaboration between education, business, and the community. Our mission is to guide students towards career readiness by offering insights into the local economy, emerging industries, and essential employability skills. The Tri-County ESC BAC Consortium is dedicated to preparing students for future careers by developing professional skills, building strong partnerships, and coordinating immersive experiences. We will focus on expanding career exploration programs, engaging parents in new workforce opportunities, and fostering relationships between educators and local industries.

DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS

The Tri-County ESC BAC plans to **Develop Professional Skills for Future Careers** for the 2024-2025 school year.

Initiative 1: Expansion of the “Envision Your Future Program”

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

The *Envision Your Future* (EYF) program will expand to include 8th graders in addition to 9th and 10th graders across Ashland, Holmes, and Wayne Counties. The program is designed to help students become aware of in-demand jobs and career pathways, learn about their interests and aptitudes, gain leadership skills, and prepare for post-high school success. This comprehensive career exploration initiative includes hands-on experiences, soft skills development, and exposure to various professional pathways through interactive sessions.

List all participating school districts. What percentage of students within the BAC will be impacted by this initiative?

The program is open to all BAC member districts in Ashland, Holmes, and Wayne County. Each district will be offered 10 spots for students to participate.

List all businesses involved.

Orrville Area Chamber of Commerce, Orrville Area Boys and Girls Club, Wayne County Schools Career Center, Goodwill of Wayne and Holmes Counties, Heartland Education Foundation, Tri-County Educational Service Center, Spherion Ohio, Various Community Leaders, Apple Creek Banking Company

List all related timelines for each phase of plan development and associated deadlines.

- Program Development: July - September 2024
 - Choose Meeting Dates
 - Plan Learning Targets and Presenters/Facilitators
 - Secure sponsorships
- Student Recruitment: September - October 2024
 - Registration Information and Promotional Flyer distribution
 - Student Sign Ups
 - Coordinate with school counselors to identify and enroll eligible students



- Sessions Conducted: October 2024 - February 2025
- Program Evaluation: March - May 2025

List the resources needed for implementation (funding, manpower, tools, for example).

Funding/sponsorships for materials (Apple Creek Bank and Heartland Education Association, secure venue for events (donated by Orrville Area Boys and Girls Club), virtual reality technology for enhanced learning experiences (grant funded through Tri-County ESC and Wayne County Schools Career Center), Chromebooks for students (OABGC), learning targets and objectives for student outcomes (developed by Tri-County ESC), management of marketing (Orrville Area Chamber of Commerce), student registration (Tri-County Educational Service Center)

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Scheduling across multiple districts; mitigated by coordinating session dates with district calendars and providing virtual participation options if needed.

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

The Envision Your Future Program in 2023-2024 was considered a pilot program. Two school districts participated (Orrville City Schools and Kingsway Christian School). Ten students (all 10th graders) participated.

Intended Outcomes for 2024-2025 Envision Your Future Program:

- Double student participants
- Engagement of at least 75% of school districts
- Increase in career awareness and professional skill development for students
 - As measured by pre and post assessments
- Improved student readiness for high school graduation and career planning
 - As measured by pre and post assessment

How does this initiative help to develop relevant in-demand skills for students.

The *Envision Your Future* (EYF) program is specifically designed to bridge the gap for students who are uncertain about what they want to do after they graduate and the vast opportunities available to them. Through a series of targeted sessions, the program equips students with the skills and knowledge necessary to be better prepared to make plans for their future careers.

1. **Career Awareness and Exploration:**

Students gain exposure to a variety of career pathways, including the “Three E’s: Employment, Education, Enlistment”. By engaging in hands-on activities and interacting with professionals, students learn about the skills required for future success, such as critical thinking, problem-solving, and digital literacy. They will be exposed to various tools for career exploration and their interests.

2. **Soft Skills Development:**

The program emphasizes essential soft skills, including communication, teamwork, and adaptability. These skills are cultivated through structured activities such as mock interviews, resume writing examples, and professional networking opportunities, preparing students to excel in both educational and professional settings.

3. **Adaptability and Lifelong Learning:**

By exploring multiple post-secondary options—whether it be employment, education, or enlistment—students learn to evaluate and adapt their career plans based on their interests and the changing job market. This adaptability is crucial in a world where industries and job roles are constantly evolving.

4. **Leadership and Initiative:**

Through participation in this group setting, students develop leadership qualities and a proactive mindset. They are encouraged to take initiative, set personal goals, and work towards achieving them, fostering a strong sense of responsibility and self-efficacy.



How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

The *Envision Your Future* program is designed to support each student's unique needs by providing individualized learning experiences. Sessions are tailored to help students explore their interests and career paths at their own pace. For students with learning differences, we ensure accommodations such as modified materials, assistive technology, and additional support are available. This personalized approach helps all students, including those with disabilities, fully participate and benefit from the program's activities.

Initiative 2: Stark State College Student-Led Project-Based Learning Program

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

The *Stark State College Initiative* will engage high school students from across the Tri-County ESC region in a student-led, project-based learning program designed to develop critical professional skills such as adaptability, creative reasoning, critical thinking, leadership, problem-solving, teamwork, and public speaking. This initiative will include field trips to Stark State College and, when available, local business partners to provide students with hands-on experiences and insights into real-world applications of these skills.

List all participating school districts. What percentage of students within the BAC will be impacted by this initiative?

As of September 23rd, 2024 at the time of plan submission the following schools from the Tri-County ESC BAC Consortium will be participating in the program:

- Orrville High School
- Loudonville High School
- Waynedale High School

List all businesses involved.

All business members from the North Central Workforce Alliance of Ohio have been invited to participate as judges to provide thoughtful feedback and perspective.

List all related timelines for each phase of plan development and associated deadlines.

The program, implemented by Stark State College staff, typically takes 5 hours for students to complete. Field trips are coordinated to Stark State College, and when available, a field trip to a local business partner.

List the resources needed for implementation (funding, manpower, tools, for example).

Chaperones are needed to accompany students on a field trip to Stark State College and, sometimes, to a local industry partner.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

The current program is grant-funded, and sustainability may be impacted after August 2025 if additional funding is not secured. Efforts are underway to apply for a renewal grant.

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

The program's Evaluation Form asks students if they learned anything about professional skills including Business Etiquette, Public Speaking, Adaptability, Creative Reasoning, Teamwork, and more. The data can be shared with the BAC.



BUILD PARTNERSHIPS

The Tri-County ESC BAC plans council plans to **Build Partnerships** for the for the 2024-2025 school year.

Initiative 1: Parent Open House: Manufacturing Tours

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

In collaboration with the Wayne Economic Development Council and local manufacturers, create a two-night open house event for parents to tour manufacturing facilities and learn about career opportunities for their children.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

This event will be open to all BAC member districts. Since this is the inaugural event, it is difficult to predict the percentage of students who will engage in this initiative. However, the team hopes to have 100% of Wayne County School Districts represented, and at least 20-30% of Ashland and Holmes County Districts represented.

List all businesses involved.

1. **Daisy:** Daisy is a leading manufacturer of precision tooling and components, specializing in high-quality custom solutions for various industries, including automotive and aerospace.
2. **BCI (Buckeye Container Inc.):** BCI is a premier packaging solutions provider, offering custom corrugated packaging, displays, and specialty products that serve a wide range of industries from manufacturing to retail.
3. **Wooster Brush:** Wooster Brush is one of the oldest and most respected manufacturers of high-quality painting tools, including brushes, rollers, and accessories, catering to both professional and DIY markets.
4. **Moog:** Moog is a global designer and manufacturer of precision control components and systems, supporting industries such as aerospace, defense, and industrial automation.
5. **Schaeffler:** Schaeffler is a leading global supplier of automotive and industrial components, specializing in precision bearings and systems for motion and mobility.
6. **Akron Brass:** Akron Brass is a top manufacturer of innovative firefighting and emergency response equipment, providing high-quality nozzles, monitors, and vehicle-mounted solutions to protect people and property

List all related timelines for each phase of plan development and associated deadlines.

- Planning: April - August 2024
- Promotion: September - October 2024
- Event: October 2024
- Follow-up: November 2024

List the resources needed for implementation (funding, manpower, tools, for example).

1. **Funding:** Financial support for event logistics, including venue rentals, transportation, promotional materials, and refreshments for attendees.
2. **Staffing and Coordination:** Dedicated personnel to manage event planning, communication with participating businesses, scheduling, and on-site support during the event.
3. **Marketing and Outreach Materials:** Professionally designed flyers, brochures, and digital media campaigns to effectively promote the event to parents and the community, highlighting the benefits and opportunities of participating.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

The biggest barrier for this event is the unknown. A challenge will be ensuring adequate parent attendance; addressed by leveraging school and community channels for event promotion.



Initiative 1: Parent Open House: Manufacturing Tours

Identify [existing data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

Since this is an inaugural event, it is challenging to provide specific data and measurable outcomes at this stage. However, Wayne County, Ohio, has a robust manufacturing sector that significantly contributes to the local economy. The manufacturing industry is one of the largest employers in the county, providing over 25% of all jobs. With companies like Schaeffler, Moog, Wooster Brush, and Akron Brass, the demand for skilled workers is high, and there are numerous in-demand jobs available in fields such as advanced manufacturing, automation, and engineering. This event aims to connect families with these opportunities, showcasing the career potential in this vital industry.

How does this initiative help to develop relevant in-demand skills for students and educators.

This initiative plays a critical role in bridging the gap between students and the local manufacturing industry by directly engaging parents in the career exploration process. When parents have a deeper understanding of the opportunities available in manufacturing, including the skills required and the career pathways, they are better equipped to guide their children in making informed decisions about their future.

By participating in the open house and manufacturing tours, parents gain firsthand knowledge of the industry's demands, such as technical expertise, problem-solving, and innovation. This empowers them to support their children in exploring these careers and assessing whether their interests and aptitudes align with the roles available. Additionally, parents can help their children identify the necessary educational pathways and skill-building opportunities to prepare for these in-demand jobs.

Involving parents in this process not only raises awareness about lucrative and stable career options in manufacturing but also helps break down misconceptions about the industry. As a result, students are more likely to consider these careers seriously and pursue relevant skills in areas like advanced manufacturing, robotics, and engineering. This informed guidance from parents ensures that students are making strategic decisions that align with both their personal goals and the needs of the local job market.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

This initiative is designed to be inclusive and accessible, ensuring that students with disabilities and their families can fully participate and benefit. By providing parents with detailed information about the diverse career opportunities in manufacturing, including roles that accommodate various abilities and skill sets, the initiative helps families identify pathways that are a good fit for their child's unique strengths and interests. This knowledge empowers parents to advocate effectively for their child's career goals and helps students with disabilities envision a successful future in an industry that values their contributions.

Initiative 2: New Holmes County Teacher and Business Bootcamp

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

Establish a new teacher and business tour (bootcamp) in Holmes County, modeled after the successful *Vital Connections* and *2 B.E. Connected* programs in Wayne and Ashland Counties. The goal is to immerse educators in the local industry to better understand job market demands and career pathways for students. The bootcamp will tentatively be scheduled to take place in June of 2025.

List all participating school districts. What percentage of students within the BAC will be impacted by this initiative?

The program is open to all BAC member districts in Ashland, Holmes, and Wayne County. Business tours will be focused on employers located in Holmes County.



List all businesses involved.

The planning team will be meeting in September of 2024 and will continue to meet for the event facilitation throughout the 2024-2025 school year. Businesses that will participate will be identified by the planning team and contacted in December 2024-January 2025.

List all related timelines for each phase of plan development and associated deadlines.

- Initial Planning and Collaboration Meeting: September 2024
- Business Identification and Recruitment: November 2024 – January 2025
- Development of Bootcamp Schedule: January – February 2025
- Marketing Materials Creation and Distribution: February – March 2025
- Teacher Enrollment: April 2025
- Bootcamp Implementation: June 2025
- Evaluation: June 2025

List the resources needed for implementation (funding, manpower, tools, for example).

Transportation for the tours, volunteers to attend the tours and coordinate teachers, open session speakers, closing session speakers, lunches provided for participants, organize and facilitate professional development credit for participating educators

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Recruitment of businesses willing to participate, overcome by working with Holmes County Chamber of Commerce and Holmes County Economic Development Council to identify business that would be a good fit; Transportation for teachers. Overcome by partnering with local school district willing to provide buses

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

Past Participation and Impact:

Over the past eight years, all Tri-County ESC districts have actively engaged in our *Vital Connections* and 2 *B.E. Connected* teacher bootcamps, with more than 200 educators participating in these professional development opportunities. These programs have successfully strengthened the relationship between schools and local businesses, enhancing educators' understanding of in-demand skills and career pathways.

Goals for the New Holmes County Program:

1. **Teacher Participation Goal:**
 - Engage at least 25 teachers from local school districts in the inaugural bootcamp
2. **District and Business Engagement Goal:**
 - Establish partnerships with at least 8 local businesses to host tours and workshops, with a focus on industries like manufacturing, agriculture, and healthcare that are vital to the county's economy.
 - Develop a collaborative network that includes participation from all Holmes County districts, ensuring that educators are exposed to a diverse range of career pathways and local employment opportunities for their students.

Expected Outcomes:

- Increased teacher understanding of local industry needs, leading to more effective integration of career-related skills in classroom instruction.
- Stronger district-business partnerships that result in ongoing collaboration, including guest speakers, internships, and student projects aligned with local workforce demands.

How does this initiative help to develop relevant in-demand skills for educators.

The new Holmes County teacher bootcamp will provide educators with direct exposure to the skills and competencies most valued by local employers. By participating in immersive business tours and hands-on workshops, teachers will gain



first-hand insights into the specific technical and soft skills needed in high-demand fields like manufacturing, agriculture, and healthcare.

Through these experiences, educators will:

1. **Understand Workforce Expectations:** Teachers will see how skills such as problem-solving, teamwork, and adaptability are applied in real-world settings. This understanding will help them better align classroom instruction with the expectations of local industries.
2. **Integrate Industry Standards into Curriculum:** Educators will learn how to incorporate industry-relevant skills, such as digital literacy and project management, into their teaching practices, preparing students for the evolving job market.
3. **Bridge Classroom Learning with Career Pathways:** By connecting with business leaders, teachers will be equipped to guide students more effectively in exploring career pathways and making informed decisions about their future.

This practical knowledge will empower teachers to create more relevant, engaging lessons that not only meet academic standards but also prepare students for success in today's workforce.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

Teacher training will include strategies for integrating students with disabilities into career readiness programs.

COORDINATE EXPERIENCES

The Tri-County ESC BAC plans **Coordinate Experiences** for the 2024-2025 school year.

Initiative 1: Elementary Career Exploration with TransfrVR

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

TransfrVR headsets provide immersive, hands-on virtual reality experiences that allow students to explore various career paths in industries like manufacturing, healthcare, and technology. The *TransfrVR Career Exploration Program* offers interactive modules where students can engage in realistic job simulations, helping them gain a deeper understanding of the skills required and the opportunities available in these fields. This innovative approach makes career exploration accessible and engaging, inspiring students to consider new possibilities for their futures.

The implementation of TransfrVR virtual reality headsets will provide an innovative approach to career exploration for upper elementary students, specifically targeting grades 4-6. This initiative will be conducted in collaboration with the Wayne County Schools Career Center, utilizing their student ambassadors to help facilitate the program. Through interactive VR modules, students will explore various careers in industries such as manufacturing, healthcare, and IT. The goal is to introduce students to diverse career pathways early on, helping them connect classroom learning with real-world applications and inspiring future career interests.

The Wayne County Schools Career Center student ambassadors will play a crucial role in guiding younger students through the VR experiences, offering insights from their own educational and career pathways. This peer-led model not only enhances the learning experience for elementary students but also provides valuable leadership and mentoring opportunities for the student ambassadors.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

This program will be available to Tri-County ESC BAC member districts. There are currently approximately 2,000 upper elementary students in these districts. Since this is the inaugural year of the program, it is challenging to say how many students/elementaries will be involved, however initially the focus will be elementary schools in Wayne County with further outreach following that.



Initiative 1: Elementary Career Exploration with TransfrVR

List all businesses involved.

Tri-County Educational Service Center, Wayne County Schools Career Center, and TransfrVR. Additional follow up activities may be scheduled with local businesses for visits or tours with participating elementary schools as the program evolves.

