SPECIAL UPDATE - OCTOBER 2026 CO

02 - Policy Disposition Sheet

Special Update - October 2026 Policy Disposition Sheet

ADOPTED Dec 16, 2026 · REVISED Oct 26, 2026

DISPOSITION OF NEW/REVISED/REPLACEMENT
POLICIES FOR BOARD ADOPTION

Special Update - October 2026

Coding for District-Specific Edits
*1 = drafted by District staff
*2 = if the material was a work for hire, that is, material the District paid someone else to develop but from whom the District purchased the rights to publish
*3 = if the material is copyrighted to someone else from whom the District has secured permission to publish the material
(No code is needed for accepting Neola's vetted material)

Policy Number	Date Adopted	District-Specific Edits (1, 2, or 3)	Date Tabled	Date Rejected
po2623	12/16/2026			
po2623.01 New	12/16/2026			
po2623.02	12/16/2026			
po2623.03 New	12/16/2026			
po2675 New	12/16/2026			
po5330.02	12/16/2026			
po5460	12/16/2026			
po8390	12/16/2026			

SPECIAL UPDATE - OCTOBER 2026 CO

po2623

Special Update - October 2026 Revised STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES

ADOPTED Dec 16, 2026 · REVISED Oct 26, 2026

Revised Policy - Special Update

2623 - **STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES**

The Governing Board shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this Educational Service Center ("Center").

The Board shall administer the State-mandated tests (e.g., diagnostic assessments, and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a State-mandated, test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) days following the scheduled date. The Board shall annually report, not later than June 30th, the number of students who have not taken one (1) or more of the State-mandated, tests to the State Board of Education.

The Center shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

A. communicating standards of ethical assessment practice;

B. communicating security procedures for assessment;

C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;

D. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;

E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, or mathematics~~, social studies, or science~~ achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least annually, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The Superintendent shall develop a program of testing that includes:

A. administration of State-mandated, tests (e.g., diagnostic assessments and achievement tests), at no cost to students, in accordance with the provisions of A.C. 3301-13-02;

B. performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading;

C. Center or teacher-made achievement or performance tests;

D. tests of mental ability;

E. norm-referenced achievement tests.

"Achievement test" means "a test, aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of knowledge or skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement."

"Alternate assessment" means "the use of an assessment instrument, other than the Ohio achievement tests or diagnostic assessments, that meets the requirements of all applicable Federal and State laws and A.C. 3301-13-03."

"Diagnostic assessment" means "an assessment aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three (3), as defined in R.C. 3301.079."

"End-of-course exams" means "the college and work ready assessments selected by the Department of Education and Workforce and the Chancellor of Higher Education that are aligned

with academic content standards and model curriculum and designed to measure a student's level of academic achievement."

"Performance standards" means "a score adopted by the State Board of Education indicative of a particular level of academic achievement at a designated grade for each achievement test or alternate assessment."

"State-mandated assessments or tests" means "an achievement assessment prescribed under section 3301.0710 of the Revised Code or an end-of-course examination under section 3301.0712 of the Revised Code."

The Superintendent shall develop:

A. procedures for the regular collection of student performance data;

B. a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and

C. procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

For any student who failed to demonstrate at least a score at the proficient level on an achievement test during the preceding school year, the Board shall provide appropriate intervention services commensurate with the student's test performance in each such test area, including intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012. This provision does not apply to any student receiving services pursuant to an individualized education program.

The Board shall require that:

A. by June 30 each year, parents are provided with the score of any State-mandated assessment or test administered to their student;

Results will be sent via mail or email or, alternatively, will be posted to a secure portal that families can access on the Center's or school's website. R.C. 3313.6029

B. **(X)** parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;

C. **(X)** data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board's student records policy;

D. **(X)** the aggregate results of each school-wide, program-wide, and Center-wide test be made part of the public record.

