

Federal Notifications

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Career Advising Policy

Policy No.: (to be assigned) Policy on Career Advising

Effective Date: 5.19.2015

The purpose of this policy is to comply with the requirement of section 3313.6020 of the revised code by adopting a policy on career advisement. In order to fulfill this requirement, the Board hereby adopts the following:

The school shall provide students with grade-level examples that link a student's school work to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.

The school shall provide career advising to students in grades 6-12 which includes meeting with or documenting attempts to meet with each student at least once annually to discuss academic and career pathway opportunities.

ECOT will provide additional interventions and career advising for students who are identified as at risk of dropping out of school: These include:

- a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
- b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
 - Before developing a pupil Student Success Plan, ECOT staff will invite the student's parents, guardian or custodian to assist. If the adult does not participate in the plan development, ECOT will provide the adult a copy of the plan, a statement regarding the importance of a high school diploma and a listing of the pathways to graduation available to the student.

ECOT will train its staff on how to advise students on career pathways, including the use of tools available in OhioMeansJobs K-12 and other online sources provided by the school.

ECOT will provide multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit. Information on courses that can award students both traditional academic and career-technical credit will be provided as well.

ECOT will maintain documentation on career advising on each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.

ECOT will provide the supports necessary for students to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

Child Find Notification

ECOT has a special education screening program to locate and screen all children with suspected disabilities. ECOT follows its policies and procedures to ensure services are in place to identify, locate and evaluate all children with disabilities, regardless of their situations, who have significant, individual needs and require intensive interventions through special education and related services. For more information, please call 1.888.326.8395 ext.: 2217

Internet Safety Policy- Section 2441(b)

339 Internet Safety/Internet Acceptable Use Policy

Effective Date: January 22, 2013

The Electronic Classroom of Tomorrow (ECOT) is committed to keeping its students safe by making them aware of the dangers that are on the internet. In an effort to educate our students and to keep them safe, ECOT will take the following steps:

ECOT Resources (ECOT issued personal computers, internet and intranet sites):

1. Continue to install a filter on ECOT- issued personal computers which blocks access to “obscene” material or material deemed “harmful to juveniles” as defined under Ohio law. The filtering requirement is established in Ohio Revised Code 3314.21.
2. ECOT personnel will continue to monitor ECOT Connect, ECOT’s social networking site, for inappropriate posts. In addition to admonishing students with respect to inappropriate posts, ECOT will utilize this site to post reminder to students regarding appropriate on-line behaviors consistent with ECOT’s student code of conduct.
3. ECOT will continue to advise parents that it reserves the right to monitor personal computers owned by the school and operated by the student in order to ensure the computer is not being used to transmit content that is obscene, harmful or contrary to ECOT’s Code of Conduct.
4. All requests for access to intranet site which are accessible to students will continue to be screened by the school librarian to ensure the sites do not contain materials which may be considered obscene or harmful to juveniles.

In General:

1. All students will be offered the opportunity to view a course captioned “cyber bullying and internet safety” produced by E-tech Ohio. This video will discuss safety and security issues concerning chat rooms, posting of personal information and other concerns/precautions which should be taken when students are utilizing the internet. Content will be modified in order to ensure it is age appropriate.
2. ECOT staff will continue to explore ways to educate students regarding on-line safety.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to view the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

McKinney-Vento Homeless: Section 722(g)(7)(A)

Policy Number 411 – Homeless Students

Adopted 3.27.04

Revised 1.27.15

Revised and Rewritten 12.1.15

Revised 7.26.16

Students and their families may experience homelessness. Homelessness can occur for a number of reasons. A family is considered homeless if they are sharing housing with a friend or family member due to the loss of their own housing on account of economic hardship such as unemployment or eviction. A family is considered homeless if they are living somewhere which is not intended to be a permanent residence. Examples would be when families are living in a shelter, hotel or their car due to inability to secure fixed, regular and adequate housing [the definition includes migratory students who meet the criteria for homeless]. The McKinney-Vento Homeless Education Assistance Act contains a comprehensive definition of which students are considered homeless, 42 U.S.C. S. 11434. ECOT adopts and incorporates that definition into this policy.