List all related timelines for each phase of plan development and associated deadlines.

- Educator and Ambassador Training: December 2024
- Program Launch: January 2025
- Program Continues: February 2025 to November 2025
- Evaluation: November – December 2025

List the resources needed for implementation (funding, manpower, tools, for example).

Funding for VR headsets, software, technical support, training materials for educators and student ambassadors, and transportation for ambassadors if needed.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Ensuring technical proficiency and comfort with VR technology among educators and student ambassadors; addressed by providing comprehensive training and ongoing support.

Scheduling sessions at local elementary schools due to time constraints; addressed by providing a flexible schedule and attempting to work with several classrooms at each elementary school.

Identify [existing data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

- Increased engagement and career awareness among upper elementary students.
- Enhanced leadership and mentoring skills for Wayne County Schools Career Center student ambassadors.
- Positive feedback from participants, fostering a scalable model for future career exploration initiatives.

How does this initiative help to develop relevant in-demand skills for students and educators.

The TransfrVR headsets provide an engaging and interactive way for elementary students to explore in-demand careers by immersing them in realistic job environments. Through virtual simulations, students can experience roles in fields like healthcare, manufacturing, and technology, allowing them to "try out" different careers in a safe and supportive setting. This hands-on approach helps young learners connect classroom concepts to real-world applications, understand the skills required for various professions, and begin identifying their own interests and strengths. By exposing students to these career pathways early on, the program encourages them to think about their future aspirations and the steps needed to achieve them.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

VR experiences will include accessibility features such as closed captions, adjustable settings, and sensory-friendly content, ensuring that all students can participate fully.



Additional Information:

To view the Tri-County Educational Service Center Business Advisory Page Visit:

<https://www.youresc.k12.oh.us/business-advisory-council/>

The current business advisory council plan is located here along with all business advisory council joint statements (posted on March 1st annually).

Special Education Model Policies and Procedures



**Department of
Education &
Workforce**

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Introduction

Purpose

The Ohio Department of Education and Workforce (the Department) Special Education Model Policies and Procedures provides a model for educational agencies to either adopt or a basis to create their own. The Special Education Model Policies and Procedures reflect existing regulations and explain procedural mechanisms; however, individual educational agencies have discretion and flexibility to enhance these Special Education Model Policies and Procedures in order to meet the needs of students and staff. It is the educational agency's responsibility to ensure the students' rights as written in the procedural safeguards are included when creating contracts or written agreements with other educational agencies or entities.

If an educational agency decides to adopt the Department's Special Education Model Policies and Procedures, the educational agency agrees to the written policies and procedures in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (hereafter referred to as the "Operating Standards"). The educational agency also agrees to use the [required special education forms](#) as stated on the Department's website.

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

In accordance with Ohio Revised Code 3323.02, the Department may require any state or local agency to provide documentation that special education and related services for children with disabilities provided by the agency are in compliance with the requirements of this chapter.

Notification

In accordance with federal IDEA 34 CFR 300.201, Ohio Revised Code 3323.08, and Ohio Administrative Code 3301-51-01, each educational agency is required to adopt and implement written policies and procedures approved by the Department. Educational agencies are required to notify the Department of their special education policies and procedures each school year through the [Monitoring System](#). If an educational agency decides to create their own Special Education Model Policies and Procedures, there will be an option for the educational agency to upload these policy and procedures for the Department to review and approve. Any educational agency that creates their own Special Education Model Policies and Procedures will be required to incorporate any updates and changes into their own policies and procedures provided by the Department. Verification of local school board approval of policies and procedures is required to be uploaded for all educational agencies annually. Annual due date is Nov. 30.

Contact Information:

Title	Name	Email	Phone Number
Special Education Administrator	Caitlin Schrock	Caitlin.Schrock@chippewaschools.com	(330) 658-6368 ext. 2105
Educational Agency Contact for policies and procedures	Caitlin Schrock	Caitlin.Schrock@chippewaschools.com	(330) 658-6368 ext. 2105
State Support Team Region	Leeann Weigman	Leeann.Weigman@sst9.org	(330) 492-8136 ext. 1443

Free Appropriate Public Education (OAC 3301-51-02)

Policy

The educational agency ensures a Free and Appropriate Public Education (FAPE) is made available to all children with disabilities between the ages of three and twenty-one, inclusive, including children with disabilities who have been suspended or expelled from school, have failed or been retained in a course or grade, and are advancing from grade to grade.

Procedure

THE EDUCATIONAL AGENCY:

Makes FAPE available to every child eligible for special education services.

Begins special education services no later than the child's third birthday and has an IEP in effect for the child by that date.

If a child's third birthday occurs during the summer, the child's IEP team determines the date when IEP services begin.

Special education and related services eligibility is made on an individual basis by the group responsible within the child's school district of residence for making eligibility determinations.

ASSISTIVE TECHNOLOGY

Makes assistive technology devices and/or assistive technology services available to a child with a disability, if required, as a part of the child's special education, related services, and supplementary aids and services.

Makes the use of school-purchased assistive technology devices available in a child's home or in other settings if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

EXTENDED SCHOOL YEAR SERVICES (ESY)

Ensures that extended school year services are available as necessary to provide FAPE.

Provides extended school year services only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. Additionally, the following is considered when determining if extended school year services should be provided:

- Whether extended school year services are necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward achieving the child's educational goals, and
- Whether extended school year services are necessary to avoid something more than adequately recoupable regression.

In implementing the requirements, an educational agency will not:

- Limit extended school year services to particular categories of disability, or
- Unilaterally limit the type, amount, or duration of those services.

NONACADEMIC SERVICES

Takes steps to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity to participate in those services and activities. This includes the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team.

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

PHYSICAL EDUCATION

Makes physical education services, specially designed, if necessary, available to every child with a disability receiving FAPE, unless the educational agency does not provide physical education to children without disabilities in the same grades.

If the educational agency serves a child with a disability who is enrolled in a separate facility, they must ensure that the child receives appropriate physical education services.

Regular physical education

The educational agency ensures that each child with a disability is afforded the opportunity to participate in the regular physical education program available to nondisabled children unless:

- The child is enrolled full time in a separate facility, or
- The child needs specially designed physical education, as prescribed in the child's IEP.

Special physical education

If specially designed physical education is prescribed in a child's IEP, the educational agency responsible for serving the child provides the services directly or makes arrangements for those services to be provided through another public or private program.

The educational agency ensures that adaptive physical education services are provided by an appropriately licensed provider.

PROGRAM OPTIONS

Ensures that children with disabilities served by the educational agency have access to a variety of educational programs and services available to nondisabled children in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and vocational education.

Ensures that children with disabilities have access to FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

SCHOOL DISTRICT OTHER THAN SCHOOL DISTRICT OF RESIDENCE

The educational agency ensures that a child with a disability who is living in its school district, even though the school district is not the child's school district of residence, is being served. The child's school district of residence retains responsibility for making FAPE available to the child.

The educational agency understands that their responsibility to serve a nonresident child with a disability living in the school district includes, but is not limited to, a child with a disability placed in a juvenile justice facility, institution, hospital, department, home, or other facility or entity located in the school district.

The student's district of residence is typically determined by the residential address of the student's parents.

THE SCHOOL DISTRICT OF RESIDENCE:

RESIDENTIAL PLACEMENT

If the school district of residence's IEP team determines placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the educational agency ensures that the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

Child Find (OAC 3301-51-03)

Policy

The educational agency ensures all children from birth through age 21 suspected of being a child with a disability and in need of special education, are identified, located, and evaluated. This includes:

- Homeless children or wards of the state
- Highly mobile children, including migrant children
- Children who are advancing from grade to grade
- Children with disabilities attending nonpublic schools, regardless of the severity of their disability, are identified, located, and evaluated as required by the IDEA

Procedure

THE EDUCATIONAL AGENCY:

When aware of a child between the ages of birth to age 3 who has or may have a disability, the educational agency either:

- Refers the child directly to the county agency responsible for implementing Early Intervention services under Part C of the IDEA, **or**
- Provides the parents with the referral information to make the referral themselves.

THE SCHOOL DISTRICT:

Annually reports data to be examined by the Department to determine if significant disproportionality based on race and ethnicity is occurring in the school district with respect to:

- The identification of children as children with disabilities
- The educational placement of a child with a disability
- The incidence, duration, and type of disciplinary removals from educational placement, including suspensions and expulsions

Confidentiality (OAC 3301-51-04)

Policy

Each educational agency ensures it provides adequate notice to fully inform the parents about the confidentiality requirements of IDEA Part B Confidentiality, including:

- A description of the notice given in the native languages of the various population groups in the educational agency, county, or other area served
- A description of the children on whom personally identifiable information is maintained, including:
 - The types of information sought
 - The methods the State intends to use in gathering the information (including the sources from whom information is gathered)
 - The uses to be made of the information
- A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information
- A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Right and Privacy Act (FERPA) and implementing regulations

Each educational agency ensures that parental consent is obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies, unless the information is contained in education records, and the disclosure is authorized without parental consent.

The educational agency ensures that the parent's consent is **in writing, signed, and dated** and must:

- Specify the records to be disclosed
- State the purpose of the disclosure
- Identify the party or class of parties to whom the disclosure may be made

Procedure

EACH EDUCATIONAL AGENCY:

Protects the confidentiality of personally identifiable information during use, collection, storage, retention, disclosure, and destruction of information;¹

Assumes responsibility for ensuring the confidentiality of any personally identifiable information;

Ensures all persons collecting or using personally identifiable information receive training or instruction regarding the policies and procedures of the educational agency; and

Maintains for public inspection a current listing of the names and positions of those employees who may have access to personally identifiable information.

¹ 34 C.F.R. 300.610 to 300.628, the Family Educational Rights and Privacy Act of 1974, August 1974, (FERPA) and its regulations at 34 CFR, Part 99

REQUIRED PARENTAL CONSENT

Understands that parental consent is not required before personally identifiable information is released to officials of participating agencies for the purposes of meeting a requirement of confidentiality².

Parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, is obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

DISCIPLINARY RECORDS

When a child transfers from one educational agency to another, the sending educational agency ensures:

- The transmission of any of the child's records includes both the child's current IEP
- Any statement of current or previous disciplinary action that has been taken against the child is transmitted to the same extent that the disciplinary information for a child who does not have a disability is transmitted
 - The statement required shall specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because of a special circumstance.

The record shall include the following:

- Any information that is relevant to the safety of the child and other individuals involved with the child
- A description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken

An educational agency transmits copies of the records only to the extent that the transmission is permitted by FERPA, even if that transmission is to another educational agency.

An educational agency reporting a crime committed by a child with a disability ensures that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

PARENTAL REQUEST TO AMEND EDUCATION RECORDS

The educational agency ensures that a parent can request education records be amended if the parent believes that the education record is inaccurate, misleading, or violates the privacy or other rights of the child.

The educational agency ensures that a decision on whether to amend the information is made within a reasonable period of time of receipt of the request.

If the educational agency decides to refuse to amend the information in accordance with the request, the educational agency ensures the parent is informed of the refusal and advises the parent of the right to a hearing.

² 34 CFR 300.610 Confidentiality

HEARING FOR EDUCATION RECORDS

Provides, on parental request, an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

A hearing held under this rule must be conducted according to the procedures in 34 C.F.R. 99.22. The records hearing shall be held within a reasonable period of time after the educational agency has received the request.

DESTRUCTION OF EDUCATION RECORDS

Notifies parents when personally identifiable information is collected, maintained, or is no longer needed to provide educational services to the child.

Ensures the information is destroyed at the request of the parents. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

PARENTAL ACCESS RIGHTS

Permits parents to inspect and review any education records relating to their children that are collected, maintained, or used by the educational agency. The educational agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing or resolution session and in no case more than forty-five days after the request has been made.

The parent has a right to:

- Make a reasonable request for explanations and interpretations of the records and to receive a response from the participating educational agency within a reasonable time
- Request that the educational agency provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records
- Have a representative of the parent inspect and review the records

Presumes that the parent has authority to inspect and review records relating to the parent's child, unless the educational agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

Ensures that all children's information is protected by allowing the parents to inspect and review only the information relating to their child or be informed of that specific information when an education record includes information on more than one child.

CHILDREN'S RIGHTS

Has policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

When the child reaches the age of majority, the rights regarding education records must also be transferred to the student.

PERSONNEL ACCESS TO EDUCATION RECORDS

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

FEES

All special education records must be transferred to the new educational agency or nonpublic school regardless of fees owed to the educational agency.

Each participating agency may charge a fee for copies of records that are made for parents under this rule if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

A participating agency shall not charge a fee to search for or to retrieve information under this rule.

SCHOOL DISTRICT OF RESIDENCE:

If a child is enrolled, or is going to enroll, in a nonpublic school that is not located in the school district of the parent's residence, parental consent is obtained before any personally identifiable information about the child is released between officials in the school district where the nonpublic school is located and officials in the school district of the parent's residence.

Procedural Safeguards (OAC 3301-51-05)

Policy

The school district of residence ensures that children with disabilities, their parents, and educational agencies are provided an opportunity to resolve disputes regarding identification, evaluation, or educational placement of a child with a disability or the provision of a free appropriate public education (FAPE).

Procedure

THE EDUCATIONAL AGENCY:

PRIOR WRITTEN NOTICE

The educational agency ensures a prior written notice:

- Is provided to the parents within thirty days, any time a prior written notice is required
- Provides the educational agency's proposed actions or refusal to act regarding the student's disability identification, evaluation or educational placement and/or provision of FAPE
- Is provided to the parent prior to implementing any changes regarding its proposals or refusals to initiate services
- Is provided to the parents prior to a change of placement that is a result of a disciplinary action
- Is written in understandable language to the general public
- Is provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so
- Is completed fully

The educational agency ensures the prior written notice includes:

- A description of the action proposed or refused by the educational agency
- An explanation of why the educational agency proposes or refuses to take the action
- A description of each evaluation procedure, assessment, record, or report the educational agency used as a basis for the proposed or refused action
- A statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained
- A description of other options that the IEP team considered and the reasons why those options were rejected
- A description of other factors that are relevant to the school district's proposal or refusal
- An educational agency's contact information for parents to obtain assistance in understanding the provisions of this rule

If the native language or other mode of communication of the parent is not a written language, the educational agency provides written evidence that it took steps to ensure that:

- The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication

- The parent understands the content of the notice

OPPORTUNITY TO EXAMINE EDUCATION RECORDS

Affords the parent of a child with a disability an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

PARENT PARTICIPATION IN MEETINGS

Ensures the parent of a child with a disability is afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child.

Provides the parent invitation notice consistent with the parent participation requirements to ensure that parents of children with disabilities have the opportunity to participate in meetings.

A meeting does not include:

- Informal or unscheduled conversations involving school district personnel
- Conversations on issues such as teaching methodology, lesson plans, or coordination of service provision
- Preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting

PARENT INVOLVEMENT IN PLACEMENT DECISIONS

Ensures that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the school district must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

A placement decision may be made by a group without the involvement of a parent, if the school district is unable to obtain the parent's participation in the decision. In this case, the school district must have a record of its attempts to ensure their involvement.

INDEPENDENT EDUCATION EVALUATION AT PUBLIC EXPENSE

An independent education evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the educational agency responsible for the education of the child. The IEE may be conducted at public expense.³ "Public expense" means that the school district of residence either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

An IEE at public expense occurs after a parent disagrees with an evaluation completed by the educational agency. A parent is entitled to only one IEE at public expense each time the educational agency conducts an evaluation with which the parent disagrees, even if the parent had signed the evaluation team report (ETR) in agreement.

³ The parent can get a parent-paid IEE at any time.

Each educational agency must provide parents, upon request for an IEE at public expense, information about where an IEE may be obtained, and the educational agency's criteria applicable for an IEE.

The educational agency's IEE criteria must include the location of the evaluation and the qualifications of the examiner. The criteria must be the same criteria that the educational agency uses when it initiates an evaluation, and consistent with the parent's right to an IEE.

An educational agency may not impose conditions or timelines related to obtaining an IEE, except for the criteria described above.

If a parent requests an IEE, the educational agency must, without unnecessary delay, either

- File for a due process hearing to show that its evaluation is appropriate, or
- Provide the IEE, unless the educational agency demonstrates in a hearing that the evaluation obtained by the parent did not meet the educational agency's criteria.