Summer remediation services shall meet the following conditions:

A. the remediation methods are based on reliable educational research

B. testing will be conducted before and after students participate in the program to facilitate monitoring results of the remediation services

C. the parents of participating students will be involved in programming decisions

D. the services will be conducted in a school building or community center and not on an at-home basis

The Board shall keep records for each student including the following:

A. a unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2)

B. a list or designation of which tests are required and which tests are not required

C. a list or designation of which tests, required or not required, are taken and which are not taken at each test administration period

D. score for each test taken, required or not

E. whether each student attained the requisite performance standard designated for each required test

F. what, if any, tests must still be taken

G. whether or not intervention must be provided, and

H. for each test required for graduation, the date passed must be recorded on the student's transcript

No information shall be on the student's transcript for a test not passed.

When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

For each student required to be offered intervention services, the Board shall involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the Board shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

Except as authorized by State law, the Board shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher grade level.

All identified students with disabilities in the Center shall be considered for participation in the State-mandated testing. Except as otherwise required by law, the ~~The~~ extent of the student's participation shall be determined by the IEP Team. Accordingly, the student's IEP shall require that the student take:

A. the required assessments in the same manner as other students;

B. the required assessments with accommodations appropriate for the student's disability; or

C. an alternate assessment that has been approved by the State Department of Education and Workforce ("DEW").

To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

The Superintendent shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests, including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Superintendent.

~~**[DRAFTING NOTE: SELECT FROM THE FOLLOWING OPTIONS]:**~~

[X] ~~**[OPTION #1]**~~

After July 1, 2017, no student will spend more than two percent (2%) of the school year taking state assessments, including the Ohio graduation tests, college and work ready assessment systems, and any Center-wide assessment for all students in a specified subject area or grade level. Students will not spend more than one percent (1%) of the school year on diagnostic or practice assessments to prepare for the above assessments. Students with disabilities are exempt from this requirement, as are related diagnostic assessments for students who failed the English

language arts achievement assessment, substitute examinations, or examinations to identify a gifted student.

~~**[END OF OPTION #1]**~~

~~**[ ] [OPTION #2]**~~

~~The Board has held a hearing and adopted a resolution authorizing the Center to exceed state diagnostic and practice testing time limits, and state assessment and Center-wide subject and grade level testing time limits on the percentage of the school year that may be spent during the school year to prepare for and take those assessments.~~

~~**[END OF OPTION #2]**~~

This policy shall be reviewed and updated annually.

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Legal
A.C. 3301-13, 3301-35
R.C. 3301.079, .0710, .0711, .0712, .0714, .0715, .0729
R.C. 3313.608, 3313.608(D), 3313.6012, 3313.6029

Mid-Ohio ESC

SPECIAL UPDATE - OCTOBER 2026 CO

po2623.01

Special Update - October 2026 New ACADEMIC INTERVENTION

ADOPTED Dec 16, 2026 · REVISED Oct 26, 2026

New Policy - Special Update

2623.01 - **ACADEMIC INTERVENTION**

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

Qualifying Students

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

A. The student has an individualized education plan ("IEP") that includes services related to traumatic brain injury or a significant cognitive disability (unless the student's parent or guardian and Educational Service Center ("Center") have determined the services would be appropriate for the student); or

B. A student attends a dropout prevention and recovery community school as defined in R.C. 3314.02.

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

Provision of Academic Intervention Services

Academic intervention services are evidence-based and aligned with a student's assessed level of skill. They provide accelerated learning and skill mastery where possible to help the student demonstrate grade-level skills in math and/or ELA. These services are provided in addition to, and not as a replacement for, existing academic instruction and other services provided to the qualifying student. Students who are placed on a reading improvement and monitoring plan ("RIMP") or who have an individual education plan ("IEP") are still eligible to receive academic intervention services. Center staff will collaborate so that academic intervention services, RIMPs, and IEPs are aligned and services are coordinated to the extent practicable and appropriate.

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

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

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

A. High-dosage tutoring, which is aligned with the student's classroom instruction through a State-approved vendor, or a locally approved option that aligns with high-dosage tutoring best practices. High-dosage tutoring will include instruction time delivered at least three (3) days per week, or at least fifty (50) hours over thirty-six (36) weeks, and may be

incorporated into a student's regular classroom instruction. To the extent practicable, the Center will endeavor to provide students with the same tutor.