ECOT is a public school and like all public schools, it must provide equal educational opportunities to all students, even those who are experiencing homelessness. If a family has lost permanent housing, they are entitled to receive the following services from ECOT:

- Immediate enrollment, even if they cannot produce all of the documentation required for school enrollment such as proof of residency or the child's birth certificate. ECOT's Admissions Policy 241.1 provides further guidance with respect to enrolling homeless students including unaccompanied homeless youth (not in the physical custody of a parent or guardian and lacking regular, fixed, adequate housing). A student experiencing homelessness is entitled to immediate enrollment even if ECOT has established an end of year enrollment deadline if the student's failure to enroll before the deadline was due to their being homeless.
- ECOT cannot implement any procedure or policy which would make it more difficult for these students to enroll, participate, succeed or remain at ECOT. These students will be provided with the same educational opportunities and services as students who are not experiencing homelessness. For example, homeless students with disabilities will be provided with the same educational opportunities and services as other qualifying students. These educational opportunities and services include but are not limited to 504 Plans, Individual Education Programs (IEPs) and health plans.
- Students who are homeless cannot be segregated or discriminated against in any way.

ECOT employs a full time Homeless Liaison who is instrumental in fulfilling ECOT's obligation to students that are homeless. The Homeless Liaison has the following duties:

- Works with ECOT staff to identify homeless students and to remove any barrier they may encounter. The liaison is also responsible for ensuring that ECOT staff who work with families experiencing homelessness have the training and resources needed to assist the student in succeeding at ECOT.
- Ensures that unaccompanied youth have opportunities to meet the same challenging State academic standards as the State establishes for other students.
- Connects families to other school or community programs for which they may be eligible primarily through the use of the Resource Directory.
- Makes sure the parents and guardians of homeless students are aware of all educational and educationally related opportunities available to them by ECOT.
- Provides public notice of the educational rights of homeless students in ECOT's central office and satellite locations.
- Mediates enrollment disputes between ECOT and the parents regarding school selection and/or enrollment.
- Makes sure parents understand the rights afforded to them by virtue of the McKinney-Vento Act.
- Continuously reviews the school's policies and procedures to make sure that policies and procedures do not create barriers to identification, enrollment and retention of homeless students in school, including barriers due to fees, fines and absences.
- Confirms when requested whether the student meets the U.S. Department of Housing and Urban Development's (HUD) definition of homeless in order to qualify them for HUD's homeless assistance program.

- Addresses the unique issues that may arise when enrolling students in foster care.

There are other staff at ECOT who play an important role in making sure students who experience homelessness remain enrolled and succeed in school. School counselors are important to our efforts to meet the needs of homeless families. School counselors are tasked with providing unaccompanied youth and homeless families with any assistance they may need in order to become college ready. This assistance includes advising unaccompanied homeless youth that they are “independent students” when applying for financial aid and verifying their status for the purposes of FASFA.

The right to enroll in school in Ohio is predicated on residency. In other words, students are required to enroll in the school where the child’s residential and custodial parent resides. Unlike most traditional schools, ECOT enrolls students from all over the state of Ohio. A student may enroll at ECOT if the student is between the ages of 5 and 21, inclusive, and is entitled to attend school pursuant to Ohio Revised Code 3313.64 and 3313.65, (residence in Ohio). Although ECOT enrolls students from all over the state, sometimes disputes arise regarding enrollment or school selection. If a dispute arises, ECOT will abide by the following procedure:

If ECOT makes a determination that a student is not homeless, it will provide the student’s parents or guardians, or the student if the student is 18, or the student believes he or she is an unaccompanied youth, with written notice that the student is not entitled to attend ECOT. This notice will include:

- 1) The rationale/basis for the determination.
- 2) The date on which the student will be withdrawn from ECOT.
- 3) A statement advise parents of their right to submit documentation in support of their view.
- 4) Provide a statement advising the parents or student that its determination may be appealed to the Department of Education.
- 5) The name and contact information to the parents or students for the Homeless Liaison.
- 6) Note: the student must be enrolled at ECOT and will remain enrolled until the dispute is finally resolved.

The dispute will then be referred to ECOT’s Homeless Liaison who will try to informally resolve the issue, making sure all parties are aware of the requirement of McKinney-Vento, which governs the education of homeless students. If the dispute cannot be resolved informally or with the assistance of the State’s Homeless Coordinator at the Ohio Department of Education, ECOT will provide the parent with a written explanation of the decision regarding school enrollment or school selection. Should the dispute continue ECOT’s Homeless liaison will assist the parties involved in presenting the situation to the State’s Homeless Coordinator. The State Homeless Coordinator shall recommend a decision for distribution to the parent, local superintendent, and ECOT’s homeless liaison. Should the dispute continue the final appeal is made to the State Superintendent of Public Instruction for review and disposition.