If the educational agency files a due process complaint, and the final hearing officer's decision is that the district's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense.

If a hearing officer requests an IEE as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

The educational agency may ask why the parent objects to its evaluation. However, the educational agency may not require the parent to provide an explanation nor unreasonably delay either providing the IEE or filing a due process complaint to defend the educational agency's evaluation.

PARENT INITIATED EVALUATIONS

If the parent shares a private evaluation and the evaluation meets the IEE criteria:

- The educational agency must consider the evaluation in any decision regarding the provision of FAPE to the child.
- The evaluation may be presented by a party as evidence at a hearing on a due process complaint.

THE SCHOOL DISTRICT:

Provides every parent a copy of "[A Guide to Parents Rights in Special Education](#)," at minimum:

- To the parents of a child with a disability one time per school year
- Upon the initial referral or parent's request for evaluation, or
- Upon receipt of the first due process complaint in the current school year
- In accordance with the discipline procedures, and
- Upon request by a parent.

Makes reasonable efforts to obtain the informed consent from the parent in writing for an initial evaluation and re-evaluation to determine whether the child is a child with a disability.

Ensures a parent:

- is fully informed of all information relevant to the action the district intends to take
- receives that information in the parent's native language, or other primary mode of communication, and in understandable terms

- understands and agrees in writing to the district's intended action to be carried out by the consent. Whenever applicable, the consent must describe the action to be taken and list any records to be released and to whom
- understands that the granting of consent is voluntary and can be revoked at any time. If the parent revokes consent, the revocation starts on the date the consent was revoked

Understands that the parental consent for initial evaluation does not mean consent for initial provision of special education and related services.

If the child is a ward of the state and is not residing with the child's parent, the school district is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

- The school district cannot discover the whereabouts of the parent of the child despite reasonable efforts to do so
- The rights of the parent of the child have been terminated in accordance with state law, or
- The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

The school district does not violate its child find and evaluation obligation if it declines to pursue the evaluation.

PARENTAL CONSENT FOR REEVALUATION

Each school district ensures informed parental consent is obtained prior to conducting any reevaluation of a child with a disability.

If the parent refuses to consent to the reevaluation, the school district of residence may, but is not required to, pursue the reevaluation by using the consent override procedures — including the mediation procedures or the due process procedures.

The school district of residence does not violate its obligation to the Administrative Code for child find and evaluation if it declines to pursue the reevaluation.

The informed parental consent need not be obtained if the school district can demonstrate that:

- It made reasonable efforts to obtain such consent, and
- The child's parent has failed to respond.

PARENTAL CONSENT FOR CHANGE OF PLACEMENT

A change of placement is a change from one option on the continuum of alternative placements to another, that affects the student's least restrictive environment (LRE).

Informed parental consent is obtained before making a change of placement of a child with a disability.

Informed parental consent does not have to be obtained before:

- A change of placement if the district of residence can demonstrate that it made reasonable efforts to obtain consent and the parent has failed to respond, or
- The change of placement is the result of a disciplinary action.

REVOCATION OF PARENTAL CONSENT

If the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district shall not:

- Continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services
- Use mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services shall be provided to the child
- Be held in violation of the requirement to make FAPE available to the child for the failure to provide the child with further special education and related services, and
- Be required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.

PARENTAL CONSENT FOR REEVALUATIONS

The school district ensures informed parental consent is obtained to reevaluate.

The school district of residence does not violate its obligation under child find and reevaluations if it declines to pursue the due process hearing or mediation for the reevaluation.

Parental consent is needed for a functional behavioral assessment (FBA).

THE SCHOOL DISTRICT OF RESIDENCE

If the parent of a child does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the school district of residence may, but is not required to, pursue the initial evaluation of the child by using the consent override procedures of mediation or filing a request for a due process hearing.

PARENTAL CONSENT FOR SERVICES

The school district of residence ensures reasonable efforts to obtain informed consent from the parent are made for the initial provision of special education and related services to the child.

If the parent of the child refuses or fails to respond to a request to provide consent to the initial provision of special education and related services, the school district of residence will not:

- Use the due process procedures including the mediation procedures in order to obtain an agreement or a ruling that services may be provided to the child
- Be held in violation of the requirement to make FAPE available to the child, and
- Be required to convene an IEP team meeting or develop an IEP.

SURROGATE PARENTS

The idea of a surrogate parent was established to ensure that children with special education needs who do not have parental representation have the same protections as all other children eligible for special education services.

The surrogate parent has the right to participate just as a parent would, as defined in IDEA and Ohio Administrative Code, in all matters relating to special education decisions.

A school district of residence creates a surrogate parent selection process that includes how to:

- Determine whether a child needs a surrogate parent, and
- Assign a surrogate parent to the child.

The school district of residence ensures that a person selected as a surrogate parent:

- Is not an employee of the Department, the school district, or any other agency that is involved in the education or care of the child
- Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents
- Has knowledge and skills that ensure adequate representation of the child, and
- Has successfully completed the Department's parent training prior to acting on behalf of the child.

A surrogate parent is required to be appointed by the district of residence superintendent under the following circumstances:

- No parent can be identified
- The educational agency, after reasonable efforts, cannot locate a parent
- The child is a ward of the state under the laws of Ohio, or
- The child is an unaccompanied homeless youth as defined in Section 725 (6) of the McKinney-Vento Homeless Assistance Act.

In Ohio, a foster parent is not considered a "parent." Therefore, the superintendent of the district of residence may only appoint a foster parent as a surrogate parent if the foster parent meets the criteria and completes the surrogate parent training.

Whenever a child is placed in child protection custody and the parents have retained legal rights to make educational decisions and can be contacted by the educational agency to act as the parent on behalf of their child in the special education process, the educational agency must treat the parent as the educational decision maker. The educational agency cannot appoint a surrogate parent for a child when there is another person in the child's life who qualifies as a parent under IDEA and whose rights to make educational decisions for the child have not been terminated.

In the case of a child who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, and the judge's appointee must meet the abovementioned criteria.

If a surrogate parent is appointed by a judge overseeing the child's case, upon the request of the judge, the school district of residence will confirm that the person appointed meets the requirements.

If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent."

In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to the requirements for selecting a surrogate parent until a surrogate parent can be appointed that meets all of the abovementioned requirements.

In the case of a child who has reached the age of majority in the state of Ohio, the child may request a surrogate parent.

Assignment of surrogate parents is as follows:

- A surrogate parent shall be assigned as soon as possible but no later than 30 days from the date that it is determined that the child needs the surrogate.
- The school district of residence maintains the ultimate responsibility for the assignment of a surrogate parent for all students with disabilities residing in the district. If requested by the school district of residence and mutually agreed upon, the school district of attendance, county board of developmental disabilities (county board of DD), or other educational agency may appoint the surrogate parent.

The surrogate parent will:

- Represent the child in all matters relating to the identification, evaluation and educational placement of the child and the provision of FAPE to the child
- Review a child's educational records as needed to make informed special education decisions for the child
- When appropriate, provide consent to evaluation and re-evaluation
- Agree or disagree to the IEP, evaluation team report, and educational placement changes
- Disagree with or dispute the recommendations of the educational agency by requesting mediation, filing a formal written complaint, or by requesting a due process hearing

Evaluation (OAC 3301-51-06)

Policy

The educational agency ensures a referral process is in place to determine whether a child is a child with a disability.

The school district of residence ensures that all initial evaluations are conducted and reevaluations are completed for children residing within the district using the Department's required [evaluation team report form](#) (PR-06).

Procedure

EDUCATIONAL AGENCY/SCHOOL DISTRICT/SCHOOL DISTRICT OF RESIDENCE

INTERVENTIONS

Each educational agency uses a multi-disciplinary team to determine appropriate interventions to resolve concerns for any preschool or school-age child who is performing below grade-level standards. An educational agency ensures they do not use interventions to delay unnecessarily a child's evaluation and eligibility determination for special education services. The intervention and the evaluation can occur concurrently. If such interventions have not been implemented prior to referral for evaluation, appropriate interventions should be implemented during the same sixty-day time frame during which the school district conducts a full and individual evaluation.

REQUEST/REFERRAL FOR EVALUATION

Either a parent of a child or an educational agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

An educational agency will, within 30 days of receipt of a request for an evaluation, either obtain parental consent for an initial evaluation or provide to the parent a prior written notice stating that the educational agency does not suspect a disability and will not conduct an evaluation.

Screening for instructional purposes is not an evaluation. If a teacher or a specialist screens a child for instructional strategies for curriculum implementation, this screening is not an evaluation for special education and related services.

EVALUATION PLANNING

As part of the initial evaluation, and as part of any reevaluation, the evaluation team shall complete the [evaluation planning form](#) which guides the evaluation process. Information gathered through the evaluation process will be summarized in an evaluation team report (ETR).

EVALUATION TEAM

A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, and the education needs of the child. The qualified professionals must be based on the student's needs and information being reviewed.

"Evaluation team for a child suspected of having a specific learning disability" means the parents and a group of qualified professionals, which must include:

- The child's regular teacher, or

- If the child does not have a regular education teacher, a regular classroom teacher qualified to teach a child of the child's age, or
- For a child of less than school-age, an individual qualified by the Department to teach a child of the child's age, and
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial teacher, and
- A representative of the school district of residence.

At a minimum, the representative of the school district must meet the following requirements:

- Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child
- Qualified to provide or supervise the provision of instruction in the preschool general education curriculum, if applicable
- Authorized to make decisions about the use of school district resources for special education and related services
- Qualified to interpret the instructional implications of evaluation results.

CONDUCTING A REVIEW

The evaluation team may conduct a review of existing evaluation data without a meeting.

SOURCE OF DATA

The educational agency must administer such assessments and other evaluation measures as needed to produce the data identified from the review of existing evaluation data.

INITIAL EVALUATION

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

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

The initial evaluation:

- Must be conducted within 60 days of receiving parental consent for the evaluation
- Must consist of procedures to determine:
 - If the child is a child with a disability as defined in the definition section of the Operating Standards⁴
 - The educational needs of the child

TIMELINES

- The educational agency provides parents its intention to evaluate or not evaluate on a prior written notice. If the educational agency intends to evaluate, it must obtain consent from the parent within 30 days.
- Once the educational agency receives parental consent to evaluate, the evaluation must be completed within 60 days.

⁴ Ohio Administrative Code 3301-51-10(B)(10)

TIMELINE EXCEPTIONS

The 60-day time frame does not apply to a school district if:

- The parent of a child repeatedly fails or refuses to produce the child for the evaluation, or
- A child enrolls in a new school district of residence after the relevant time frame begins and prior to a determination by the child's previous school district of residence as to whether the child is a child with a disability as defined in this rule.

This exemption only applies if the school district of residence is making sufficient progress to ensure a prompt completion of the initial evaluation, and the parent and school district agree to a specific time when the evaluation will be completed.

CHILDREN WHO TRANSFER EDUCATIONAL AGENCIES IN THE SAME STATE

An educational agency has 30 days from the date the prior educational agency's evaluation was received to either:

- Accept the evaluation from the prior educational agency, or
- Obtain consent for a reevaluation. A reevaluation under this section must be conducted within 60 days of parent consent.

The educational agency has a process for accepting the evaluation or obtaining consent for an initial evaluation when a child transfers from an out of state school.

EVALUATION PROCEDURES

The educational agency ensures prior written notice is provided to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

The educational agency uses the evaluation [planning form](#).

In conducting the evaluation, the educational agency must use:

- A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - Whether the child is a child with a disability as described in the definition section of the Operating Standards
 - The child's special education and related services, that enable the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities)
- More than a single source of information as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child
- Technically sound instruments that may assess the relative contribution of cognitive, behavioral, physical or developmental factors

THE EDUCATIONAL AGENCY ENSURES:

Assessments and other evaluation materials used to assess a child:

- Are selected and administered so as not to be discriminatory on a racial or cultural basis
- Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child

knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so

- Are used for the purposes for which the assessments or measures are valid and reliable
- Are administered by trained and knowledgeable personnel
- Are administered in accordance with any instructions provided by the producer of the assessments

Assessment and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

A child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Preschool children must be assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning, and behavioral function.

For assessments of children with disabilities who transfer from one educational agency to another educational agency in the same school year during an evaluation, the prior and subsequent educational agencies must coordinate to complete the evaluation as expeditiously as possible.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

The assessment reports provide relevant information for professionals to determine the educational needs of the child.

MEDICAL CONSULTATION

A medical consultation is suggested for preschool or school-age children on a continuing basis, especially when school authorities observe that there has been a change in the child's behavior or educational functioning, or when new symptoms are detected.

The evaluation for preschool age children shall include the following specialized assessments:

- In cases where the disability is primarily the result of a congenital or acquired physical disability, a physical examination is to be completed by a licensed doctor of medicine or doctor of osteopathy.
- Vision examination is to be conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment.
- An audiological examination is to be completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

The educational agency is responsible for paying if it is requesting medical consultation because this is a fulfillment of its obligations to provide FAPE.

ADDITIONAL REQUIREMENTS FOR EVALUATIONS

Review of existing evaluation data on the child includes:

- Evaluations and information provided by the parents of the child
- Current classroom-based, local, or state assessments and classroom-based observations in multiple situations such as subject areas, settings, and with different instructors
- Observations by teachers and related services providers but the observation must be conducted by someone other than the teacher delivering the instruction
- Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development
- Data from previous interventions, including:
 - Interventions that are designed to meet students' needs
 - For the preschool child, data from early intervention, community, or preschool program providers
- Any relevant trend data beyond the past twelve (12) months, including the review of current and previous IEPs

Identify any additional data needed, based on the review and the input from the child's parents to:

- Determine whether the child is a child with a disability, and the educational needs of the child; or in the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child
- Consider the present levels of academic achievement and related developmental needs of the child, and whether the child:
 - Needs special education and related services, or
 - Continues to need special education and related services, in the case of a reevaluation of a child, and
- Determine whether any additions or modifications are needed to enable the child to:
 - Meet the measurable annual goals in the IEP
 - Participate, as appropriate, in the general education curriculum

If the evaluation team or the IEP team determines that no additional data is needed to determine the child's eligibility or educational needs, the educational agency must notify the parents of:

- The determination and the reasons for the determination
- The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs

DETERMINATION OF ELIGIBILITY

Upon completion of the administration of assessments and other evaluation measures:

- The evaluation team and the parent of the child determines whether the child is a child with a disability and the educational needs of the child
- The educational agency provides a copy of the evaluation team report (documentation of determination of eligibility) prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination; and at no cost to the parent

EVALUATION TEAM REPORT

Upon completion of the administration of assessments and other evaluation measures, the evaluation team must meet to review the components of the written evaluation report and to create the evaluation team report (ETR) which shall include:

- The individual evaluator's assessment
- The team summary
- If applicable, the specific learning disability documentation for determination
- Eligibility determination
- After the evaluation team meeting, the participants of the meeting must include names, titles and signatures, including the parent, and an indication of whether or not they are in agreement with the eligibility determination
- A statement of disagreement by any team member who is not in agreement with the team's determination of disability

PROCEDURES FOR DETERMINING ELIGIBILITY AND EDUCATIONAL NEED

In interpreting the evaluation data for eligibility determination and the educational needs, each educational agency must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior
- Ensure the information obtained from all of these sources is documented and carefully considered

If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child within 30 days of the child's eligibility determination.

SPECIAL RULE FOR ELIGIBILITY DETERMINATION

A child cannot be determined to be a child with a disability if the determinant factor is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction, or
- Lack of appropriate instruction in math, or
- Limited English proficiency.

CHANGE IN ELIGIBILITY

- An evaluation must be conducted prior to changing a child's eligibility or determining the child is no longer a child with a disability.
- An evaluation is not required if the child is graduating from secondary school with a regular high school diploma or due to age eligibility for provision of FAPE.
- Whenever a child's eligibility terminates due to graduation or aging out, a summary of academic achievement and functional performance must be provided prior to the child's graduation. It must include recommendations on how to assist the child in achieving the postsecondary goals.