B. Additional instruction time.

C. Extended school calendar.

D. Participation in a learning support program.

E. ~~_____.~~ **~~[DRAFTING NOTE: The law permits a center to provide any other academically-centered support service locally determined to improve the student's academic performance. Specifically identified additional services may be included in this section of the policy.]~~**

F. Any other academically centered support service that the Center determines will improve the student's academic performance.

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

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

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

Parent Notification

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

EMIS Reporting

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

A. Number of qualifying students enrolled in the Center;

B. The number of qualifying students who receive academic intervention services in math, ELA, or both; and

C. The number of qualifying students receiving academic intervention services from the Center directly, through a vendor, or both.

Additionally, the Center reports as directed by DEW:

A. the core curriculum and instructional materials being used for ELA in grades pre-kindergarten through five (5);

B. the reading intervention programs being used in grades pre-kindergarten through twelve (12);

C. the core curriculum and instructional materials being used for math in grades kindergarten through twelve (12); and

D. the math intervention programs being used in grades kindergarten through twelve (12).

Cross References
po2623.02 - THIRD GRADE READING GUARANTEE

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

Mid-Ohio ESC

SPECIAL UPDATE - OCTOBER 2026 CO

po2623.02

Special Update - October 2026 Revised THIRD GRADE READING GUARANTEE

ADOPTED Dec 16, 2026 · REVISED Oct 26, 2026

Revised Policy - Special Update

2623.02 - **THIRD GRADE READING GUARANTEE**

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

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

The Educational Service Center ("Center") shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

Definitions

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

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

Assessment of Reading Skills Program

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

Diagnostic assessments in reading ~~, as approved by the Ohio Department of Education and Workforce (DEW),~~ shall be given by September 30th of each year for students in grades kindergarten ~~one (1)~~ through three (3). All students, including students with significant cognitive disabilities, are required to participate in the assessment ~~, with the exception of students with significant cognitive disabilities or other disabilities as authorized by the DEW on a case-by-case basis. For kindergarten students, the kindergarten readiness assessment shall be administered not earlier than the first day of July of the school year and not later than the 20th day of instruction for that school year. For students enrolled in first, second, or third grade, the diagnostic assessments in reading shall be administered at least once annually (R.C. 3313.608, 3301.0715)~~.

The Center will not administer reading diagnostic assessments from multiple providers to the same student unless one of the following apply:

1. An additional diagnostic assessment in reading is indicated by the student's individualized education program ("IEP").

2. The results of the student's diagnostic assessment in reading indicate that additional assessment is necessary to determine if the student is at risk of dyslexia.

3. Any other reason as determined appropriate by DEW.

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

The Center shall administer the ~~each applicable~~ diagnostic assessment to any student who transfers into the Center or into a different school within the Center who did not take a diagnostic assessment at the student's previous school during the current school year ~~unless the student is excused from taking the assessment as provided for in the preceding paragraph~~. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer and shall be the same assessment taken by all other students in the Center. If the Center cannot determine whether the student has already taken an approved reading diagnostic in the current school year, the Center will administer the test. If a transfer student has taken a reading diagnostic assessment administered at their previous school, the Center may use the diagnostic's on track/not on track results. The Center may also choose to reassess the student using the reading diagnostic administered to other students in the Center ~~(R.C. 3301.0715)~~.

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

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

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

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

2. a description of current services provided to the student

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reading Improvement and Monitoring Plan (RIMP)

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

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

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

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

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

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

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

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

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

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

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

Reporting Requirements

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

Promotion/Retention

No student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3301.0710(A)(3) on the assessment prescribed to measure skill

in English language arts (ELA) expected at the end of third grade unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C), or one (1) of the following applies:

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

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

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

D. all of the following apply:

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

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

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

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

E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three (3); or

Any such student shall continue to receive intensive reading instruction in grade four (4). The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

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

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

Intensive Remediation Services

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

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

The Center shall provide the option for students to receive reading intervention services from one (1) or more providers other than the Center. Both the Center and the DEW have the authority to screen and approve such providers.