Notice for Public Input for Individuals with Disabilities Education Improvement Act (IDEA)

To provide ECOT input and feedback on our program for students with disabilities, please join us on the 1st Thursday in May for our annual parent meeting at 1 p.m. at ECOT Headquarters, 3700 S. High St, Columbus, OH 43207.

Parent Involvement Plan – Section 1118(b)(1)

A. Support

1. The building will support and respect parents as decision makers for their child’s education. Parents will be supported in determining content appropriateness and pacing for their child. The teachers will be open with parents about upcoming topics in the classroom for parent review. The building administrators will be available to discuss any comments, suggestions or concerns that the parents may have.
2. The building will offer parent-training in the following areas:
 - Technical training on how to use the Parent Portal
 - Reading workshop in the Fall on how to support your child learning how to read
 - Math workshops in the spring on how to build math fundamentals with their child(ren)
3. Students and families will be provided the following information supports:
 - Testing requirements by the testing department in the fall, spring, and summer with the tests required, times, and locations for the tests;

- Academic standards for each class are provided in the classroom for review as they are addressed throughout the course; and
 - The Ohio Department of Education (ODE) provides information to notify parents about new laws, standards, and regulations are posted in the parent resources.
4. The school counselor is available to families to assist with any resource parents may need. Additionally, an online resource directory is accessible to students and families. They can access the resource directory any time with information for the county in which they live. The school provides a social services coordinator to assist with any services that may be necessary as a result of a homeless situation. Free vision and hearing screenings are provided annually for any family who wishes to participate. Special attention is paid to grade levels K, 1, 3, 5, 7, 9 and 11. The school collaborates with community based programs to provide professional development to the teaching and support staff to inform them of resources and positive behaviors to support the student and family.
 5. The building orienteer provides orientation for parents, families, and students on how to create positive working environments in the home. Each classroom has a parent and student section that provides organizational tips and tricks for working at home and online. The counselor classroom provides documents for parents on how to support the student from home. Additional resources/supports include the provision of Parent Liaisons, Support Specialists, selected accommodations as needed, and Parent representatives who are available when parents contact them for additional support, ideas, and plan development.
- B. Parental Involvement
1. The Parent Involvement Policy is posted in the Student Handbook for families to reference. The school plan is located in the parent portal. It will also be presented at the Parent Advisory Council (PAC) meetings.
- C. Feedback
1. The building plan is dynamic and will be reviewed annually in conjunction with parent recommendations and feedback.
- D. Communication
1. An annual meeting with parents will be provided in the spring to discuss the plan and review for edits, changes or improvements. Additional parent meeting opportunities will be held throughout the year, with continued opportunity to provide input/feedback regarding programs, teaching and learning, resource usage, and fiscal considerations.
 2. Parents have the right to be involved in the direction that the school takes regarding teaching and learning experiences and overall education opportunities for their child(ren). The building will provide opportunities for the parents to share information throughout the year in formal Parent Advisory Meetings. These meetings are not required and parents should feel comfortable bringing issues or suggestions to the principal at any time throughout the school year.
 3. PAC meetings will be offered online and face to face during the year. The Parent Liaison will make every possible effort to have meetings in a variety of cities across the state as well as at times of day that are convenient for parents.
 4. Parents will be able to provide feedback on the Parent Involvement Policy and building plan during PAC meetings. If a parent cannot attend but has suggestions they can be brought to the principal or parent liaison. Parents are provided a survey annually to address the school-wide plan for educating students.
 5. Parents will be provided updates quarterly with report cards about what is happening in the building. Annually at the start of the school year parents are provided information about the curricular resources being used for the year. Detailed letters are sent to parents before the state tests informing parents about the tests and what they mean for his/her student. Individual teachers go into more detail with parents regarding student goals for success on assessment based on the students' progress through the curriculum. At any time parents may elect to have his/her student not participate in particular lessons based on religious and cultural beliefs. If there is any content that is of concern the principal can approve the removal or substitution of comparable work.
 6. Principals will respond to all calls and emails within 24 hrs. of receipt, and will provide alternate contact should they be unavailable for extended periods or out of the office.
 7. The Parent Compact is disseminated at the beginning of the year and details the responsibilities of the school and the parent for student success.

