



# OHIO SCHOOL SECURITY Report & Recommendations

February 2019



OHIO FACILITIES CONSTRUCTION COMMISSION

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## Executive Summary

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The 132nd General Assembly of the State of Ohio passed legislation in an effort to study current school safety measures and look for cost effective physical security upgrades. Governor Kasich signed [House Bill 318](#) August 3, 2018, requiring the Ohio Department of Public Safety (ODPS) and the Ohio Facilities Construction Commission (OFCC) to conduct a study of school security in Ohio. With the passage of this legislation, ODPS and OFCC were required to examine the findings and provide options for cost-effective building security upgrades and other general recommendations for improving school security.

While the legislation specifically focused on physical security and school resource officers, it is only part of a more comprehensive approach to keep Ohio's students safe. Additional factors including positive school climate, support and behavioral health services for students, and trainings around threat assessments can also be an important part of improving school safety and preventing violence. During his term as Ohio Attorney General, Governor Mike DeWine convened a school safety task force that researched and generated recommendations for improving school climate. These recommendations included other areas outside of this study such as the availability of mental health resources.

In order to conduct this study, ODPS and OFCC consulted with community stakeholders to provide suggestions and feedback on developing a survey that would generate unbiased results. The goal was to create questions that would allow for honest feedback from schools on what resources they currently have and what security measures they feel are important to improving their school's overall safety. Ohio Homeland Security (OHS) developed key areas of focus for the study with the assistance of the Ohio Department of Education (ODE), P-20 Center for Safety and Security, and the Ohio School Resource Officer Association (OSROA).

Using these areas of focus, OHS developed a series of questions and sent them to 5,620 school buildings throughout the state of Ohio. [Appendix 2](#) outlines the questionnaire in its entirety. Prior to sending out the questionnaire, OHS wrote a letter to all of the schools informing them of the statutory requirements under HB 318. A copy of the letter can be found in [Appendix 1](#). An additional letter provided the schools with a webpage link to more information about the requirements and contact information for any questions. The webpage link in the email provided schools with access to the bill text and previous letters sent out regarding the survey. Additional reminders were sent out to building administrators during the survey period in order to generate higher response rates. The survey generated a 66% rate of return, roughly 3,737 buildings, and included both public and nonpublic schools with varying grade levels represented.

When asked about their current physical security, 96% of respondents indicated they had at least one of the physical security measures that were listed in the survey. The most common form of physical security reported by respondents, at a rate of 94%, was mass notification capability. The second highest percentage was for access control, at 87% of respondents. The most common security measures represented some form of communication between the schools, their students, local first responders, and parents. Less common security measures among schools included physical perimeter barriers and protective windows. The following chart shows the percentage of respondents that indicated whether they have a particular physical security measure in place.

**CURRENT SECURITY FEATURES**

Mass Notification	94%
Access Control	87%
CCTV	76%
Visitor Screening	72%
Direct Radio with First Responders	61%
Panic Alarm	47%
Protective Windows	21%
Perimeter Barriers	20%

Schools were also provided with the same list of security measures and were asked which measures they felt were essential to school safety. In each category, the percentages for the perceived essential security measures were higher than the percentages of current measures. Results for physical security measures, such as protective windows and perimeter barriers, showed a significant increase in their value versus current use. The percentage for protective windows increased by 36%, from the current measure use to perceived as essential. The perimeter barriers percentage increased by 21%, from current measure use to perceived as essential.

**SECURITY FEATURES PERCEIVED AS ESSENTIAL**

Mass Notification	95%
Access Control	93%
CCTV	85%
Visitor Screening	87%
Direct Radio with First Responders	80%
Panic Alarm	70%
Protective Windows	57%
Perimeter Barriers	41%

Schools were also asked whether or not a school resource officer (SRO) was present in the building at any point during the day, and if so, for how long. Over 50% of respondents had a school resource officer in the building at some point during the school day. Out of that percentage, 38% of the schools reported that the officer was in the building all day. An additional 38% of schools reported that the school resource officer was in the building for less than two hours a day. It should be noted that some districts may have one school resource officer, while others may have one per building. The number of SROs in a district could impact the responses to the amount of hours per day survey below.