Interventions for students who have been retained may include:

A. small group instruction;

B. reduced student-teacher ratios;

C. more frequent progress monitoring;

D. tutoring or mentoring;

E. transition classes containing third and fourth grade students;

F. summer reading camp; or

G. extended school day, week, or year.

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

Nothing in this policy shall prevent the Center from assigning a teacher to teach reading to any student who is an English Learner and has been in the United States for three (3) years or less, or to a student who has an individualized education program ("IEP"), if that teacher holds a DEW-

approved alternative credential or has successfully completed DEW-approved training that is based on principles of scientifically research-based reading instruction.

This policy shall be reviewed and updated periodically as necessary.

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

Mid-Ohio ESC

SPECIAL UPDATE - OCTOBER 2026 CO

po2623.03

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

ADOPTED Dec 16, 2026 · REVISED Oct 26, 2026

New Policy - Special Update

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

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

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

A. An additional diagnostic assessment in mathematics is indicated by the student's individualized education program ("IEP").

B. Any other reason as determined appropriate by DEW.

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

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

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

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

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

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R.C. 3301.079, 3301.0715

Mid-Ohio ESC

SPECIAL UPDATE - OCTOBER 2026 CO

po2675

Special Update - October 2026 New ADVANCED MATHEMATICS PLACEMENT AND PROMOTION

New Policy - Special Update

2675 - **ADVANCED MATHEMATICS PLACEMENT AND PROMOTION**

~~**[DRAFTING NOTE: In accordance with changes adopted through Senate Bill 19, educational service centers are required to adopt a policy no later than December 22nd, 2026.]**~~

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

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

~~**[OPTIONAL LANGUAGE]**~~

~~**[DRAFTING NOTE: Centers are expected to select one of the options below, and are permitted to redetermine the option selected annually.]**~~

B. **[X]** Achieves a designated score, as determined by the DEW, on a mathematics diagnostic assessment selected by the Educational Service Center ("Center") and an accomplished level of skill on a State mathematics achievement assessment.

~~**[END OF OPTIONAL LANGUAGE]**~~

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

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

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

In accordance with rules adopted by DEW, each qualifying student in sixth grade will be enrolled in a mathematics course for seventh grade that combines math standards for seventh and eighth grade into one (1) year. In eighth grade, the student will be enrolled in Algebra I, provided that the student achieves at least a proficient level of skill on the required state mathematics achievement

assessment prescribed for eighth grade which will be taken at the end of seventh grade. Students who are enrolled in Algebra I will take the end-of-course examination which is required for graduation.

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

The Center will notify parents/guardians of sixth grade students who qualify for enrollment in the seventh grade advanced mathematics course. Parents/guardians will be informed of the option to opt out of the course by submitting **(X)** a written request ~~- **( )** on the Center-approved form~~ ~~**[END OF OPTIONS]**~~. Students whose parents/guardians opt out will not be enrolled in the course in seventh grade.

The Center may provide any students enrolled in the Center with advanced learning opportunities in mathematics, including enrollment in advanced courses such as Algebra I, if the principal, in consultation with teachers and parents, determines the student meets requirements of the course or would benefit from advanced learning opportunities.

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Mid-Ohio ESC

SPECIAL UPDATE - OCTOBER 2026 CO

po5330.02

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

REVISED Oct 26, 2026

~~**Revised Policy - Special Update**~~

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

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

The Superintendent's policy/administrative guidelines shall:

A. identify the location(s) in each school building where the epinephrine delivery systems Epi-Pens shall be stored;

B. specify the conditions under which epinephrine delivery systems Epi-Pens must be stored, replaced, and disposed of;

C. specify the individuals employed by or under contract with the Board, in addition to a licensed school nurse and licensed athletic trainer, who may access and use epinephrine delivery systems Epi-Pens in emergency situations;

D. specify the training that Board employees or contractors (besides school nurses or athletic trainers) must complete before being authorized to access and use epinephrine delivery systems Epi-Pens ;

E. identify the emergency situations, including when an individual exhibits signs and symptoms of anaphylaxis, in which a school nurse, athletic trainer, or other trained employee/contractor may access and use an epinephrine delivery system Epi-Pen ;

F. specify that assistance from an emergency medical service provider (911) must be requested immediately after an epinephrine delivery system Epi-Pen is used; and

G. specify individuals, in addition to students, employees, contractors, and visitors, to whom a dosage of epinephrine may be administered through an epinephrine delivery system Epi-Pen in an emergency situation ; and :

H. permit students to possess and use an epinephrine delivery system as prescribed by a licensed health professional who is authorized to prescribe drugs.