Review Dates: 9/14; 9/15; 3/16

Parent Involvement Policy – Section 1118(a)(2)

ECOT School-Wide Parental Involvement Policy

Section 1118(a)(2)

ECOT, along with the State Board of Education of Ohio, recognizes parents and families as children's first and most important teachers. When parents enroll their children in school, the responsibility of education and care is shared with the school and community. Partnerships among families, school and communities that are student-centered and family- strengthening can engage, guide and motivate students to be productive citizens in a global society.

It is ECOT's policy to build consistent and effective communications between parents and legal guardians of students enrolled in ECOT and the teachers, administrators, and staff.

ECOT believes that parents and legal guardians directly impact the success of their student's educational efforts and academic achievement. This critical role in the educational process includes the following:

- ECOT will provide multiple opportunities for parents and legal guardians to be actively involved in their children's education
- Teachers and principals will provide ongoing communications with you regarding how and when to assist your child in their classroom learning activities
- Techniques, strategies, and skills to use at home to improve your child's academic success and efforts will be provided through periodic newsletters, communications mailed to families at home, and through the online environment

We encourage you, as a parent of a student attending ECOT to become actively involved with your child's education in the following ways:

- Communicate frequently with your child and his/her teachers regarding completion of assignments and mastery of educational concepts
- Attend family nights and parent/teacher conferences held regionally throughout the state
- Serve on an ECOT Parent Advisory Board
- Express ideas and concerns by responding to memos, surveys, and telephone calls
- Actively reinforce classroom learning at home
- Discuss your child's assessment results with your child's teacher(s)

To encourage you to participate in the development and implementation of the school's program, ECOT will do the following:

- Accommodate parents by holding meetings at flexible times in regional locations
- Invite parents to participate in local parent workshops to improve their child's academic success
- Invite parents to attend activities and workshops at the ECOT Regional Educational Centers (RECs) in Dayton and Columbus
- Disseminate this policy in the ECOT Student and Parent Handbook
- Create a welcoming environment, which encourages parents to interact with teachers and administrators regularly
- Include parents in the school improvement process
- Encourage parents to chaperone students when attending ECOT-sponsored field trips and events
- Provide an adult translator, if needed, at parent/teacher conferences and meetings

Given this belief, ECOT promises to:

- Respect and value parents and families as children's first teachers and the primary decision-makers in their children's education
- Assist parents and families in acquiring techniques, strategies and skills, by offering trainings and materials they can use to support learning and academic success at home and in school, including the provision of accommodations and supports as needed
- Provide parents and families with timely and meaningful information in regarding Ohio's academic standards; state and local assessments; and legal requirements so that you can make informed decisions about your child's academic future...these legal requirements include Title I, Section 1118 – parent participation rights under IDEA
- Collaborate with community-based programs, including health and human service providers, to ensure that parents and families have the resources they need to be involved in their children's education, growth and development

- Help parents and families create supportive conditions at home that emphasize the importance of education and learning

During the current school year, ECOT will initiate or continue to:

- Respect, value and involve parents and families as partners and decision-makers in the continuous improvement process
- Annually update and electronically publish a Parent and Student Handbook
- Create parent and family engagement activities that respect the various cultures, languages, practices and customs; and build relationships among parents and families
- Promote consistent and effective two-way communication between students, parents, family members and school personnel
- Prepare parents and families to be involved in meaningful meetings and discussions with administrators, teachers and staff
- Design a range of meaningful opportunities for parents and families for involvement in school activities
- Create welcoming and supportive school environments for parents and families that are student-centered and family-strengthening
- Provide logistical support so parents and families can participate in school-sponsored family and student events

Last Reviewed: 4/14; 4/15, r: 1/15; r: 8/15; scheduled 4/26/16

Procurement Policy- 2 CFR Subpart D 200.318(b)

Parents Right to Know Notification – Section 1111(h)(6)(A)

For Advising Parents of the Right to Know Information about a Teacher’s Qualifications as Required by No Child Left Behind [Section 1111(h)(6)(A) ESEA]

At ECOT, we are very proud of our teachers and feel they are prepared to give your child a high-quality education. As a Title I school (we receive federal funds), we must meet federal rules related to teacher qualifications as defined in the Elementary and Secondary School Act. These rules allow you to learn more about your child’s teachers’ training and credentials. We are happy to provide this information to you. At any time, you may ask:

- * Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- * Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- * Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

In addition, if a child is assigned, or taught by, a teacher who is not “highly qualified” for four or more consecutive weeks, the parents must receive timely notice.

These and other communications with parents must be in an understandable and uniform format and, to the extent practical, in a language the parents can understand. According to ED guidance, if there is no other way to provide information, it should be provided in oral translation.