SPECIFIC LEARNING DISABILITY (SLD)

The Department's criteria for determining whether a child has a specific learning disability ensures an educational agency:

- Does not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability
- Permits the use of a process based on the child's response to evidence-based intervention
- Permits the use of other alternative research-based procedures for determining whether a child has a specific learning disability

The educational agency ensures use of the state's criteria in determining whether a child has a SLD.

In addition, the educational agency must use the forms required by the Department, Evaluation Team Report [PR-06](#), and complete Part 3: *Documentation for Determining the Existence of a Specific Learning Disability* of PR-06 when the educational agency suspects the child has a SLD.

Additional team members for SLD determination:

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the following:

- The child's parents
- A team of qualified professionals
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher, **and**
- The child's regular teacher, **or**
- If the child does not have a regular education teacher, a regular classroom teacher qualified to teach a child of his or her age, **or**
- For a child of less than school age, an individual qualified to teach a child of his or her age.

Determining the existence of a specific learning disability

The school district must develop written procedures for the implementation of any method used to determine the existence of a SLD that, at a minimum, incorporate guidelines developed by the Department and as specified in this rule.

The team members may determine that a child has a specific learning disability if:

- The child does not achieve adequately for the child's age or to meet state-approved grade-level standards, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, in one or more of the following areas:
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skills
 - Reading fluency skills
 - Reading comprehension
 - Mathematics calculation
 - Mathematics problem solving
- The child does not make sufficient progress to meet age or state-approved grade-level standards when using a process based on the child's response to scientific, research-based intervention in one or more of the areas identified above, **or**
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group (including parent, teachers, and related service providers) to be

relevant to the identification of a specific learning disability, using appropriate assessments, **and**

- The group determines that its findings are not primarily the result of the following:
 - A visual, hearing, or motor disability
 - An intellectual disability
 - Emotional disturbance
 - Cultural factors
 - Environmental or economic disadvantage, **or**
 - Limited English proficiency.

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents

The educational agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes, unless extended by mutual written agreement of the child's parents and a group of qualified professionals:

- If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction
- Whenever a child is referred for an evaluation

Evidence-based interventions

An evaluation may, but is not required to, utilize a process based on the child's response to evidence-based intervention to determine whether a child has a SLD. This process:

- Begins when sufficient data have been gathered and analyzed under conditions of targeted and intensive individualized intervention conditions, there is evidence of an inadequate response to intervention on the part of the child, and the group determines that the child's needs are unlikely to be met without certain specialized instruction in addition to the regular classroom instruction
- Employs interventions that are evidence-based and provided at appropriate levels of intensity, frequency, duration, and integrity, relative to the child's identified needs
- Is based on results of evidence-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving evidence-based instruction, and that have been reported to the child's parents
- Includes the analysis of data to determine whether a disparity is present between actual and expected performance in both the child's rate of progress in developing skills and in the child's level of performance on measures assessing one or more of the academic areas
- May not be used to unnecessarily delay a child's evaluation for determining special education eligibility

Observation

The educational agency ensures that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

The group members in determining whether a child has a specific learning disability must decide to:

- Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation, or
- Have at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.

In the case of a child of preschool age, a group member must observe the child in an environment appropriate for a child of that age.

Specific documentation for the eligibility determination

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility must contain a statement of:

- Whether the child has a specific learning disability
- The basis for making the determination, including the justification that the determination has been made according to the eligibility process
- The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning
- The educationally relevant medical findings, if any
- Whether there is a determination of the existence of a specific learning disability
- If the child has participated in a process that assesses the child's response to evidence-based intervention:
 - The instructional strategies used and the student-centered data collected
 - The documentation that the child's parents were notified about:
 - The Department's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided
 - Strategies for increasing the child's rate of learning
 - The parents' right to request an evaluation

Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

ADDITIONAL PROCEDURES FOR IDENTIFYING CHILDREN WITH MULTIPLE DISABILITIES

The evaluation team or the IEP team, including the parents of the child, may determine the child has multiple disabilities if the child exhibits:

- A combination of two or more areas of disability, except for a combination that includes a specific learning disability
- A severe or profound deficit in communication or adaptive behavior documented through the use of individually administered standardized instruments which have been validated for the specific purpose of measuring communication or adaptive behavior

RE-EVALUATION TEAM

Re-evaluation team means the IEP team and other qualified professionals.

A school district of residence must ensure that a reevaluation of each child with a disability is conducted.

- If the educational agency determines that the child's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation, **or**
- If the child's parent or teacher requests a reevaluation, **or**
- In order to make a change in the disability category.

A reevaluation must occur at least once every three years but may not occur more than once a year unless the parent and educational agency agree otherwise. The educational agency and the parent may agree not to conduct a reevaluation, and this decision must be documented in a prior written notice.

If the team, including parent, deem a full evaluation is not necessary, the optional form [Agreement to Waive Reevaluation \(OP-4\)](#) can be used, or the educational agency's own form.

Individualized Education Program (OAC 3301-51-07)

Policy

The educational agency ensures that an IEP is developed and implemented for each child with a disability and that services identified in the child's IEP are provided as agreed upon with the child's school district of residence.

Procedure

THE EDUCATIONAL AGENCY/SCHOOL DISTRICT/SCHOOL DISTRICT OF RESIDENCE:

CHILDREN ATTENDING OTHER EDUCATIONAL AGENCIES INCLUDING OTHER CARE FACILITIES

The school district of residence:

- Ensures the development and implementation of an IEP for each child with a disability residing in the school district regardless of which educational agency implements the IEP
- Is responsible for initiating and conducting meetings for the purpose of developing, reviewing and revising the IEP of a child with a disability
- Follows the same procedural safeguards as it does for all children with disabilities when providing special education services for a child with a disability in another educational agency
- Keeps on file a copy of the child's current evaluation team report and the IEP
- Ensures that a child with a disability who is placed in or referred to a nonpublic school or facility by a public school district is provided special education and related services, at no cost to the parents, and the child's education meets the applicable academic standards
- Ensures the child maintains all the rights of a child with a disability who is served by a public school district

The educational agency:

Ensures cooperation with other educational agencies that serve children with disabilities in institutions or other care facilities to ensure that:

- These children have access to a free appropriate public education in their least restrictive environment, a regular public-school setting, when appropriate and as specified in the IEP
- A child with a disability who is placed in or referred to a nonpublic school or other care facility by a public school district is provided:
 - Special education and related services at no cost to the parents and in conformance with an IEP education that meets the IEP requirements
 - An education that meets applicable academic and operating standards and the standards of the educational agency
 - The rights of a child with a disability who is served by a public school district

Develops a process to ensure:

- Prior to the child’s placement or referral to a nonpublic school or facility, the educational agency must initiate and conduct a meeting to develop an IEP for the child.
- The educational agency must ensure that a representative of the nonpublic school or facility attends the meeting, whether via a virtual platform or a conference call.
- Any IEP meeting initiated and conducted by the nonpublic school or facility must include the parents and public school district representative.
- Parents and the public school district representative are involved in any decision and agree to any proposed change in the IEP before those changes are implemented.
- Students’ IEPs are implemented, appropriately developed to address the students’ educational and behavioral needs and are written in compliance with state and federal regulations.
- The child’s school district of residence is invited to the IEP team meetings. IEP team meetings should not occur without the school district or residence representation.

CONTENTS OF AN INDIVIDUALIZED EDUCATION PROGRAM

IEP contents must include the following:

- A statement that discusses the child’s future:
 - The family and child’s preferences and interests are an essential part of the planning process. The IEP team will document the planning information in the IEP.
- An acknowledgment of whether there are any special instructional factors.
- A statement of the child’s present levels of academic achievement and functional performance, including:
 - How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children), or
 - For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.
- A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:
 - Meet the child’s needs that resulted from the child’s disability so that the child will be involved in and make progress in the general education curriculum
 - Meet each of the child’s other educational needs that resulted from the child’s disability
- A description of:
 - How the child’s progress towards the annual goals will be measured
 - When periodic reports on the child’s progress will be provided (such as using quarterly or other periodic reports, concurrent with the issuance of report cards)
 - How to align the alternate academic achievement standards in benchmarks or short-term objectives, for children who take the alternate assessment
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child
- A statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - To advance appropriately toward attaining the annual goals

- To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities
 - To be educated and participate with other children with disabilities and nondisabled children in the activities
- An explanation as to the reason the child will not participate with nondisabled children in the regular class and activities
- A statement of appropriate individualized accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments
- A statement based on the Alternate Assessment Participation Decision Making Tool completed by the IEP team that includes:
 - The reason the child cannot participate in the statewide or districtwide assessment of student achievement
 - The particular alternate assessment selected is appropriate for the child
- The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications

DEVELOPMENT OF AN IEP

The required IEP form is the [PR-07](#).

In developing each child's IEP, the IEP team must consider:

- The strengths of the child
- The concerns of the parents for enhancing the education of their child
- The results of the initial or most recent evaluation of the child
- The results of the child's performance on any state or district-wide assessment programs, as appropriate
- The academic, developmental and functional needs of the child

The IEP team must consider the following special factors:

- If the child's behavior impedes the child's learning or that of others, then consider the use of positive behavioral interventions and supports (PBIS) and other strategies to address that behavior.
- If the child has limited English proficiency, the child's language needs as those needs relate to the child's IEP
- If the child is blind or visually impaired:
 - Provide instruction in braille and the use of braille, unless the IEP team determines that based on the results of the evaluation, instruction in braille or the use of braille is not appropriate for the child
 - Conduct an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille)
 - Ensure that additional requirements for IEPs for children who are blind or visually impaired are implemented
- The communication needs of the child, and for a child who is deaf or hard of hearing, consider:
 - The child's language and communication needs

- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode
- Academic level
- Full range of needs, including opportunities for direct instruction in the child's language and communication mode
- Whether the child needs assistive technology devices and services

Progress reports are provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.

DETERMINING EXTENDED SCHOOL YEAR (ESY) SERVICES

ESY services must be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE to the child.

The IEP team should consider if extended school year services are necessary to:

- Prevent significant regression of skills or knowledge retained by the child to seriously impede the child's progress toward their educational goals
- Avoid something more than adequately recoupable regression of skills or knowledge

Extended school year services signify special education and related services:

- Are provided to a child with a disability beyond the normal school year of the educational agency, in accordance with the child's IEP
- At no cost to the parents
- Meet the standards of the Department

Extended school year services:

- May happen at any time the school is not in session
- Are provided beyond the normal school year of the educational agency which includes both the days of the school year and the hours of the school day
- Are not the same as summer school, compensatory services or enrichment programs
- Shall not:
 - Limit extended school year services to particular categories of disability, or
 - Unilaterally limit the type, amount or duration of those services.

Consideration for the IEP team:

- Extended school year services as part of the IEP process for children transitioning from Part C services. An educational agency shall not require any child to have previous school experience to receive extended school year services. The IEP team can use the data from Part C services.
- If the child's third birthday is during a time the school is not in session, the IEP team is not going to begin services on or before the break.
- The IEP team must determine whether the time the student will need to re-learn the skills lost is excessive, particularly compared to the time it takes nondisabled students to regain skills lost during a school break.
- The IEP team may need to collect further data and reconvene later in the school year to determine if extended school year services are needed. The team would then enter the date on the IEP when it plans to reconvene to make the determination based on data collected.

- The IEP team should consider emerging skills as part of the IEP process for children who are exhibiting beginning skillsets.
- The IEP team must consider extended school year services as part of the IEP process for children transition from part C services. A school district shall not require any child to have previous school experience to receive extended school year services. Based upon data available from the part C system, the IEP team shall determine if extended school year services are required.

Denial of ESY can be a denial of FAPE.

POST-SECONDARY TRANSITION

If the child will be 14 years old before the end of this IEP, the educational agency must do the following:

- Notify the parent that the purpose of the meeting will be to consider postsecondary goals and transition services for the child.
- Invite the child to the meeting.
- Identify any other agency that will be invited to send a representative, if the parent consents.
- Identify the transition service needs of the child, including the child's courses of study (such as participation in advanced-placement courses or a vocational education program).
- Identify appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.
- Review and update postsecondary goals annually.

The IEP team may decide to include the child at a younger age, if determined appropriate.

COMPONENTS OF THE POST-SECONDARY TRANSITION SECTION OF THE IEP

Prior to or by the 14th birthday, the child must complete an age-appropriate transition assessment and the IEP must include:

- Post-secondary training and education
- Competitive integrated employment
- Independent living, if applicable
- Appropriate measurable goals based on the age-appropriate assessment for:
 - Postsecondary training and education
 - Competitive integrated employment
 - Independent living (if assessment data supports the need)
- The courses of study
- The transition services/activities needed to assist the child in reaching those goals

FAILURE TO MEET TRANSITION OBJECTIVES

If a participating agency other than the educational agency fails to provide the transition services described in the IEP, the educational agency must reconvene the IEP team to identify alternative strategies to meet the transition objectives written in the IEP.

There is nothing in the Operating Standards that relieves any educational agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that

the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

NON-ACADEMIC AND EXTRACURRICULAR ACTIVITIES

All students with disabilities, including parentally-placed students in nonpublic schools, are afforded the opportunity to participate in any non-academic and extracurricular activities as their nondisabled peers.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

The educational agency ensures written least restrictive environment policies and procedures requirements are met.

The educational agency shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled.

Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

CONTINUUM OF ALTERNATIVE PLACEMENT

Each educational agency must ensure that a continuum of alternative placement is available to meet the needs of children with disabilities. The continuum of alternative placement may include instruction in one or more of these environments during the school day:

- Regular classes – general education with or without supplemental aids/services
- Special classes – resource room or self-contained classroom
- Special schools; separate schools
- Home instruction
- Hospitals, residential treatment, and institutions

Educational agencies ensure provisions are made for supplementary services (such as resource room or itinerant instruction) in conjunction with regular class placement.

EDUCATION PLACEMENT

In determining the educational placement of a child with a disability, including a preschool child with a disability, each educational agency must ensure that the placement decision is:

- Made by a group of qualified professionals, including the parents and other persons knowledgeable about the child
- Based on the interpretation of the evaluation data, and the placement options
- Made in conformity with the least restrictive environment provisions

The child's placement is:

- Determined at least annually
- Based on the child's IEP
- As close as possible to the child's home; unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled. Location does not mean placement. For example, if an educational agency has one multiple disability classroom and it is not in the school building closest to the child's

home, that is not a change on the continuum. The services and access to general education peers are not changing.

In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that the child needs, and the child is not removed from being educated in an age-appropriate general education classroom solely because of modifications in the general education curriculum.

Placing a child on virtual school due to behavior is a change of placement because the child is receiving IEP services in an alternate setting.

STATEWIDE AND DISTRICTWIDE TESTING

The educational agency must have a procedure for testing all children with disabilities to ensure the provision of their accommodations as written in the IEP.

The educational agency ensures that students with disabilities are included in general state- and districtwide assessment programs. Federal laws provide clear expectations that states will align achievement assessments with academic content standards. In Ohio, these are the three ways to assess student achievement of academic content standards:

- Participation in the general assessment with universal or designated supports (most students)
- Participation in the general assessment with allowable accommodations (some students with disabilities and English learners)
- Participation in an alternate assessment (small number of students with the most significant cognitive disabilities)

Accommodations for students with disabilities must be documented on the IEPs. Other accessibility features are not required to be documented to be provided. However, if there is an accessibility feature that an IEP team wants to ensure a student receives, the IEP team should document the feature on the student's IEP.

IEP SIGNATURE

Only the initial IEP requires parents' signature to implement the IEP.

IEP annual reviews, revisions, and amendments do not require a parent's signature to implement the IEP, unless there is a change in placement. Ohio does not require a signature (section 15 of the IEP) but requires the parent to participate in the meetings/decisions. The parent would have signed the participant page of the IEP.

Initial IEP: A parent may give consent to the full IEP services, for partial IEP services, or refuse all services.

Annual review IEP: A parent may sign in agreement with the implementation of the IEP or sign in disagreement to specific services in the IEP.

The parent is required to provide consent for a change in placement.

INITIAL IEP

The initial IEP must be developed within 30 calendar days of the eligibility determination that the child needs special education and related services.

For an initial IEP, the parent must provide consent by signing to implement:

- The special education and related services as specified in the IEP, or
- Certain areas in the IEP, or
- Not initiating special education and related services as specified in the IEP.