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

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

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

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

Mid-Ohio ESC

SPECIAL UPDATE - OCTOBER 2026 CO

po5460

Special Update - October 2026 Revised GRADUATION REQUIREMENTS

Revised Policy - Special Update

5460 - **GRADUATION REQUIREMENTS**

In order to acknowledge each student's successful completion of the instructional program, appropriate to the achievement of Educational Service Center ("Center") goals and objectives as well as personal proficiency, the Governing Board awards a diploma to eligible students at a graduation ceremony.

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

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

Course Credits Required for Graduation

[DRAFTING NOTE: CHOOSE OPTION #1 OR OPTION #2]

[ ] [OPTION #1]

The requirements for graduation from high school include earning _____ (___) **[Enter amount, minimum of twenty (20)]** units of credit in grades nine (9) through twelve (12) as established in State law and this Board and fulfilling the requirements of one (1) graduation pathway that has been approved by the State. All students must complete at least two (2) semesters of fine arts .

[END OF OPTION #1]

[OR]

[ ] [OPTION #2]

The requirements for graduation from high school include earning _____ (___) **[Enter amount, minimum of twenty (20)]** units of credit in grades nine (9) through twelve (12) as established in State law and this Board and fulfilling the requirements of one (1) graduation

pathway that has been approved by the State . To graduate, students must earn _____ (___) **[Enter amount, minimum of twenty (20)]** units of credit in grades nine (9) through twelve (12) as follows:

[NOTE: Adjust "Units Required" numbers up from statutory minimum listed if Center has additional requirements.]

Subject	**Units Required**
English Language Arts **[Minimum of four (4) credits]**	_____
Health **[Minimum of one-half (1/2) credit , which consists of at least sixty (60) hours of instruction]**	_____
Physical Education **[Minimum of one-half (1/2) credit , which consists of at least 120 hours of instruction]**	_____
Mathematics **[Minimum of four (4) credits]** (must include one (1) unit of algebra II or equivalent of algebra II or one (1) unit of advanced computer science. Parents must sign a written statement acknowledging that not taking algebra II might negatively impact college admissions decisions before a student may substitute advanced computer science for algebra II. Students may fulfill one-half (1/2) unit of mathematics by completing a financial literacy course, provided that the one-half (1/2) unit does not take the place of algebra II or its equivalent, or a course that requires completion of an end-of-course examination. Students who take one (1) unit of advanced computer science in lieu of algebra II may not complete financial literacy to satisfy any additional mathematics course requirements, but must instead take the course as an elective. Students who are enrolled in a career technical program may complete a career-based pathway math course as an alternative to algebra II or advanced computer science.)	_____

Science **[Minimum of three (3) credits]** (must include one (1) unit physical sciences, one (1) unit of life sciences, and one (1) unit advanced study in one (1) or more of: chemistry, physics, other physical science, advanced biology or other life science, astronomy, physical geology, or other earth or space science, computer science.)	__ ___ ___ ___ _
Social Studies **[Minimum of two (2) credits]** (must include at least one-half (1/2) unit in world history and civilizations.) History and Government **[Minimum of one (1) credit]** (must include one-half (1/2) unit of American history, one-half (1/2) unit of American government.)	__ ___ ___ ___ _
Electives **[Minimum of five (5) credits]** (must include one (1) or any combination of a foreign language, computer coding, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, a junior reserve officer training corps (JROTC) program approved by the U.S. Congress, or English Language Arts, Mathematics, Science, or Social Studies courses not otherwise required.)	__ ___ ___ ___ _

[END OF OPTION #2]

[END OF OPTIONS]

All students must receive instruction in economics and financial literacy during grades nine (9) through twelve (12). Financial literacy includes one-half (1/2) unit that includes a minimum of sixty (60) hours of instruction, taken either in lieu of one-half (1/2) unit of mathematics or as an elective. Students may fulfill the financial literacy instruction requirement through the successful completion of an advanced placement course in microeconomics or macroeconomics.
[DRAFTING NOTE: A governing board may adopt a policy that excuses a student from taking financial literacy through the center if they participate in a financial literacy program offered through a student branch or bank. Select this option to permit this exemption.]