If you have any questions about your child’s assignment to a teacher, please contact your child’s Principal.

Procurement with Federal Funds Policy

Effective Date: 9/26/2006

Amended: 08/23/16

The purpose of this policy is to ensure that all contracts, paid in full or in part with federal funds and administered by ECOT are awarded in a fair manner, consistent with federal requirements. This policy applies to all contracts for goods and services purchased with federal funds. This policy is designed to ensure full and open competition to the maximum extent permitted by law.

Pre-Award Planning

Fiscal Planning

The key to any successful procurement is thorough pre-planning. Before employees make a request for expenditure, solicits a quote or drafts a request for proposal, the employee must verify:

- There are sufficient funds available to pay for the good or service.
- The cost of the goods or services is included in the approved budget.
- The item is allowable under the federal program (see: Procurement Procedures.)
- The cost of the item complies with federal cost principals: i.e., the cost is necessary, reasonable and allocable to the relevant federal program.

Cost or Price Analysis

Federal regulations require recipients of federal funds to perform a cost or price analysis in connection with every procurement transaction. The cost or price analysis should be performed before the employee makes a request for expenditure, solicits a quote or drafts a request for proposal. Any expenditure that does not comply with federal cost principals must be repaid to the federal government. The method and degree of the analysis will vary depending on the particular situation.

For example, for goods that are routinely sold on the open market a simple price analysis will suffice. Employees may consider:

- Reasonable prices ECOT previously paid for similar goods and/or
- Prices published in catalogues or a website from multiple vendors.

For more complex procurement employees will need to look at the separate components of the price of a contract. Employees may consider factors such as:

- Material costs
- Labor Costs
- Equipment and overhead
- Reasonable profit margins

The employee should review the prospective procurement to ensure the most economical and efficient approach. For example, in certain circumstances it may be more cost effective to enter into a lease of software that will be outdated in three years.

Types of Procurement

All contracts must be awarded through a competitive process unless they meet specific limited exceptions. After the employee has completed a cost or price analysis, the employee must determine which method of procurement is appropriate based on anticipated cost. The cost of the acquisition shall determine the method of procurement. The methods of procurement shall be established in ECOT's Procurement Procedures.

Sole Source –Goods or services available only from a single source may be exempted from the competitive solicitation requirements. When an employee believes that goods or nonprofessional services are available only from a single source, the employee must complete the “Single Source Justification Form” indicating he specific reasons why obtaining goods or services from a single source is necessary. The Title Committee must approve the purchase in writing by signing the “Single Source Justification Form.”

Emergency - Goods or services may be exempted from competitive solicitation requirements if the Title Committee determines in writing that an immediate danger to the public health, safety, or welfare or other substantial loss to ECOT requires emergency action. Such emergency procurement will be made by obtaining pricing information from at least two prospective vendors, which must be retained in the contract file, unless the Title Committee determines in writing that the time required to obtain pricing information will increase the immediate danger to the public health, safety, or welfare or other substantial loss to the organization.

Vendor Eligibility

For all contracts over \$25,000, the employee shall check <http://epls.gov> to verify each vendor's eligibility. ECOT may not award a contract to any vendor who ineligible.

ECOT will take affirmative steps to identify and utilize minority businesses, women's business enterprises and labor surplus area firms when possible. ECOT will take the following steps in an effort to increase participation by these firms:

- 1) Place qualified small and minority businesses and women's business enterprises on solicitation lists.
- 2) Assure that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.
- 3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises.
- 4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises.
- 5) Use the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce and

Solicitation and Award

Once the employee has identified the appropriate method of procurement, the employee will solicit bids or proposals and award the contract under the following procedures:

Small Purchases

The employee will prepare a written specification [or Purchase Request Form (PRF)] describing the goods or services requested, as well as any material contract terms such as delivery, date, quantity, etc. The employee will solicit a minimum of three written price quotations from responsible vendors based on the written specifications, unless the employee chooses a vendor through the state's cooperative purchasing program. The employee will award the contract to the responsive vendor who meets the terms of the specification for the lowest price.

Because the goal of every procurement transaction is to maximize competition, the employee should not limit the specification to "brand name" products. In certain circumstances, it may be appropriate to purchase a brand name. For example, there may be no other equal product that will fulfill ECOT's needs.

For purchases under \$500.00, the PRF must be signed by a department head. For purchases over \$500.00, the PRF must be signed by a representative from the Finance Department and the Title Committee.