Eye examination for initial IEPs

The educational agency in which the child is enrolled ensures that parents are notified that the child is required to undergo a comprehensive eye exam within three months of starting IEP services, unless the child underwent such an examination within the nine-month period immediately prior to being identified with disabilities.

No student shall be prohibited from initiating, receiving, or continuing to receive IEP services prescribed in the student's IEP because he or she has not undergone the required eye examination.

IEP TEAM MEMBERS

Required members of the IEP team include:

- The child's parents
- At least one general education teachers, if the child is or may be participating in the regular education environment
- At least one special education teacher of the child or, where appropriate, a special education provider of the child
- An educational agency may designate an educational agency member of the IEP team to serve as the educational agency representative. A representative of the educational agency who:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
 - Knows the general education curriculum
 - Knows about the availability of resources of the educational agency
- Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously
- Individuals who have knowledge or special expertise regarding the child, including related services personnel, can be invited based on the parents or educational agency determination
- The child must be invited to all IEP meetings starting at age 14 (if appropriate at a younger age)
- Note: The related service provider is not a required team member, unless the related service is the only specially designed instruction that the student receives. Then the related services provider takes the place of the intervention specialist as a required team member.

ADDITIONAL IEP TEAM MEMBERS FOR CHILD UNDER PART C (EARLY INTERVENTION)

At the request of the parent, an invitation to the initial IEP team meeting must be sent to the early intervention service coordinator or another representative to assist with the smooth transition of services.

IEP MEETINGS

Parent participation

The educational agency ensures that one or both parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

- Notifying the parents of the meeting in a reasonable time to ensure that they will have an opportunity to attend
- Scheduling the meeting at a mutually agreed upon time and place

Parent invitation

A notice to a parent regarding an IEP meeting includes the following:

- The purpose
- Time and location of the meeting
- Who will be in attendance:
 - A list of individuals invited, such as the early intervention service coordinator or other representatives of the Part C system at the initial IEP meeting
 - Individuals who have knowledge or special expertise about the child
- If the IEP will be in effect when the child turns 14, and if determined appropriate by the IEP team, the notice must indicate:
 - The child will be invited to the meeting
 - The purpose of the meeting must include:
 - The development of a statement of postsecondary transition services needs
 - Consideration of the postsecondary goals and transition services
 - Any other agency identified as a representative of the child

Other methods to ensure parents participation

If neither parent can attend an IEP team meeting, the educational agency uses other methods to ensure parent participation, including individual or conference telephone calls, virtual meetings consistent with and related to alternative means of meeting participation.

Conducting an IEP team meeting without a parent in attendance

The educational agency keeps a record of its attempts to arrange a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of those calls
- Copies of correspondence sent to the parents and any responses received
- Detailed records of visits made to the parents' home or place of employment and the results of those visits

A meeting can be conducted without a parent in attendance if the abovementioned attempts have been unsuccessful.

General education teacher requirement

A general education teacher who is a member of a child's IEP team, must participate in the development of the IEP, including the determination of:

- Appropriate positive behavioral interventions and supports and other strategies for the child
- Supplementary aids and services, program modifications and support for school personnel

Secondary Transition services participants

- The educational agency invites a child with a disability to attend the child's IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

- If the child does not attend the IEP team meeting, the educational agency takes other steps to ensure that the child's preferences and interests are considered.
- The educational agency invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services with the consent of the parents or a child who has reached the age of majority.

IEP Team attendance and excusal

- All IEP team members are required to participate in the meetings.
- A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a child with a disability and the educational agency agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - The parent and the educational agency consent to the excusal in writing
 - The member submits in writing their input into the development of the IEP to the parent and the IEP team prior to the meeting

Use of interpreters

The educational agency takes necessary measures to ensure that the parent understands the proceedings of the IEP team meeting, such as arranging for an interpreter for parents with deafness or whose native language is other than English or any other necessary accommodations.

IMPLEMENTATION OF IEPs

Each educational agency ensures the IEP is developed and implemented for each child with a disability, and the services identified in the child's IEP are provided as agreed upon with the child's school district of residence.

Each child identified as a child with a disability within its jurisdiction has an IEP on or before the child's third birthday and at the beginning of each subsequent school year.

The IEP shall be implemented as soon as possible following the IEP meeting or within 30 days of special education eligibility determination.

Accessibility of IEP to teachers and others

The educational agency ensures that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for implementing the IEP, and that each teacher and provider is informed of:

- The teacher's and provider's specific responsibilities related to implementing the child's IEP
- The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP

PROGRESS REPORT

IEP and transition progress reports must include:

- A description of progress toward the completion of the IEP goals and transition services provided to the parent at least as often as report cards are issued to all children

- If the school district provides interim reports to all children, progress reports are provided to all parents of a child with a disability concurrent with the issuance of progress reports for students without a disability.

REVIEW AND REVISION OF IEPs

The educational agency ensures the IEP team:

- Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved
- Revises the IEP, as appropriate, to address:
 - Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate
 - The results of any reevaluation conducted
 - Information about the child provided to, or by, the parents
 - The child's anticipated needs or
 - Other matters

In conducting a review of the child's IEP, the IEP team must consider the special factors.

A regular education teacher of the child, as a member of the IEP team, must participate in the review and revision of the IEP of the child.

AMENDMENT AND MODIFICATION OF IEP

If changes are needed to be made to an IEP after the annual IEP review, the parent of a child with a disability and the educational agency may agree to not reconvene a full IEP team meeting for the purposes of making those changes to the IEP, but may develop a written document to amend or modify the child's current IEP.

If the IEP team amends or modifies the current IEP, the educational agency ensures that the child's full IEP team, teachers, and providers are informed of those changes.

The annual review date for the amended or modified IEP does not change. The review date will change upon a complete review and revision of the child's IEP.

After amending the IEP, the educational agency must send a copy of the amended IEP to the parent within 30 days of the date the IEP was amended.

IEP TRANSFERS

IEPs for children who transfer school districts in the same state

When a child with an IEP in effect transfers within Ohio and enrolls in a new educational agency within the same school year, the new educational agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous educational agency), until the new educational agency either:

- Adopts the child's IEP from the previous educational agency, or
- Develops and implements a new IEP that meets the requirements of the Operating Standards **within 30 days.**

IEPs for children who transfer from another state

When a child with an IEP that had been in effect in another state transfers to an educational agency in Ohio and enrolls within the same school year, the new educational agency (in consultation with the parents) ensures FAPE (including services comparable to those described in the child's IEP from the previous out of state school) is provided to the child, until the new educational agency decides if it needs to:

- Adopt the out of state IEP (if determined to meet Ohio requirements, or
- Conduct an initial evaluation (if determined to be necessary by the new school district), or
- Develop and implement a new IEP that meets the requirements of the Operating Standards.

TRANSFER OF RIGHTS AT AGE OF MAJORITY

When a child with a disability reaches the age of majority under Ohio law (eighteen years of age), all rights accorded to parents under Part B of the IDEA usually transfer to the child.

- By the child's 17th birthday, the IEP must include a statement that the child has been informed of the child's rights that will transfer to the child on reaching the age of majority (18 years old).
- The parent and the child must sign and date this section of the IEP.

For children who are incarcerated in an adult or juvenile state or local correctional institution, the educational agency must provide notice to the parent and child of the transfer of rights at age of majority.

All education rights that the parent had would transfer at age of majority to the child who is incarcerated in an adult or juvenile state or local correctional institution.

INCARCERATED YOUTH

The IEP team must amend the child's IEP to address placement at the juvenile detention center or adult jails and make amendments to the IEP as necessary to ensure FAPE is provided to the child.

TRANSMITTAL OF EDUCATION RECORDS BETWEEN EDUCATIONAL AGENCIES

The new educational agency must obtain the child's education records within 30 days of the child's enrollment, including the IEP and supporting documents, as well as any other records relating to the provision of special education or related services to the child, from the previous educational agency in which the child was enrolled.

All special education records must be transferred to the new educational agency or nonpublic school regardless of fees owed to the educational agency.

The previous educational agency must respond to the request for the education records within 30 days of the notification of the child's enrollment into the new educational agency.

Student Discipline

Policy

The school district of residence ensures that children with disabilities, their parents, and public agencies are provided an opportunity to resolve disputes regarding identification, evaluation, or educational placement of a child with a disability or the provision of a free appropriate public education (FAPE).

Procedure

THE EDUCATIONAL AGENCY:

REMOVALS

May remove a child with a disability who violates a code of student conduct from his or her current placement for not more than 10 consecutive school days. The regulation does not permit using repeated disciplinary removals of 10 school days or less as a means of avoiding the change in placement options.⁵

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if:

- The removal is for more than 10 consecutive school days, **or**
- The child has been subjected to a series of removals that constitute a pattern because:
 - The series of removals total more than 10 school days in a school year
 - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals and
 - Additional factors, such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another

Determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

REMOVAL NOTIFICATION

Notifies parent of the decision to remove a child from his or her current placement on the date the educational agency makes the decision and provides the parent with the procedural safeguard notice.

Provides prior written notice to the parent of a child with a suspected or confirmed disability prior to a change in placement that is a result of a disciplinary action.

MANIFESTATION DETERMINATION

Conducts a manifestation determination review within 10 school days of any decision to change the child's placement because of a misconduct violation.

The educational agency and the relevant IEP team members, including parents, must:

⁵ Federal register, vol 71 no. 156 page 46715

- Review all relevant information in the child's file, including the child's IEP, teacher's observations, and any relevant information provided by the parents
- Determine if the conduct in question was caused by the child's disability, or if it was the direct result of the educational agency's failure to implement the child's IEP

If the misconduct was determined to be a manifestation of the child's disability, the IEP team must:

- Conduct a functional behavioral assessment (FBA), **or**
- If an FBA was completed before the behavior that resulted in the change of placement occurred, review the behavior intervention plan (BIP) and modify as needed to address the behavior, and
- Return the child to their prior placement unless the team determined otherwise based on the BIP

If the change of placement is more than 10 days and the manifestation determination hearing concluded that the child's behavior which resulted in the violation was not related to the disability, then the educational agency can proceed as it would with a nondisabled child.

If the removal is a change of placement, the educational agency must provide the parent a prior written notice and the child's IEP team must determine:

- The appropriate services
- The interim alternative educational setting for the child to receive special education and related services

SERVICES

Must, for a child with a disability who has been removed from the child's current placement:

- Continue to provide educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP
- Conduct a functional behavioral assessment
- Provide behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur

The services required may be provided in an interim alternative educational setting.

After a child with a disability has been removed from the child's current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under this rule, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Is only required to provide services during periods of removal to a child with a disability who has been removed from the child's current placement for ten school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

Although not required, educational agencies are encouraged to provide services during such short-term removals to assist children with disabilities to continue to make progress toward their IEP goals

and prevent them from falling behind. (See OSEP's Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions July 19, 2022.)

SPECIAL CIRCUMSTANCES

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the Department of Education and Workforce or an educational agency
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an educational agency, or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an educational agency.

PROTECTIONS FOR CHILDREN NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

A child who has not been determined to be eligible for special education and related services but who has engaged in behavior that violated a code of student conduct may assert any of the protections provided under IDEA if the educational agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

AN EDUCATIONAL AGENCY'S BASIS OF KNOWLEDGE

An educational agency has knowledge that a child is a child with a disability before the behavior that precipitated the disciplinary action occurred, if:

- The parent of the child expressed concern in writing that the child is in need of special education and related services to:
 - A supervisory or administrative personnel of the appropriate educational agency, **or**
 - A teacher of the child
- The parent of the child requested an evaluation of the child, or
- The teacher of the child, or other personnel of the educational agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the educational agency or to other supervisory personnel of the educational agency.

An educational agency would not be deemed to have knowledge if the parent of the child:

- Did not allow an evaluation of the child, or
- Refused services, or
- After an evaluation, the child was determined to not be a child with a disability.

CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE

If an educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

The educational agency eligibility determination decision must take into consideration information from the evaluation conducted by the educational agency and information provided by the parents.

If the child is determined to be a child with a disability, the agency must provide special education and related services.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

May report a crime committed by a child with a disability to appropriate authorities or state law enforcement and judicial authorities.

Non-Public Schools (OAC 3301-51-08)

Policy

Each educational agency locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private schools, including religious, elementary schools, and secondary schools, located in the educational agency's geographical boundaries.

Each school district ensures equitable services and participation for eligible children who are attending a chartered or non-chartered nonpublic school located within the district's geographical boundaries.

The school district ensures timely and meaningful consultation with the chartered and non-chartered nonpublic school officials to determine if any children attending those nonpublic schools are eligible for equitable services.

Procedure

THE EDUCATIONAL AGENCY:

CHILD FIND FOR PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN WITH DISABILITIES

The child find process must be designed to ensure:

- The equitable participation of parentally placed private school children
- An accurate count of those eligible children

DISTRICT PLACEMENT IN NONPUBLIC SCHOOLS

Before a public school district places a child with a disability in, or refers a child to, a nonpublic school or facility, the district must initiate and conduct a meeting to develop an IEP for the child in accordance with the IEP rule.

The educational agency must ensure that a representative of the nonpublic school or facility attends the meeting. If the representative cannot attend, the educational agency must use other methods to ensure participation by the nonpublic school or facility, including individual or conference telephone calls or virtual meetings.

After a child with a disability enters a nonpublic school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the nonpublic school or facility at the discretion of the public educational agency.

If the nonpublic school or facility initiates and conducts these meetings, the public educational agency must ensure that the parents and an educational agency representative:

- Are involved in any decision about the child's IEP
- Agree to any proposed changes in the IEP before those changes are implemented

Even if a nonpublic school or facility implements a child's IEP, responsibility for compliance with this rule remains with the public educational agency and the Department.

CONSULTATION

To ensure timely and meaningful consultation, the school district where the nonpublic school is located must consult with nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities during the design and development of special education and related services for the children regarding the child find process:

- How parentally placed nonpublic school children suspected of having a disability can participate equitably
- How parents, teachers, and nonpublic school officials will be informed of the process

In carrying out the requirements of child find, the educational agency must undertake activities similar to the activities undertaken for the educational agency's public-school children.

When conducting child find, evaluations and service activities, the educational agency where the nonpublic school is located must follow all the IDEA and the FERPA confidentiality requirements when serving children with disabilities attending chartered and non-chartered nonpublic schools.

OUT-OF-STATE PARENTALLY PLACED CHILDREN

Children from out of state who are parentally placed in an Ohio nonpublic school fall under the child find obligation. Each educational agency must fulfill its child find obligations for parentally placed children including religious, elementary schools and secondary schools located in the education agency's geographical boundaries whose residence is in another state.

The child find process must be completed in a time period comparable to that for students attending public schools in the educational agency's geographical boundaries.

The cost of child find requirements, including individual evaluations, may not be considered in the determination that the educational agency has met its obligation to expend proportionate share funds to provide equitable services.

EVALUATIONS

The public school district in which the nonpublic school is located is responsible for conducting the evaluations either directly or through contract.

District of residences are responsible for conducting the evaluations of homeschooled children.

IEP AND INDIVIDUALIZED SERVICES PLAN

Only the public school district in which the nonpublic school is located can develop an individual service plan (ISP). The public school district must initiate and conduct meetings to develop, review, and revise a services plan and ensure that a nonpublic school representative attends each meeting.

Consultation process

The consultation process among the school district where the nonpublic school is located, nonpublic school officials, and representatives of parents of parentally placed nonpublic school children with disabilities, including how the process will operate throughout the school year to ensure that parentally placed children with disabilities identified through the child find process can meaningfully participate in special education and related services.

Provision of special education and related services

How, where, and by whom special education and related services will be provided for parentally placed nonpublic school children with disabilities, including a discussion of:

- The types of services, including direct services and alternate service delivery mechanisms
- How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children
- How and when those decisions will be made
- Written explanation by the school district regarding services

If the school district where the nonpublic school is located disagrees with the views of the nonpublic school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district where the nonpublic school is located shall provide to the nonpublic school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

The services plan must:

- Be developed to meet IEP requirements as outlined in the IEP rule and to the extent appropriate
- Be individually developed for each participating child using the services plan form, i.e., IEP form, included in the school districts' approved forms
- Be developed, reviewed, and revised consistent with the IEP requirements

Homeschooled and parentally placed children who accept the Jon Peterson Special Needs or Autism Scholarship give up the right to FAPE.