[ ] [OPTIONAL LANGUAGE]

The Governing Board permits students to be excused from the financial literacy instruction requirement if the student participates during high school in a financial literacy program offered through a student branch or a bank.

The program must meet or exceed the academic content standards and model curriculum for financial literacy and entrepreneurship instruction adopted by the Department of Education and Workforce ("DEW"). Students must participate in the program for the equivalent of one-half (1/2) credit, which State law defines as at least sixty (60) hours of instruction.

Students may only be excused from the financial literacy requirement by participating in an approved program. The Superintendent will place approved programs on a list maintained by the

Center after verifying each program aligns with Ohio's Learning Standards and model curriculum.

Prior to being excused from financial literacy, a student must complete an exemption request form that is signed by both the student and parent/guardian. The form must be accompanied by written verification signed by a representative of the student branch or bank of the student's attendance, successful program completion, and student achievement (if documented). The ( ) Superintendent ( ) building principal [END OF OPTION] will review the exemption request and accompanying records prior to approving the exemption. The Center will circulate information about the financial literacy exemption by _____.

[END OF OPTIONAL LANGUAGE]

Additionally, all students must receive instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator from an approved source during grades nine (9) through twelve (12) unless the student is exempted from such training due to a disability or by written request of the parent.

[ ] - Physical Education Waiver

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

[END OF OPTION - PHYSICAL EDUCATION WAIVER]

Credit may be earned by:

A. completing coursework;

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

C. pursuing one (1) or more educational options in accordance with the Center's Credit Flexibility Program.

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

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

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

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

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

Demonstration of Competency Competency Requirements

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

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

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

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

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

1. Foundational Options: earning a score of proficient or higher on three (3) or more State technical assessments in a single career pathway; obtaining an industry-recognized credential or group of credentials totaling twelve (12) points in a single career field; completing an approved pre-apprenticeship or apprenticeship in a chosen career field; providing evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen (18) years of age or older; or obtaining a State-issued license for practice in a vocation that requires an examination.

2. Supporting Options: completing 250 hours of a work-based learning experience with evidence of positive evaluations; obtaining an OhioMeansJobs-readiness seal; attaining a workforce readiness score selected by the State.

A. ~~Obtain a remediation-free score in the math or English subject areas on the ACT or SAT.~~

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

1. ~~Foundational Options: obtain proficient scores on three (3) or more WebXams in a single career pathway, earn a twelve (12) point approved industry-recognized credential or group of credentials, or complete a pre-apprenticeship program recognized by the Ohio State Apprentice Council, a registered apprenticeship in the student's chosen career field, or show evidence of acceptance into an approved apprenticeship program restricted to participants eighteen (18) years of age or older.~~

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

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

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

~~Demonstration of Readiness~~ Readiness Requirements

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

A. ~~Seal of Biliteracy;~~

B. ~~OhioMeansJobs-Readiness Seal;~~

C. ~~Industry-Recognized Credential Seal;~~

D. ~~College-Ready Seal;~~

E. ~~Military Seal;~~

F. ~~Citizenship Seal;~~

G. ~~Science Seal;~~

H. ~~Honors Diploma Seal;~~

I. ~~Community Service Seal;~~

J. ~~Fine and Performing Arts Seal;~~

K. ~~Student Engagement Seal;~~

L. ~~Technology Seal.~~

~~Honors Diploma~~

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

~~Commencement~~

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

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

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

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

Special Update - October 2026 Revised ANIMALS ON EDUCATIONAL SERVICE CENTER PROPERTY

ADOPTED Dec 16, 2026 · REVISED Oct 26, 2026

Revised Policy - Special Update

[~~DRAFTING NOTE: This template includes optional language addressing therapy dogs and facility dogs. This language is offered for your consideration and use when appropriate to your esc. Neola offers this language without a recommendation on the topic. Rather, you should consult with local legal counsel to discuss the liabilities and complexities associated with having therapy dogs and/or facility dogs on school property Optional language regarding therapy/comfort animals is included in this template. Note: Neola does not recommend including such animals, due to the liabilities and complexities of such authorization. However, given the widespread nature of such practice, optional language providing structure to such approval is offered for use at the discretion of client centers. It is strongly recommended that such action be thoroughly explored with the center's legal counsel and approval sought from the Board~~ .]