Competitive Sealed Replies

Where the employee determines that competitive sealed proposals are appropriate, the employee will draft a Request for Proposals (RFP). The RFP must include a statement of the goods or services sought; the time and date for receipt of proposals and of the public opening; and all contractual terms and conditions applicable to the procurement, including evaluation criteria, which will include, but need not be limited to, price to be used in determining acceptability of the proposal. The relative importance of price and other evaluation criteria will be indicated. If ECOT contemplates renewal of the contract, the fact must be stated in the request for proposals. The proposal will include the price for each year for which the contract may be renewed. Evaluation of proposals will include the consideration of the total cost for each year as submitted by the vendor.

It is very important that the PRF be clear and concise. It must contain all of the information necessary for a vendor to prepare a proposal. In general, the RFP should contain the following:

Overview: This section should provide vendors with an overview of the organization and a statement of the product or service needed. If it is unclear precisely what product or service is needed, this section should provide a brief statement of the problem ECOT hopes to resolve through the RFP.

Scope of Work: This section describes the technical requirements of the goods or services to be provided. The scope of work should contain all of the information and requirements the vendors need to respond to the RFP. A scope of work typically includes:

- The goals and objectives of a project
- The critical success factors
- Functional specifications
- Performance specifications
- Hardware or software requirements
- Communication requirements
- Staffing requirements
- Delivery and installation schedules or plans
- Training requirements
- Documentation requirements

Evaluation Criteria: The RFP should clearly specify how ECOT will evaluate the proposals. The RFP must provide enough information for vendors to understand how the award will be determined. This section should contain specific evaluation factors and list their respective importance. For example, each factor could have a point value. The most common evaluation criteria including:

- Quality of the proposal, such as the proposal's responsiveness to requirements set out in the scope of work, as well as the proposal's structure and logic
- Vendor's understanding of the project
- Vendor's methodology for the project
- Timelines
- Quality of the staff assigned to the project
- Training, reports, and documentation
- Language or cultural sensitivity

- Price
- Preference, to the extent practical and economically feasible, for products and services that conserve natural resources and protect the environment and are energy efficient

Instructions for Submitting Proposals: This section should provide the ground rules for the procurement-from receiving the RFP to awarding the contract. It should contain the following types of information:

- Where and when to submit the proposal
- If and when a bidder's conference will be held
- RFP contact names and address
- Other information a vendor must submit

Once the RFP is completed, it will be made available simultaneously to all prospective vendors. The employee must ensure it is sent to an adequate number of qualified vendors. ECOT may publish the RFP in a newspaper, post it on the internet, or mail it to qualified vendors. All proposals must remain sealed until the date and time specified in the RFP. At that time, all proposals will be opened and sent to the employees responsible for evaluating them.

The Title Committee will appoint at least three persons to evaluate proposals, preferably, persons with experience and knowledge in the program areas and requirements for such goods or services.

Conflict of Interest

No employee, officer, or agent of ECOT may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. In accordance with 2 CFR Part 200.318 (c) (1) and the Ohio Ethics Laws, ECOT employees may accept an item of nominal value. Under no circumstances should an ECOT employee solicit anything of value from a vendor associated with the proposal.

In accordance with 2 CFR Part 200.112 (c) (1), any conflict of interest or potential conflict of interest shall be reported to the Ohio Department of Education (the pass through entity). Each person involved in the evaluation process as well as members of the Title Committee must complete a "Conflict of Interest Disclosure Form."

Clarification and Evaluation of Proposals

The Evaluation Committee may need clarification of items contained in a vendor's proposal. The Committee may seek clarification from the vendor; however, clarifications are generally administrative in nature and needed to resolve conflicting or missing statements from the proposal. If the Committee needs a clarification that is substantive in nature, it should seek the advice of counsel before contacting the vendor.

The Evaluation Committee will review each proposal and rank the according to the criteria set forth in the RFP. The Committee will recommend the responsible and responsive vendor whose proposal is determined in writing to be the best value for ECOT, taking into consideration the price and the other criteria set forth in the request for proposals. The Title Committee will review the Evaluation Committee's recommendation. If the Title Committee approves the Committee's recommendation it will prepare a memorandum indicating its disagreement and the reasons for it. The Title Committee will work with the Evaluation Committee to reach agreement.

Before a final award may be issued, the Title Committee must verify the vendor has not been excluded from participation in federally supported contracts. Any member of the Title Committee shall check the web address listed previously to verify the vendor's eligibility to enter into a contract with federal funds.