THE SCHOOL DISTRICT OF RESIDENCE

Is not required to pay for the cost of FAPE of a child with a disability at a nonpublic school or facility if:

- The school district of residence made FAPE available to the child in the public school, **and**
- The parents elected to place the child in the nonpublic school or facility.

Transportation (OAC 3301-51-10)

Policy

The public school district ensures transportation is provided for a child if transportation is written in the IEP as a related service.

The public school district ensures transportation is provided to a parentally placed nonpublic school child with a disability if it is necessary for the child to benefit from or participate in the services.

Procedure

School district means city, local, exempted village, educational service center, community school, STEM school, boarding school, or county board of developmental disabilities, for purposes of this rule.

Special transportation means vehicle transportation service required by the individualized education program of a child with disabilities or any applicable state or federal law

Children with disabilities in this rule refers to those ages 3-21.

THE SCHOOL DISTRICT

Ensures that:

- Transportation is provided to and from school, between schools, and in and around school buildings during normal school hours and outside of normal school hours if included on the child's individualized education program
- The school district establishes when the child's needs are such that information to ensure the safe transportation and well-being of the child is necessary to provide such transportation

Weekend travel on Saturday or Sunday for residential schools is permitted.

COMMUNITY SCHOOL:

A community school governing authority shall provide or arrange transportation free of any charge for any child with disabilities enrolled in the school for whom the child's individualized education program specifies transportation in accordance with section 3314.091 of the Revised Code.

PARENTALLY PLACED:

For transportation purposes, a child with disabilities that is parentally placed in a nonpublic school shall be entitled to transportation the same as any child without disabilities attending a nonpublic school in accordance with section 3327.01 of the Revised Code.

Comprehensive Coordinated Early Intervening Services

Policy

The school district ensures use of 15% of its IDEA Part B allocation for comprehensive coordinated early intervening services (CCEIS) if the Department determines that a district has significant disproportionality based on race or ethnicity with respect to the identification of children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions.

Procedure

Comprehensive coordinated early intervening services include:

- Activities that include professional development, educational and behavioral evaluations, services and supports to the identified student population as described above
- A review and assessment of the factors contributing to the significant disproportionality, including a lack of access to scientifically based instruction; economic, cultural or linguistic barriers to appropriate identification or placement in particular educational settings; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels, and
- A review of the policies, practices, or procedures contributing to the significant disproportionality, including a policy, practice, or procedure that results in a failure to identify, or the overidentification of, a racial or ethnic group (or groups).

When identified as significantly disproportionate, the district must use 15% of its IDEA Part B Allocation to serve children ages three through grade 12, particularly, but not exclusively, children in those groups identified as significantly disproportionate:

- Children who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment
- Children with disabilities, but not limited only to such children
- Preschool children

Funds must be expended within the period of availability of the fiscal year in which the funds were reserved. The amount budgeted for comprehensive coordinated early intervening services and the budget narrative of the use of funds must be documented in the district's IDEA Part B grant application for the fiscal year in which the funds were reserved.

Educational agencies that are mandated to budget and expend 15% of their IDEA Part B allocation for these services are obligated to track and report the following:

- The amount of the reserved funds that are expended within a fiscal year and any carryover of unexpended funds to the following fiscal year
- The number of students who receive comprehensive coordinated early intervening services

- Of those students who received comprehensive coordinated early intervening services, the number who subsequently received special education and related services within two years after receiving comprehensive coordinated early intervening services

Glossary

College Credit Plus (CCP)

CCP classes are college-level courses that permit students to earn college credit while earning credits to graduate from high school. CCP courses must meet certain standards to maintain college-level accreditation. Districts are not required to implement individualized education programs (IEPs) for CCP classes and college-level courses may not be permitted to implement every accommodation and modification listed in a student's IEP.

Destruction

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Educational Agency

- School districts, including school districts of service, open enrollment school districts, community schools
- The Ohio Department of Youth Services, and joint vocational school districts
- Juvenile justice facilities, educational service centers, county boards of developmental disabilities
- Any department; division; bureau; office; institution; board; commission; committee; authority; or other state or local agency, other than a school district or an agency administered by the Department of Developmental Disabilities, that provides or seeks to provide special education or related services to children with disabilities, unless [Chapter 3323](#) of the Revised Code or a rule adopted by the state board of education specifies that another school district, other educational agency, or other agency, department, or entity is responsible for ensuring compliance with Part B of the IDEA.

Education Records

Records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution and covered under the definition of "education records" in 34 C.F.R. Part 99 (January 14, 2013) (the regulations implementing the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA))

Free Appropriate Public Education (FAPE)

Free appropriate public education (FAPE) means students receive special education and related services that are provided at public expense, under public supervision and direction, and without charge; those services meet the standards of the Department; include an appropriate preschool, elementary school, or secondary school education; and are provided in conformity with a student's Individualized Education Program (IEP).

Individualized Education Program (IEP)

An IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.

Initial Evaluation Team

The initial evaluation team includes the parents and a group of qualified professionals.

Informed Parental Consent

The parent:

- Has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language, or other mode of communication
- Understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom
- Understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Least Restrictive Environment (LRE)

Children with disabilities must be educated in the same environment as children without disabilities as much as possible based on the children's needs. For specific requirements of LRE, see [Ohio Administrative Code 3301-51-09](#).

Modification

- Changes what a student is taught or expected to learn
- Modifications to grade-level learning change the expectation to learn the full breadth and/or depth of content

Parent

- A biological or adoptive parent of a child (**Exception:** unless biological or adoptive parent lacks legal authority to make educational decision for the child)
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not if the child is a ward of the State)
- 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, or
- A surrogate parent who has been appointed.

Participating Agency

Any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

Personally Identifiable Information

Information that contains:

- The name of the child, the child's parent, or other family member
- The address of the child
- A personal identifier, such as the child's social security number or student number, or
- A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

Public Expense

The district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent of the student.

Prior Written Notice

A written notice provided to the parent of the educational agency's proposals or refusal regarding initiating or changing the identification, evaluation or placement of the children.

Re-Evaluation Team

The re-evaluation team includes the IEP team and other qualified professionals.

Student Profiles

Summarize all current and relevant strengths, educational needs and performance levels of the child.

Transfer of student records

Requires schools to provide a transfer student's records to the new school within 5 days of the request. Schools can withhold records if a student owes \$2,500 or more.



College Credit Plus

MEMORANDUM OF UNDERSTANDING

School Year 2025-2026

Between

Kent State University
(hereafter known as IHE)

AND

School District
(hereafter known as LEA)

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SECTION I: INTRODUCTION, DEFINITION, AND PURPOSE

"College Credit Plus Program" (hereafter CCP) means a program that provides multiple opportunities for secondary school students in grades 7-12 who are Ohio residents to enroll in college-level courses on a full or part time basis and complete allowable academic, non-sectarian, non-remedial courses, for high school and college credit pursuant to ORC3365.02 (effective 9/29/2017).

Kent State University allows eligible students entering grades 7-12 to enroll in college courses while attending middle or high school and permits the students to take courses in place of, or in addition to, the normal course load at their high school in its CCP program. Students must apply and be eligible to participate in the program to receive college credit. In addition, students admitted to the program must meet the same requirements as all other college students. College credit earned upon successful completion of the course(s) may be applied towards an Associate Degree or Baccalaureate Degree at Kent State University or may transfer to other colleges and universities.

The primary purpose of the CCP program is to increase the educational options and opportunities for secondary students. Fundamentally, CCP provides the opportunity for students in grades 7-12 to earn credit at the secondary and postsecondary levels simultaneously. The program may also encourage more students to consider post-secondary education. Research indicates that CCP programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban. CCP is not intended to be a substitute for the academic programs and other educational experiences offered by Ohio's high schools.

This Memorandum of Understanding (MOU) includes multiple sections for the different types of CCP course delivery, credentialing and responsibilities of high school instructors, and financial structure for the 2025-2026 Academic Year.

SECTION II: SCOPE

College Credit Plus (CCP) shall be provided in accordance with the terms and conditions of this uniform College Credit Plus Master Agreement (*hereafter* Agreement), which supersedes all previous agreements, versions and addenda.

This Agreement applies to local education agencies (public school districts, locally chartered and state-chartered charter schools, state-supported schools) (*hereafter* LEA).

This Agreement applies to all Kent State University campuses. Separate agreements with each campus are not required. The LEA is encouraged to work directly with their closest Kent State University campus. The LEA may complete agreements with multiple Colleges and Universities. The University may complete agreements with multiple LEAs.

SECTION III: STATE REPORTING

The LEA and IHE shall retain educational records in accordance with Ohio or Federal statutes and record retention regulations and shall collaborate where necessary to provide required statistical information.

SECTION IV: LIABILITY OF PARTIES

CCP status will not affect the institutional liability for students while physically present on the respective campuses of the LEA or IHE. The policies and code of conduct will govern the students while physically present on the respective campuses or while enrolled and participating in distance learning courses. To the extent permitted by Ohio law, each party agrees only to be liable for the acts and omissions of its own officers and employees engaged in the scope of their employment arising under this Agreement, as may be determined by a court of competent jurisdiction, and each party hereby agrees only to be responsible for certain claims with respect to that party's actions in connection with this Agreement. It is specifically agreed that neither party shall indemnify the other party and each party agrees to be responsible for its own defense. The parties agree that nothing in this provision shall be construed as a waiver of the protections, immunities, and limitations for by the laws of the State of Ohio, including but not limited to Ohio Revised Code 9.27. The parties agree that nothing in this provision shall be construed as a waiver of the sovereign or qualified immunity of the University, its employees, and/or the State of Ohio.

Each party warrants and represents that it has adequate insurance coverage for any liabilities arising out of the presence of students on its campus.

SECTION V: STUDENT ELIGIBILITY AND ADMISSION

Steps to Admission

The LEA and IHE shall qualify and advise candidates entering grades 7-12 for CCP participation. For acceptance into the program the IHE will review the following application materials provided by the student:

- a. Evidence student meets or exceeds state CCP remediation free standards as indicated in the "Uniform Statewide Standards for Remediation-Free Status" dated May 2019 (see Appendix C) and/or secondary school transcripts with an unweighted high school GPA of 3.0 or higher or other eligibility requirements.
- b. Online CCP application submitted prior to IHE application deadline: April 15 for Summer; June 1 for Fall; October 15 for Spring enrollment - Applications are FREE of charge
- c. Secondary school transcripts
- d. CCP Permission Form signed by student and parent/guardian
- e. Applications are reviewed holistically in accordance with practices utilized with undergraduate applications for admission

Upon admission, students will participate in required orientation events and will meet with an assigned academic advisor prior to initial course registration. Students will continue to meet with their academic advisor prior to registration each academic term.

Course Approval

Student approval for CCP courses shall be by the IHE representatives on a course-by-course basis each semester based on the student's prior coursework, career pathway, and/or academic readiness. The IHE and LEA agree that this agreement cannot be used by either party to limit participation of a student in enrolling in allowable courses not part of the agreement.

The student must meet course eligibility requirements including but not limited to placement and course prerequisites. The student is limited to no more than 18 semester hours of credit per semester; no more than 30 credit hours per academic year; and not more than the equivalent of four academic years, or one hundred and twenty (120) college credit hours total through the CCP program under division (B) of section 3365.06 of the Revised Code, including those students eligible to start participating in the

program in seventh and eighth grade.

The LEA is responsible for assuring that each student does not exceed full-time status which is calculated as follows:

- 1) Determine student's number of high school ONLY units.
- 2) Multiply that number by 3, and
- 3) Subtract the result from the number 30.
- 4) That number is the total number of college credits that a CCP student may earn that academic year (summer, fall and spring terms) at any college or university as part of CCP.

Course Requirements

The course requirements for high school students enrolled in CCP courses shall be the same as those of regular college students. Course requirements/syllabus information shall include the course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information whether the course is taught at the high school or college location or taught by a credentialed high school faculty member or IHE faculty member.

Eligible Semesters

Eligible students may enroll in CCP courses during Summer, Fall and Spring Semester under this Agreement pursuant to the provisions of ORC 3365.

Academic Standing

Students whose semester and/or cumulative Kent State University GPAs fall below a 2.0 shall be required to meet with their academic advisor to determine the appropriate actions and/or whether that student is eligible to continue in CCP. Students enrolled in CCP are subject to Kent State University policies regarding academic probation and dismissal.

CCP students shall follow the guidelines provided in ORC 3365.091 (effective 9/29/2017) and any other laws or regulations that may come into effect beginning with the summer term of the 2025-2026 academic year and the LEA shall be responsible for monitoring academic progress for students enrolled in multiple IHEs.

The LEA shall be responsible for placing an underperforming student as defined in OAC 3333-1-65.13 (effective 2/15/2018) on CCP probation and dismissing a student from the CCP program according to the guidelines provided within this rule. The LEA shall promptly notify the student, the student's parent, and the IHE in which the student is enrolled of the student's status.

SECTION VI: COURSE ELIGIBILITY AND APPROVAL

The following general eligibility and approval requirements shall apply to all CCP Agreements:

Course Location and Format

CCP courses may be offered at the LEA or at any IHE campus. CCP courses may be delivered during or outside of LEA hours. IHE may offer CCP courses via distance learning (online, hybrid, blended, or compressed video).

Academic Quality of CCP Courses

College courses eligible for CCP credit shall meet the rigor for college credit and be congruent with the

IHE's normal offerings. All students enrolled in the IHE under the CCP program must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered. Classes offered in LEA settings shall conform to the IHE's academic standards, shall follow the same course syllabi, use the same textbook and materials, achieve the same learning outcomes, and be assessed using the same methods as the college course delivered on the college campus. For an LEA seeking adjunct faculty approval for their faculty to teach the college course, the LEA shall contact the University Outreach and Engagement Office contacts outlined in Appendix B. Faculty for all CCP courses shall be evaluated and approved by the appropriate IHE academic unit/department and are expected to meet the requirements set by the IHE and ODHE.

CCP 15 and 30 Credit Hour Pathways

The LEA in collaboration with the IHE shall determine a list of academic courses and 15/30 credit hour Pathways eligible for CCP credit for inclusion under Appendix A. Additional pathways may be created between an IHE campus and school district. These Pathways shall be published among the LEA school's official list of course offerings from which a participant may select pursuant to ORC 3365.13.

Eligible Courses

College courses that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for CCP within the parameters defined by ORC 3365.06 (C) (effective 9/29/2017) and OAC 3333-1-65.12 (effective 2/15/2018) and any other laws or regulations that may come into effect beginning with the summer term of the 2025-2026 academic year. CCP courses may be taken as high school electives or as high school core course credits. Students must complete 15 credit hours in Level I before progressing to Level II. The 15 credit hours may consist of credits earned through AP, IB, or college courses taken at other colleges or universities participating in CCP. Level I courses include:

- 1) Transferable courses: Part of CTAG, OTM, or TAG (i.e., CTAG: Career-Technical Assurance Guides, OTM: Ohio Transfer Module, TAG: Transfer Assurance Guides)
- 2) Courses in computer science, information technology, anatomy, physiology, or foreign language, including American Sign Language
- 3) Technical certificate courses
- 4) 15-credit hour or 30-credit hour model pathway courses
- 5) Study skills, academic or career success skills courses
- 6) Internship courses
- 7) Another course that may be approved by the Chancellor on an annual basis

Upon completion of 15 credit hours in Level I, students may select Level II courses which include any other college courses that are not a Level I course for which they have met prerequisites.

Non-Allowable Courses

Pursuant to Ohio Administrative Code 3333-1-65.12, the following courses are non-allowable unless the Chancellor approves them for certificate or degree completion:

- One-on-one private instruction courses
- Courses with fees that exceed amount set by Chancellor
- Study abroad courses
- Physical education courses
- *PIF* or *SIU* grades (unless the course is an internship or is a transferable course for all students enrolled)
- Remedial courses and Sectarian religion courses

SECTION VII: HIGH SCHOOL DELIVERED COURSES - GUIDELINES

The selection and offering of CCP courses are a shared responsibility between the IHE and each LEA. Each institutional representative is responsible for upholding all course requirements and agreements.

Memorandum of Understanding

The MOU authorizes the offering of CCP courses at participating LEAs. The MOU remains in effect for the academic year of 2025-2026 or until amended with agreement by both parties. See Section XXI for the Signature Page.