8390 - **ANIMALS ON EDUCATIONAL SERVICE CENTER PROPERTY**

Introduction

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

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

Definitions

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

B. **"Service animal"**: pursuant to 28 C.F.R. Section 35.104 ~~36.104~~, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a

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

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

C. **"Assistance dog"**: pursuant to Ohio Revised Code §955.021, means "a dog that has been trained by a nonprofit or for-profit special agency and that is one of the following: (1) a guide dog (i.e., a dog that has been trained or is in training to assist a blind person); (2) a hearing dog (i.e., a dog that has been trained or is in training to assist a deaf or hearing-impaired person); or (3) a service dog (i.e., dog that has been trained or is in training to assist a person with a mobility impairment). The term includes an assistance dog accompanying a person protected by ORC § 955.43 and a dog in training to become an assistance dog when accompanied by its trainer. An assistance dog may also qualify as a service animal under Federal law, but the terms are not interchangeable, and the Center shall apply the access rights provided by the law applicable to the individual and dog. For purposes of this definition, "person with a mobility impairment" means "any person who is subject to a physiological impairment regardless of its cause, nature, or extent that renders the person unable to move about without the aid of crutches, a wheelchair, or any other form of support, or that limits the person's functional ability to ambulate, climb, descend, sit, rise, or perform any related function. Further, "person with a mobility impairment" includes a person with a neurological or psychological disability that limits the person's functional ability to ambulate, climb, descend, sit, rise, or perform any related function. Finally, "person with a mobility impairment" includes a person with a seizure disorder and a person who is diagnosed with autism.

D. **(X) "Emotional Support Animal"**: Emotional support animals that provide emotional support, comfort, well-being, or companionship, but are not individually to individuals, but

are not trained to perform disability-related specific work or tasks. An emotional support animal is not a service animal, an assistance dog, a facility dog, or a therapy dog merely because its presence benefits an individual. A psychiatric service animal that is individually trained to perform work or tasks directly related to an individual's disability is a service animal and is not an emotional support animal.This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". (See 28 C.F.R. Section 35.104) ~~Emotional support animals provide comfort to individuals but are not trained to perform a specific job or tasks. This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". (See 28 C.F.R. 36.104)~~

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

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

~~**[ ] [OPTIONAL LANGUAGE]**~~

~~**[DRAFTING NOTE: The following section should be included in the policy**~~ **only** ~~**if the Center intends to require this of any animal brought onto Center property for official purposes or on a regular/recurring basis.]**~~

~~**Vaccination, Licensing, and/or Veterinary Requirements**~~

~~Animals housed on or brought on to Center property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to Center property on a regular basis for any purpose, including service animals, must meet every~~

~~veterinary requirement set forth in State law and County regulation/ordinance including, but not limited to, rabies vaccination or other inoculations required to be properly licensed.~~

~~**[END OF OPTIONAL LANGUAGE]**~~

Assistance Dogs Under Ohio Law

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

Service Animals for Students

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

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare ~~**( )** , or supervision, **[END OF OPTION]**~~ of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on Center property or at Center-sponsored events.

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

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, the Center shall determine the handler's status and any applicable screening or access requirements based on the individual's role and applicable law. If the handler is determined to be a volunteer, the person ~~that individual shall be treated as a volunteer and, as such,~~ will be subject to Policy 8120.

Removing and/or Excluding a Student's Service Animal

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

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

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

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

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

Eligibility of a Student's Service Animal for Transportation

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

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and the student's parents, or eligible student, and the handler, if the handler is someone other than the student, shall meet with the **(X)** Principal ~~**( )** Transportation Supervisor **( )** **[OTHER]** _____ **[END OF OPTIONS]**~~ to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the **(X)** Principal ~~**( )** Transportation Supervisor **( )** **[OTHER]** _____ **[END OF OPTIONS]**~~, an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

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

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

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

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

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

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

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the ~~( ) Transportation Supervisor ( ) Principal~~ **(X)** Director ~~**[END OF OPTIONS]**~~.