The final contract must include all provisions required by federal law. For a list of required provisions see Appendix II to Part 200-Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

Contract Administration

For all contracts, the Contract Administrator must ensure the vendor delivers the required goods or services on the agreed delivery date. If a vendor has not delivered the goods or services, the Contract Administrator must take appropriate action within 3 business days of the agreed upon delivery date. Appropriate action may include making a follow-up phone call, sending a demand letter, agreeing to a new delivery date, or cancelling the contract or purchase order.

In general, it is ECOT's policy to enter into firm fixed price contracts.

For services-in most cases, unless a valid reason exists or the pricing structure is unique.
For goods-over \$150,000 performed over the course of one year.

Each contract should provide for a set payment for performance of a specified task or delivery of a specific deliverable. For example, ECOT may agree to make a monthly payment as long as a vendor fulfills all requirements of a detailed timeline and provides all deliverables promised under the contract for that month. Before ECOT will issue a payment the Contract Administrator will contact the vendor to determine whether adequate progress has been made and all required services have been performed. The vendor must provide sufficient documentation to account for its outcomes. If the Contract Administrator is satisfied, the vendor has fulfilled its requirement, ECOT will issue payment.

All records pertaining to the procurement must be retained for a period of at least three years from the date of submission of the final expenditure report or, if there is litigation, a claim or an audit related to the acquisition then all records must be retained until the litigation, claim or audit is resolved and final action taken.

Restraint Seclusion Policy

Policy No.: Restraint and Seclusion 343

Adopted: March 24, 2015

Reviewed: February 22, 2016

I. Policy Rationale and Philosophy:

Every effort should be made to prevent the use of restraint and for the use of seclusion. A non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence- based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

The Electronic Classroom of Tomorrow (ECOT) believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential conflict should be exhaustive. In the event that an individual's behavior presents a threat of imminent harm to self or others the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used as a last resort.

II. Definitions:

a. Positive Behavior Interventions and Support

- i. A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and
- ii. Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students

b. Physical Restraint

- i. The use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint.
- ii. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate.
- iii. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:
 1. To break up a fight;
 2. To knock a weapon away from a student's possession;
 3. To calm or comfort;
 4. To assist a student in completing a task/response if the student does not resist the contact;
 5. To prevent an impulsive behavior that threatens the student's immediate safety (i.e. running in front of a car).

c. Seclusion:

The involuntary isolation of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. It does not include a timeout.

d. Time out:

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

III. Requirements for the use of Restraint:

Given an immediate risk of physical harm to the student or others and no other safe and effective intervention are possible, if physical restraint is applied the staff must;

- a. Implement in a manner that is age and developmentally appropriate;
- b. Ensure safety of other students and protect the dignity and respect of the student involved. Combine use with other approaches (non-physical interventions are always preferred) that will diminish the need for physical intervention in the future;
- c. The least amount of force necessary should be used, for the least amount of time necessary;
- d. be appropriately-trained;
- e. continually observe the student in restraint for indications of physical or mental distress;
- f. If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, appropriate emergency contacts shall be made according to ECOT's crisis policy;
- g. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
 - i. Following the use of physical restraint, the individual should be assessed for injury or psychological distress and monitored as needed following the incident.
- h. Complete all ECOT required reports and document staff's observations of the student.
 - i. The ECOT Incident Report shall be completed for any occurrence of physical restraint or seclusion.
 - ii. Completion of the form must occur within (12 hours).
 - iii. A copy must be made available to parent/guardian within 24 hours.
 - iv. Additionally, staff should attempt to contact parent/guardian during the same day of incident.
- i. De-brief, include all involved staff, student and parents; evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs;
 - i. Debrief utilizing the ECOT Incident Report.
 - ii. A copy of the form must be sent to building administration.
 - iii. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and/or a Behavior Intervention Plan must be completed.

IV. Prohibited Practices for Use of Restraints:

Staff members are not to use any physical restraints for which they have not been trained by the school.

Staff members are not to use any unauthorized physical restraints.

This includes but is not limited to:

- a. Prone restraint;
- b. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a student by placing knees to the torso, head, and or neck of the student;
- c. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
- d. Uses pressure point, pain compliance, or joint manipulation techniques;
- e. Corporal punishment;
- f. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
- g. Child endangerment, as defined in section 2919.22 of the Revised Code;
- h. Deprivation of basic needs;
- i. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301- 37-10 of the Revised Code;
- j. Chemical restraint;
- k. Mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
 - l. Using other students or untrained staff to assist with the hold or restraint;
 - m. Securing a student to another student or fixed object;
 - n. Aversive behavioral interventions; or
 - o. Seclusion in a locked room or area.