Overall Expectations of LEAs

- Adhere to all MOU requirements as noted within this document.
- Ensure that all students considering participation in IHE courses at the LEA location have completed the free online CCP application and have provided supporting documentation prior to the **IHE CCP application deadline dates of April 15 for Summer Semester, June 1 for Fall Semester and October 15 for Spring Semester courses.**
- Submit names, applications, and supporting application documents for all CCP teacher candidates by March 1.
- Support the CCP teacher's attendance for a minimum of three (3) contact hours per year for IHE's required professional development offerings or meetings.
- Course syllabi must be submitted to the IHE academic department and the University Outreach and Engagement office and reviewed prior to the first day of classes for each course offered at the high school location.
- Review IHE course enrollment lists and finalize student enrollment at least 14 days prior to the first day of classes for each course offered at the high school locations. The LEA must provide each participating student's SSID numbers to IHE according to the CCP timeline.
- Communicate all schedule changes immediately to the IHE including add, drop, and withdrawal. Deadlines for each type of schedule change will be established at the beginning of the academic term.
- Adhere to IHE guidelines for minimum and maximum course section enrollments.
- Follow the rules of the CCP legislation as identified by the Ohio Revised Code, Ohio Administrative Code, Ohio Department of Education, and the Ohio Department of Higher Education.

CCP Courses Taught on the LEA Campus and Student Enrollment

CCP courses delivered on the LEA campus may include students who are not enrolled in the college under the following conditions:

- All students in the class follow the same course syllabus, use the same textbook and materials, aspire to achieve the same learning outcomes and are assessed using the same methods as the college course delivered on the college campus; and
- All CCP students (enrolled and therefore receiving college and high school credit) must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered.
- A student (not enrolled in the IHE) shall, along with the student's parents, be notified the student is not earning college credit and would likely be required to retake the course upon college enrollment if college credit is desired. The LEA is responsible for providing this notification in writing.

SECTION VIII: CCP HIGH SCHOOL TEACHERS - CLASSIFICATION, CREDENTIALING, AND MONITORING

Classification of CCP Teachers

CCP teachers are certified or licensed high school teaching employees who have been approved to teach Kent State University courses at those teachers' high schools during the regular school day. These teachers are employed by, and remain employees of the School Districts, not Kent State University.

Teaching Load

CCP teachers are full-time employees of their School Districts and are contractually obligated to teach an assigned number of classes during the day by their School District. Therefore, the number of classes that are offered for CCP is determined by the number of qualifying students and may vary from high school to high school.

IHE Policy and Procedures

Although CCP teachers are full-time employees of the School District wherein each teaches the college course(s), CCP teachers are expected to follow all IHE policies as applicable during the instructional time designated for CCP courses.

Credentialing of CCP Teachers

CCP teachers must meet the minimum credential requirements for postsecondary faculty as described within Chapter 4 of the "Guidelines and Procedures for Academic Program Review" document, published by the Ohio Department of Higher Education, July 2016:

Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants and high school teachers who serve as adjunct faculty members for dual enrollment courses.

1. For general education courses:
 - *Faculty members teaching general education courses must hold a minimum of a master's degree in the discipline or a master's degree and a cohesive set of at least 18 semester credit hours of graduate coursework relevant to the discipline.*
 - *Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors while enrolled in a program to meet credentialing requirements. Examples of such individuals include graduate teaching assistants (GTAs), adjunct faculty members and dual enrollment faculty members*
2. For courses other than general education courses:
 - *Faculty members must hold a terminal degree or a degree at least one level above the degree level in which they are teaching:*
 - *At least a bachelor's degree if teaching in an associate degree program*
 - *At least a master's degree if teaching in a bachelor's degree program*
 - *A terminal degree if teaching in a graduate program.*

³ A "cohesive set" of courses is a program of study that includes disciplinary content comparable to that which would be obtained in a master's degree program in the discipline. The program of study should be planned in collaboration with experts in the discipline and preferably completed at a single institution.

- *Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors during their educational programs. Examples of such individuals include graduate teaching assistants (GTAs) or adjunct faculty members who are working toward meeting the faculty credentialing requirements.*
 - *Faculty members teaching technically- or practice-oriented courses must have practical experience in the field and hold current licenses and/or certifications, as applicable.*
 - *For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.*
3. *The following expectations apply to all faculty members:*
- *Faculty members must hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services.*
 - *Where professional accreditation or licensing standards for faculty differ from the Chancellor's standards, faculty members are expected to meet the higher standards.*
 - *Faculty members must show evidence of continuing professional development in the discipline.*
 - *Faculty members who teach online courses must be prepared for teaching in an online environment*
(Source: Ohio Department of Higher Education, 2015)

CCP Course Monitoring Process

The IHE is responsible for ensuring that all CCP courses are taught by qualified teachers regardless of class location (i.e., college campus, high school campus, or satellite site). The IHE will monitor the quality of instruction in CCP courses in order to assure compliance with the standards established by the State of Ohio, the Higher Learning Commission, the College, the School District, and discipline specific accrediting bodies.

Course monitoring will include the following:

- Establish opportunities for CCP teachers to meet with appropriate IHE faculty to discuss the particular requirements for the courses and department as needed;
- Provide CCP teachers with information detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, and other pertinent information;
- Coordinate Professional Development activities for the CCP teachers; and
- Conduct at least one observation for each teacher during the first year of review that the CCP Instructor is teaching the college-level course at the high school and at least once per year thereafter. The time for observations should be coordinated with the CCP instructor and building principal prior to the observation. The observation process will utilize the same criteria as for full-time and/or adjunct faculty.

SECTION IX: CCP HIGH SCHOOL TEACHERS - APPLICATION PROCESSES

The responsibilities of the LEA and IHE as well as the process for application and approval for CCP teachers are outlined as follows:

The LEA designee will:

- Identify prospective CCP teachers who will meet the credentialing criteria by March 1 of each

year. **Only under specific and unanticipated circumstances might additional teachers be considered after March 1 for the upcoming school year.** Such circumstances include consideration of a new hire after the March 1 deadline owing to an unexpected retirement or resignation. IHE maintains the sole discretion whether to consider any CCP teachers after the March 1 deadline.

- Assist their teacher with the application process which will include but may not be limited to submitting transcripts, cover letter, and application.

The IHE will:

- Communicate with the LEA about the qualifications for CCP teachers.
- Meet with the prospective CCP teacher to answer questions and discuss the required expectations.
- Evaluate the prospective CCP teacher's credentials and transcripts before forwarding the documents to the appropriate Department Chair, Academic Dean, or Provost.

CCP Teacher Application Process

A high school teacher who is identified as a prospective CCP teacher must complete the IHE application process which includes:

- Kent State University online CCP Instructor Application form located on the Kent State CCP website (www.kent.edu/ccp).
- Resume including three professional letters of recommendation (Kent State University Department Chair will have the option to conduct reference checks).
- Undergraduate and graduate college or university transcripts from all institutions attended.
- Any additional information required to determine eligibility to teach the content material.

Approval Process

The approval process for the CCP teacher who will teach a college course will be consistent with the standards used to hire a faculty member for the course taught on the IHE campuses. Merely having the credentials to teach college courses is no assurance of approval into the program. The department chair has full authority to interview and to make the final decisions regarding the approval and dismissal of teachers teaching CCP courses in the high schools based on credentials, teaching experience, presentation, subject knowledge, and other instructional factors related to the subject matter.

A high school teacher who is identified as a prospective CCP teacher must be approved by the IHE department chair in the teaching discipline, the Academic Division Dean, or the Provost and meet the same qualifications as IHE faculty. **The IHE Provost (Chief Academic Officer) has the final and official approval authority of CCP teachers.**

In accordance with Ohio law, and with guidance from the Ohio Department of Education, teachers must have a completed background check on file with the district office. Refer to the Ohio Department of Education website for background check requirements. Kent State University will also conduct a background check prior to final approval of the CCP Instructor.

Initial Approval of High School Teacher as CCP Teacher

Department Chair and the University Outreach and Engagement office will utilize the following procedures as part of the approval process:

- University Outreach and Engagement will build the candidate's application packet and when complete forward the packet to the appropriate academic Chair or Dean.
- Chair or Dean reviews and confirms that the candidate's academic credentials meet minimum requirements.

- An interview and/or assessments may be required as part of the application process.
- The academic department will inform the University Outreach and Engagement of the candidate's status.
- Upon approval, the Office of Academic Personnel will provide the candidate with instructions regarding the process for completing a background check for the University and obtaining a \$0 teaching contract.

Conditional Approval of High School Teacher

If a High School Teacher does not meet the minimum credential requirements but is conditionally approved to teach a CCP course, the "Credentialing of CCP Faculty" form must be completed by the high school teacher, high school principal, and signed by the Provost of Kent State University. The form identifies the plan for teachers to obtain the necessary requirements within a specific timeframe.

Continuation of High School Teacher as CCP Teacher

After initial approval, a CCP teacher may continue teaching CCP courses without the need to undergo the approval process again contingent upon the following items:

- 1) CCP courses being taught continuously each year in the same discipline and/or teaching area;
- 2) CCP teacher teaching the course adequately meets all evaluation requirements, departmental requirements, responsibilities, and procedures including participation in at least three (3) hours of professional development provided by the IHE annually.

SECTION X: RESPONSIBILITIES OF CCP HIGH SCHOOL TEACHERS

Curriculum, Course Competencies, and Teaching Requirements

- CCP teachers will utilize the provided course syllabi document and will customize fields as appropriate. The syllabus may not be altered other than adding customized information in the allowable fields. No other logo other than Kent State University's may be included on the syllabus. The teacher's Kent State University email address must be included on the syllabus. Any syllabus that does not meet these requirements will be returned to the teacher and a new syllabus must be created.
- The syllabus must be submitted to Kent State University **prior to** the first week of instruction with one copy to the academic department and one copy to the University Outreach and Engagement office.
- Only the approved CCP teacher will teach the course. If a CCP teacher is unable to teach the course, arrangements must be made by contacting IHE prior to an extended absence.
- CCP teachers will notify students concerning their academic progress prior to the last day to drop/withdraw from the IHE course.
- LEA teachers, as instructors for the IHE in CCP courses taught at their school location are bound by the protections provided to college students by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. All educational records with identifiable student information are required to be safeguarded per University policy 3342. 5 - 08.101
<https://www.kent.edu/policyreg/operational-procedures-and-regulations-regarding-collection-retention-and-dissemination>.

- CCP teachers will post formative and summative grades for assignments and exams on the IHE learning management system on a regular basis. Any grades posted to a secure LEA site must be restricted to student view only to comply with FERPA.
- Mid-term grades are not permitted to be published on the high school grade report or transcript, nor utilized in determining high school GPA or class standing.
- **Enrollment Verification, Midterm, Final and official** grades must be reported within the Kent State University FlashLine portal in a timely manner.
- All grades and information contained in the IHE learning management system and FlashLine portal are considered maintained by the IHE and subject to the same FERPA protections as afforded to any students enrolled in college coursework. CCP teachers are responsible for safeguarding identifiable information and providing FERPA protections to CCP students enrolled in courses taught at their high school location.
- CCP teachers are required to attend IHE departmental planning meetings and staff development activities, including CCP training workshops and engage in a minimum of three hours of documented professional development provided by the IHE each academic year.

Textbooks and Required Materials

- CCP teachers are expected to use approved textbooks (whether hard copy or digital) and required materials for the IHE course.
- Textbooks must be college-level and approved by the Department Chairs.
- The textbooks and materials must be available to the students on the first day of class.
- Textbooks and materials may be obtained by contacting the IHE University Bookstore for the campus through which the course is being taught or may be obtained from another vendor.
- IHE will contact LEAs with changing textbook information as applicable. IHEs must confirm current editions of textbooks with the University Bookstore prior to purchasing textbooks from other vendors.

Contact Hours Pertaining to CCP Teachers

- CCP teachers are obligated to meet the minimum required number of contact hours for the course(s) taught per semester. While courses may have variable start dates, all courses must follow the IHE end of term, final exam, and grade submission dates.
- In order to ensure meeting the required contact hours, CCP teachers are expected to make up lost contact hours.
- In line with the importance of contact hours and attendance, students may not be added to a course after the "last date to add" deadline, unless an error in the registration process occurred.

Student Evaluation of Instructor Performance

CCP teachers will be evaluated once each semester by the students using the same course evaluation instruments utilized on the IHE's campuses. The evaluation information will be disseminated to the CCP teachers in advance to share with students approximately two weeks prior to the end of the academic semester. The course evaluation may be completed online or on paper depending on the IHE's decision for distribution.

SECTION XI: CONTINUATION OF CCP COURSE OFFERINGS AT HIGH SCHOOL

This MOU is a binding agreement and, should either party fail to adhere to its responsibilities therein, the removal of CCP courses will be considered if the infraction is not corrected after documentation.

SECTION XII: GRANTING OF COLLEGE CREDIT

Transcripts

The IHE is responsible for maintaining the college transcript for each student. All CCP approved courses are identified on the college transcript as regular college-level course work.

The LEA is responsible for maintaining the secondary school transcript. The IHE will provide official course grades to the LEA at the conclusion of the academic term and after course grades have been finalized. The LEA will post the actual course title, IHE name, and grade earned in the college course to the student's high school transcript. In cases where no grade is reported for a course, where a grade of "I" (incomplete) is reported, or where a grade change occurs after final grades have been posted, the student will request a transcript be sent to their LEA to verify corrected course grades.

Mid-term grades are not permitted to be published on the high school grade report or transcript, nor utilized in determining high school GPA or class standing.

Upon a student's request, the IHE will provide an official college transcript showing credit for the completed college-level course work. Depending upon the type of transcript requested, a service fee may be required. Students can access and print unofficial copies of their transcripts through their FlashLine portal.

SECTION XIII: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA")

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student education records, both financial and academic. For the student's protection, FERPA limits the release of student record information without the student's explicit written consent; however, it also gives the student's parent(s)/guardian(s) the right to review those records if the parent(s)/guardian(s) claim the student as a dependent on their Federal Income Tax Return.

Communication with Parents for Students in Courses Delivered at High Schools:

CCP students are college students, and their educational records are protected by FERPA legislation. Students enrolled in college courses, regardless of the classroom location, are protected and communication must be carefully distributed.

CCP teachers for Kent State University must adhere to FERPA legislation. **Note that while enrolled in college courses, FERPA limits ALL instructors, including CCP teachers, to provide performance information only to the student without prior consent from the student.**

Kent State University requires that each CCP teacher verify with the University that a valid FERPA Release Form and/or an approved Parent/Guardian Verification of Student Dependent Status form is in place at the University for any participating student prior to the release of any protected information. Students may complete a FERPA release online through their FlashLine account or may complete a paper release form found online at <https://www.kent.edu/registrar/ferpa-forms> and submit this to the Kent State University Registrar.

In the event that a high school CCP teacher identifies a need to contact a student's parent proactively

regarding progress in the college course, they may only do so if a signed FERPA Release form is on file with the University.

Communication with Parents for Students in Courses Delivered at IHE Locations:

Students may grant Kent State University permission to release information about their student records to a third party (including parents, stepparents, etc.) by completing a FERPA Release Form online through their FlashLine account or completing a paper release form found online at <https://www.kent.edu/registrar/ferpa-forms> and submit this to the Kent State University Registrar. In the absence of a student initiated FERPA release, parent(s)/guardian(s) may submit a Parent/Guardian Verification of Student Dependent Status form for review to the University Registrar.

SECTION XIV: STATE REPORTING

The LEA and IHE shall retain educational records in accordance with Ohio or Federal statutes and record retention regulations and shall collaborate where necessary to provide required statistical information.

SECTION XV: APPEALS

Each student has the right to appeal decisions concerning the CCP program. The LEA and IHE shall have a student appeals process. LEA and IHE decisions are final.

SECTION XVI: RELEVANT LAWS

At all times, the parties agree to follow and be responsible for their own compliance with all local, state and Federal laws and regulations related to the CCP program, including but not limited to the provisions of section 3333-1-65, et seq. of the Ohio Administrative Code, as amended. At any time, should a party's inability to comply with the law interfere with that party's ability to adhere to the terms of this Agreement or should such inability impede that party's eligibility under this program, the other party shall have the right to suspend or terminate this Agreement. Notwithstanding the foregoing, the parties shall take all reasonable actions to mitigate any effects of such action upon currently enrolled students.