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

Service Animals or Emotional Support Animals for Employees

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

Service Animals for Parents, Vendors, Visitors, and Others

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

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

Non-Service Animals in Schools and Elsewhere on Center Property

Animals permitted in schools and elsewhere on Center property shall be limited to animals ~~those~~ necessary to support approved ~~specific~~ curriculum-related projects and activities, service

animals and assistance dogs entitled to access under Federal or State law; **(** X **)** facility dogs **(** X **)** therapy dogs **[END OF OPTION** authorized under this policy; emotional support animals required by a student's IEP or Section 504 Plan or otherwise authorized under this policy (including as a reasonable accommodation for an employee pursuant to the Americans with Disabilities Act); and other animals specifically approved by the Superintendent (e.g., Police K-9 dogs) ~~S]~~ ~~those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law~~ .

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

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

1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;

2. take precautions deemed necessary to protect the health and safety of students and other staff;

3. provide that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and

4. keep the surrounding areas in a clean and sanitary condition at all times;

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

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

~~**[ ] [OPTIONAL LANGUAGE]**~~

~~**Emotional Support Animals for Students**~~

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

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

~~**[END OF OPTIONAL LANGUAGE]**~~

[X] [OPTION FOR ALLOWING CERTIFIED THERAPY DOGS AND/OR FACILITY DOGS ON CENTER GR~~OUNDS~~]

~~**[DRAFTING NOTE: The Center may include references to both facility dogs and therapy dogs, or only one category of dog.]**~~

Facility Dogs and Therapy Dogs

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

A. Documentation that a facility dog and its assigned handler have been evaluated and registered through a credentialing organization appropriate for facility dog work, such as an organization accredited by Assistance Dogs International, or that a therapy dog and its

handler have been evaluated and registered through an appropriate therapy dog credentialing organization, such as the American Kennel Club Canine Good Citizens Program, Alliance of Therapy Dogs, or another program approved by the Superintendent. ~~Documentation of certification as a therapy dog from the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.~~

B. Documentation of an educational purpose for the therapy dog or facility dog and a regular appraisal period for continuation.

C. Documentation that the therapy dog or facility dog is not younger than one (1) year old and is properly licensed according to local requirements.

D. Documentation from a licensed veterinarian that the therapy dog or facility dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.

E. Documentation of liability insurance covering the dog while on Center property or participating in Center activities. For a facility dog, the insurance shall be maintained by the Center unless coverage is provided through an approved community partnership or other arrangement. For a therapy dog, the insurance shall be maintained by the handler ~~Documentation of an insurance policy that provides liability insurance for the therapy dog while on Center grounds~~.

F. With respect to a therapy dog, documentation ~~Documentation~~ that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog and the therapy dog's care, cleaning, feeding, and cleanup while on Center grounds.

G. Agreement that the handler and the therapy dog or facility dog ~~therapy dog and handler~~ will abide by school rules and any specific rules for the therapy dog's or facility dog's presence on Center grounds.

Authorization for a facility dog or therapy dog to be on Center grounds will be suspended if the dog is not under the handler's control; is not housebroken; poses a direct threat to the health or safety of others; shows aggression or materially disruptive behavior; or otherwise materially interferes with the educational environment. The Center will consider reasonable measures to address allergies, fear, or other health-related concerns without automatically excluding the dog when competing needs can be accommodated. Reinstatement of authorization for the facility dog or therapy dog to be on Center grounds requires approval by the **(** X **)** Superintendent _____ ~~[END OF OPTIONS]~~. The Superintendent may withdraw authorization for a therapy dog to be on Center grounds when the approval requirements are no longer satisfied or the dog's continued presence is inconsistent with the approved purpose. ~~( ) [OTHER]~~ ~~Authorization for a therapy dog to be on Center grounds will be suspended if the therapy dog is the source of an allergic reaction,~~

~~causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on Center grounds requires approval by the ( ) Superintendent ( ) [OTHER] _____ [END OF OPTIONS] . Authorization for a therapy dog to be on Center grounds may be withdrawn at any time by the Superintendent.~~

[END OF OPTION - THERAPY DOGS AND/OR FACILITY DOGS]

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