V. Requirements for Use of Seclusion

Given a threat of immediate risk of physical harm to the student or others, as outlined in Board Policy, the following principles must always be applied:

- a. A room or area used for seclusion must:
 - i. Provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
 - ii. Not be locked.
- b. Staff must Implement in a manner that is age and developmentally appropriate;
- c. Ensure safety of other students and protect the dignity and respect of the student involved;
- d. The least amount of time necessary;
- e. Be appropriately-trained;
- f. Staff must continually observe the student for the duration of the seclusion;
- g. If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, emergency personnel will be contacted.
- h. Seclusion ceases when the immediate risk of physical harm to self or others has dissipated;
 - i. Upon each use of seclusion, the student shall be assessed for injury or psychological distress and monitored as needed following the incident.
- i. Complete all required reports and document staff's observations of the student;
- j. Conduct a de-briefing, utilizing the ECOT Incident Report, include all involved staff, to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs. (This may also include a debriefing with the student and parent.)
 - i. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and Behavior Intervention Plan must be completed.
- k. The Incident Report is to be completed upon occurrences of physical restraint or seclusion.
 - i. Completion of the form must occur within 12 hours.
 - ii. A copy must be made available to parent/guardian within 24 hours.
 - iii. Additionally, staff should attempt to contact parent/guardian during the same day of incident.

VI. Prohibited Practices for Use of Seclusion:

- a. Use of seclusion in any environment that does not meet the above criteria.
- b. Child endangerment, as defined in section 2919.22 of the Revised Code;
- c. Deprivation of basic needs;
- d. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301- 37-10 of the Revised Code;
- e. Seclusion shall not be used;
 - i. As a form of discipline/punishment;
 - ii. As a means to coerce, retaliate or in a manner that endangers a student;
 - iii. For the convenience for staff;
 - iv. As a substitute for an educational program;
 - v. As a substitute for less restrictive alternatives;
 - vi. As a substitute for inadequate staff; and/or
 - vii. As a substitute for positive behavior supports or other crisis prevention.

VII. Reporting and notification

- a. Any incident of seclusion or restraint shall be immediately reported to building administration and the parent.
- b. Any incident of seclusion or restraint shall be documented in a written report that is made available to the parent within twenty-four hours and that is maintained by ECOT, in the student file.
- c. ECOT shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the department.

VIII. Training and professional development

- a. ECOT will ensure that an appropriate number of personnel in each building are trained in crisis management and de-escalation techniques.
- b. ECOT will maintain written or electronic documentation on training provided and lists of participants in each training.
- c. All student personnel shall be trained annually on the requirements of this policy, Ohio Adm. Code 3301-35-15, and ECOT's policies and procedures regarding restraint and seclusion.
- d. ECOT will have a plan regarding training student personnel as necessary to implement positive behavior intervention and supports on a system-wide basis.

IX. ECOT Monitoring

- a. ECOT shall monitor the implementation of this policy and the ECOT procedures.
- b. These policies and applicable procedures shall be accessible on ECOT's website.
- c. ECOT shall be responsible for notifying all parents annually of its policies and procedures concerning seclusion and restraint.

X. Complaint

- a. ECOT will adhere to the developed complaint procedure.
- b. Parents will present written complaints to the Superintendent of ECOT to initiate a complaint investigation by ECOT regarding an incident of restraint or seclusion; and
- c. ECOT will respond to the parent's complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion.
- d. The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.
- e. In accordance with the consent order entered in *Doe v. State of Ohio*, complaints alleging the improper use of restraint or seclusion on a student with a disability will be investigated by the Ohio Department of Education, Office for Exceptional Children, if the complaint otherwise falls within the procedures concerning state complaints under IDEA as set forth in Ohio Adm. Code Rule 3301-51-05(K) (4)-(6).
- f. Complaints alleging injuries to a student with a disability or the use of restraints or seclusion shall not be deemed insufficient on the face of the complaint if they are framed within the context of IDEA, including:
 - i. A pattern of challenging behaviors that are related to the student's disability;
 - ii. Whether the student has had or should have had a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP);
 - iii. Whether the FBA and PBSP are appropriate;
 - iv. Whether the student's behavior and interventions are addressed or should have been addressed in the IEP; and
 - v. Whether staff has been sufficiently trained in de-escalation and restraint techniques.