SECTION XVII: NONDISCRIMINATION

Each party agrees to comply with all applicable laws regarding affirmative action and equal employment opportunity in connection with this Agreement and each party further agrees not to discriminate against any person or group of persons on the basis of race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, or identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran.

SECTION XVIII: MARKETING, ADVERTISING AND PROMOTION

LEA and IHE shall cooperatively market the CCP program by:

- Equally promoting the Agreement to partner's students and their families, as well as to the communities served by the partner through each entity's website.

- LEA shall provide IHE with reasonable access to LEA students, parents and counselors to allow IHE to market and promote the program.

LEA shall market the CCP program by:

- Identifying this agreement with IHE in the required annual notice to students, in the required annual information session, in the annual program of studies, and on the school website.
- Providing IHE with advanced notification and an opportunity to present during the LEA's annual CCP informational sessions.
- Providing IHE with reasonable access to partner students, parents and counselors to allow IHE to market and promote the program.
- Assisting IHE in mailing promotional materials to partner students and parents by providing their home addresses.

IHE shall market the CCP program by:

- Identifying this agreement with the LEA on the CCP website.
- Providing an annual session for IHE counselors to meet with LEA representatives regarding the CCP program.

Each party shall, prior to the issuance of any news or press release marketing the program, provide notification and a copy of the release to the other party.

The LEA must adhere to the use of the IHE logo and signage guidelines which will be provided to LEA upon request.

SECTION XIX: FINANCIAL STRUCTURE AND COST SHARING

1. The IHE will retain all State Support of Instruction (SSI) funds for students completing CCP courses.
2. The cost of textbooks, course materials and supplies including access codes will be incurred by the school district unless alternative arrangements have been made with the campus through which the student(s) is(are) enrolled and the IHE shall waive payment of all other fees related to participation in the program pursuant to ORC 3365.07 with the exception of students enrolled under ORC 3365.06 (A).
 - 1) The LEA can choose to initiate and maintain an account with the IHE University Bookstore and can elect to purchase textbooks and materials through other vendors. Students shall have the required course textbooks and materials available by the first day of classes.
 - 2) Students can participate in the Kent State University Flash books initiative whereby textbooks are made available electronically at a cost savings to the district. This initiative is currently limited to a finite number of specified course sections. Billing for Flash books materials will be invoiced to districts separately from the IHE University Bookstore partner.
3. The IHE will invoice based on the following formula subject to approval by the Chancellor, Ohio Department of Higher Education:

High School Delivery - Option A:

For courses taught by a high school teacher approved by the IHE at the LEA location, the rate will be the State of Ohio default floor amount established in the 2025 state budget (to be determined upon approval of the biennial state budget) x number of credit hours/course x number of students.

High School Delivery - Option B:

For courses taught by an IHE faculty member at the LEA location, the rate will be the State of Ohio default midpoint amount established in the 2025 state budget (to be determined upon approval of the biennial state

budget) x number of credit hours/course x number of students.

On Campus Delivery:

For courses taught by a university faculty member at an IHE location, the cost will be the State of Ohio default ceiling amount established in the 2025 state budget (to be determined after approval of the biennial state budget) x number of credit hours/course x number of students.

Distance Learning Delivery:

For courses being taught via distance learning, the cost will be the State of Ohio default ceiling amount established in the 2025 state budget (to be determined after approval of the biennial state budget) x number of credit hours/course x number of students.

Necessary tutoring for special education students and accommodations for ADA qualifying students will be the responsibility of the LEA in consultation with the IHE. CCP students will have access to student resources at the IHE.

SECTION XX: TERMS AND CONDITIONS

The initial term of this Agreement shall be from July 1, 2025, to June 30, 2026. This Agreement may not be altered or modified by any party adhering to it, with the exception of the Appendix. The IHE may modify the list of college credit plus courses in the Appendix of this Agreement. Modifications to the Appendix must be submitted to the LEA prior to the beginning of a new semester. This Agreement shall expire on June 30, 2026.

Either party may terminate this Agreement for cause upon written notice to the other party if the other party fails to cure any material breach of this Agreement within thirty (30) days after receiving written notice of such breach. In the event of such failure to cure, this Agreement will terminate on the 30th day after such notice is provided. In the event of termination, both parties will work together to mitigate any effects of such termination upon currently enrolled students.

Should any provision of this agreement be found to be invalid, illegal, or unenforceable for any reason, the invalidity or unenforceability of such provision shall not affect the validity of the remaining provisions hereof. Non-enforcement of any provision of this agreement by either party shall not constitute a waiver of that provision, nor shall it affect the enforceability of that provision or of the remainder of this agreement.

This Agreement shall be interpreted and construed in accordance with the laws of the State of Ohio.

This Agreement shall constitute the entire agreement between the parties and fully supersedes any and all prior agreements or understandings, written or oral, between the parties pertaining to the matters set forth herein.

This Agreement shall not be amended, modified, or changed unless agreed such amendment is (i) in writing; (ii) refers to this Agreement; and (iii) executed by an authorized representative of each party.

SECTION XXI: APPROVALS

IHE (Kent State University):


Provost

11 December 2024
Date


Senior Vice President for Finance and Administration

12/11/2024
Date

LEA

(Partnering Secondary School Name)


Superintendent/Headmaster/Chief School Administrator

12/23/2024
Date


Treasurer

01/10/2025
Date

APPENDIX A

Listing of Authorized College Credit Plus Courses 15/30 Credit Hour Pathway

This appendix shall contain the courses included in Kent State University's 15/30 credit hour pathway. The courses listed on the following page are representative of the suggested Kent State University CORE classes. Students participating in the CCP program are not required to take these specific courses, rather they are provided as a demonstration of the typical courses into which a new college freshman might enroll.

Participating students meet with an IHE academic advisor to plan courses to be taken through CCP that will apply toward a specific certificate, associate degree or baccalaureate degree program and meet the parameters defined by ORC 3365.06 (C) (effective 9/29/2017) and OAC 3333-1-65.12 (effective 2/15/2018) and any other laws or regulations that may come into effect beginning with the summer term of the 2019-2020 academic year. CCP courses may be taken as high school electives or as high school core course credits. The applicability of the course(s) selected by the student to their high school program of study must be confirmed with their school counselor.

Course Enrollment Restrictions:

Students must complete 15 credit hours of courses designated as Level I before progressing to Level II. The 15 credit hours may consist of credits earned through AP, IB, or college courses taken at colleges or universities participating in CCP. Students must complete 15 credit hours in Level I before progressing to Level II. The 15 credit hours may consist of credits earned through AP, IB, or college courses taken at other colleges or universities participating in CCP. Level I courses include:

- 1) Transferable courses: Part of CTAG, OTM, or TAG (i.e., CTAG: Career-Technical Assurance Guides, OTM: Ohio Transfer Module, TAG: Transfer Assurance Guides)
- 2) Courses in computer science, information technology, anatomy, physiology, or foreign language, including American Sign Language
- 3) Technical certificate courses
- 4) 15-credit hour or 30-credit hour model pathway courses
- 5) Study skills, academic or career success skills courses
- 6) Internship courses
- 7) Another course that may be approved by the Chancellor on an annual basis

Upon completion of 15 credit hours in Level I, students may select Level II courses which include any other college courses that is not a Level I course.



College Credit Plus Pathways

Students participating in College Credit Plus select course(s) to be taken after consultation with both their high school counselor and their Kent State University academic advisor. Course enrollment may be determined by placement recommendations, course prerequisites, academic goals, high school graduation requirements, intended college major, and course availability.

The 15 and 30 credit hour Pathways below represent a sample of courses that may be taken by a typical full-time, first year college student. Additional specific Pathways can be created between the LEA and IHE to address student needs. CCP students may select from courses that are not part of the 15 and 30 credit hour Pathways and are not required to attend Kent State University full time. They are limited to no more than 18 credit hours per semester and no more than 30 credit hours total per academic year. Students should refer to the Kent State University Roadmaps available online at: catalog.kent.edu as a guide to the Kent CORE and additional required courses for a specific major or degree program of interest to them.

15 Credit Hour Pathway

Kent State University Course Name & Number	Course Prerequisite	College Credits
ENG 11011 - College Writing	Placement	3
Kent CORE Mathematics or Critical Reasoning Course	See Catalog	3-5
Kent CORE Humanities or Fine Arts Course		3
Kent CORE Social Science Course		3
Kent CORE Basic Science Course	See Catalog	3-5
Total Credits:		15

30 Credit Hour Pathway (includes 15 Credit Hour Pathway above)

Kent State University Course Name & Number	Course Prerequisite	College Credits
Kent CORE English course	See Catalog	3
Kent CORE Mathematics or Critical Reasoning Course	See Catalog	3-5
Kent CORE Humanities or Fine Arts Course		3
Kent CORE Social Science Course		3
Kent CORE Basic Science Course	See Catalog	3-5
Total Credits:		15

APPENDIX B

Kent State University Campus Contacts

Kent State University
650 Hilltop Drive
Kent, OH 44242
330-672-1980

Dana Lawless-Andric, Ph.D.
Senior Associate Vice President
University Outreach & Engagement
Kent State University
www.kent.edu/uoe
dlawless@kent.edu
OR
CCP@kent.edu

Donald Bean
Director, College Credit Plus, Academic Partnerships and Student Engagement
University Outreach & Engagement
Kent State University
dbean3@kent.edu
OR
CCP@kent.edu

Kristin Bechter
Director, College Credit Plus, Policy and Data Management
University Outreach & Engagement
kbechter@kent.edu
OR
CCP@kent.edu

APPENDIX C

College Readiness Indicators for CCP Students

	ACT	SAT ¹	Accuplacer ²	
			Classic	Next Gen
English Sub Score	18	Evidence Based Reading & Writing 480	Sentence Skills 88 OR on 5 on Writeplacer	NextGen Writing 263 or above OR 5 on Writeplacer
Reading Sub Score	22		80	NextGen Reading 250
Mathematics Sub Score	22	530	55 CLM	QAS – 263+
				AAF – 263+

Adapted from "Uniform Statewide Standards for Remediation-Free Status," dated April 2019

¹ Scores reflected on this table apply to the current version of the SAT; scores obtained on exams prior to 2017 will need to be cross walked to these thresholds.

² Accuplacer Classic was warehoused in January 2019. The Classic "cut scores" will remain on the chart for students who were assessed prior to 2019.

Chippewa Local Schools

2025-2026 School Year Calendar **2nd Reading**

Exhibit 6

Staff 14
Students 9

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 Teacher Flex Day
12 New Teacher Orientation
13 Teacher Prof Day
14 Teacher Prof Day
15 Teacher Work Day
18 Convocation
19 First Day for Students

Staff 18
Students 18

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

6 Chipp Time
13 No School
16 Presidents' Day -
No School
20 Chipp Time
27 Chipp Time

Staff 20
Students 20

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day - No School
8 Fair Day - No School
19 Chipp Time
26 Chipp Time

Staff 17
Students 17

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6 Chipp Time
13 Chipp Time
20 Chipp Time
20 End of 3rd 9 weeks
23-27 Spring Break -
No School

Staff 22
Students 22

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Chipp Time
10 Chipp Time
17 Chipp Time
17 End of 1st 9 weeks
24 Chipp Time
31 No School

Staff 21
Students 21

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Good Friday – No School
10 Chipp Time
17 Chipp Time
24 Chipp Time

Staff 17
Students 17

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 Chipp Time
14 Chipp Time
21 Chipp Time
26-28 Thanksgiving Break -
No School

Staff 20
Students 19

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Chipp Time
8 Chipp Time
15 Chipp Time
25 Memorial Day –
No School
28 Last Day For Students
28 End of 4th 9 weeks
29 Teacher Work Day

Staff 14
Students 14

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Thanksgiving Break-
No School
5 Chipp Time
12 Chipp Time
19 Chipp Time
22-31 Winter Break -
No School

Chipp Time - Early Release Fridays - 35 minutes early

September 19, 26
October 3, 10, 17, 24
November 7, 14, 21
December 5, 12, 19
January 9, 16, 23, 30
February 6, 20, 27
March 6, 13, 20
April 10, 17, 24
May 1, 8, 15, 22

Staff 19
Students 19

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Winter Break -
No School
9 Chipp Time
9 End of 2nd 9 weeks
16 Chipp Time
19 M.L. King Day -
No School
23 Chipp Time
30 Chipp Time

1 st nine weeks	42 Days
2 nd nine weeks	45 Days
3 rd nine weeks	47 Days
4 th nine weeks	42 Days
Total Student Days	176 Days

1 Convocation Day	
3 Teacher Work Days	
2 Conference Days	
2 Professional Dev Days	
Staff Days	184

Calamity make-up days will be as follows,

Day 1 – June 1	Day 4 – June 4
Day 2 – June 2	Day 5 – June 5
Day 3 – June 3	

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Chippewa Local School District Board of Education ("Board") and the Chippewa Local Teachers Association ("Association") (collectively known as "the Parties"), on this 10th day of January 2025, in order to address certain matters between them.

WHEREAS, the Board and the Association are parties to a Master Agreement for the period of July 1, 2023, through June 30, 2026; and

WHEREAS, Article XI, *Other Compensation, D. Class Coverage* references Appendix F – *Class Coverage Reimbursement Form* of the 2023 Master Agreement, and includes terms, conditions, and provisions relative to the payment of substitute salary to employees; and

NOW, THEREFORE, the Parties hereby agree as follows:

1. Article XI, *Other Compensation, D. Class Coverage* references Appendix F – *Class Coverage Reimbursement Form* shall be amended as follows:

D. Class Coverage

1. A master list of willing employees to cover classes will be created at the beginning of each school year and cycled through.
2. An employee may be requested to cover a class or duty of an absent employee. An employee who agrees to substitute during his/her planning period and thus surrenders all or part of his/her planning period, shall be compensated at the rate of twenty dollars (\$20.00).
3. A class coverage reimbursement form will be issued to those who volunteer for any duty under this section (Appendix F).
4. This section is not applicable for situations where two (2) or more employees, for the convenience of each other and with the principal's approval, agree to perform this duty.
5. Class coverage reimbursement forms (Appendix F) shall be turned into the building office where they will be kept until two (2) weeks before the end of the semester/year when they will be forwarded to the Treasurer for payment.
6. When no outside substitute is available for a K-6 employee, classes may be restructured so that students are added to the classrooms of other grade-level teacher employees for the day, if the employees agree to accept the extra students. An employee who agrees to accept the extra students shall be compensated at the substitute teacher daily rate of pay, and that compensation shall be split equally between two or more employees who accept the extra students.

7. A "specials" teacher employee shall be compensated at the rate of twenty dollars (\$20.00) for any period when the class is "doubled" due to another employee's absence. "Specials" include art, music, physical education, technology.
8. When an intervention specialist employee assigned to one classroom is required to leave that classroom and cover one period of absence of another employee, the intervention specialist shall be compensated at the rate of twenty dollars (\$20.00) for the period, with the understanding that make-up intervention services may need to be provided during the intervention specialist's planning period.
2. This MOU shall prevail over any contrary provision in the Master Agreement or any successor agreement. To the extent that any provision in the Master Agreement or successor agreement has changed under this MOU, all other provisions in the Master Agreement or successor agreement shall remain in full force and effect as written.
3. This MOU shall set no precedent in any other matter between the Parties, now or in the future, and shall not be referred to by any party in any other matter unrelated to this MOU or in regard to any other employee.
4. This MOU constitutes the entire agreement between the Board and the Association regarding the issues outlined herein. There are no other written or verbal agreements, understandings, or arrangements between the Parties regarding the issues outlined herein. Any amendment to this MOU must be reduced to writing and signed by the Parties.

WHEREFORE, the undersigned have executed this Memorandum of Understanding as of the date set forth above with full authority to bind the parties hereto.

**FOR THE CHIPPEWA
EDUCATION ASSOCIATION**

BY: _____
Carolyn Garbinsky, President

**FOR THE CHIPPEWA LOCAL SCHOOL
DISTRICT BOARD OF EDUCATION**

BY: _____
Todd Osborn, Superintendent

DATE: _____

DATE: _____