**SCHOOL RESOURCE OFFICER HOURS IN BUILDING**

All Day	38%
4-6 Hours Per Day	8%
2-4 Hours Per Day	16%
<2 Hours Per Day	38%

If a school responded that they did not have a school resource officer, they were then asked whether they utilized one of the following types of security personnel: former law enforcement/military, special duty law enforcement, private security guards, school staff, approved volunteers, or no armed personnel. The most common response received was that schools did not have armed personnel in the building. The percentage

reflected may be skewed due to the limited options provided on the survey. Schools could have resources outside of the types of security personnel listed, enhanced physical security upgrades or a local law enforcement agency close by that is not stationed in their building.

**ALTERNATIVE SECURITY PERSONNEL**

Former Law Enforcement/Military	2.5%
Special Duty Law Enforcement	4.3%
Private Security Guards	<1%
School Staff	9.8%
Approved Volunteers	<1%
No Armed Personnel	84%

The following report details the current use of physical security features in schools in the state of Ohio and provides cost effective recommendations to increase their safety and security.

## Findings

Educators provided their schools' registration numbers when filing completed surveys, allowing for enhanced tracking of results and increased confidence that the provided data was submitted by a given school. Using this foundation of information, survey responses were connected to broad demographics of Ohio schools, identifying schools as public or nonpublic or by what grades of students they serve, among other characteristics.

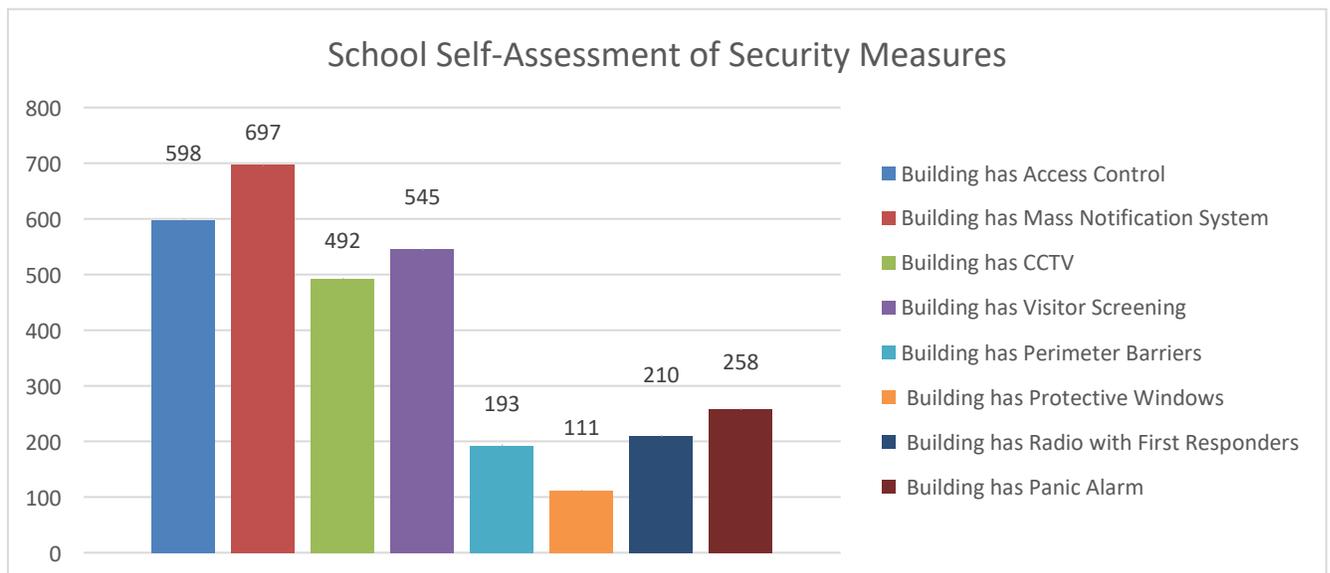
### Types of Physical Security Used

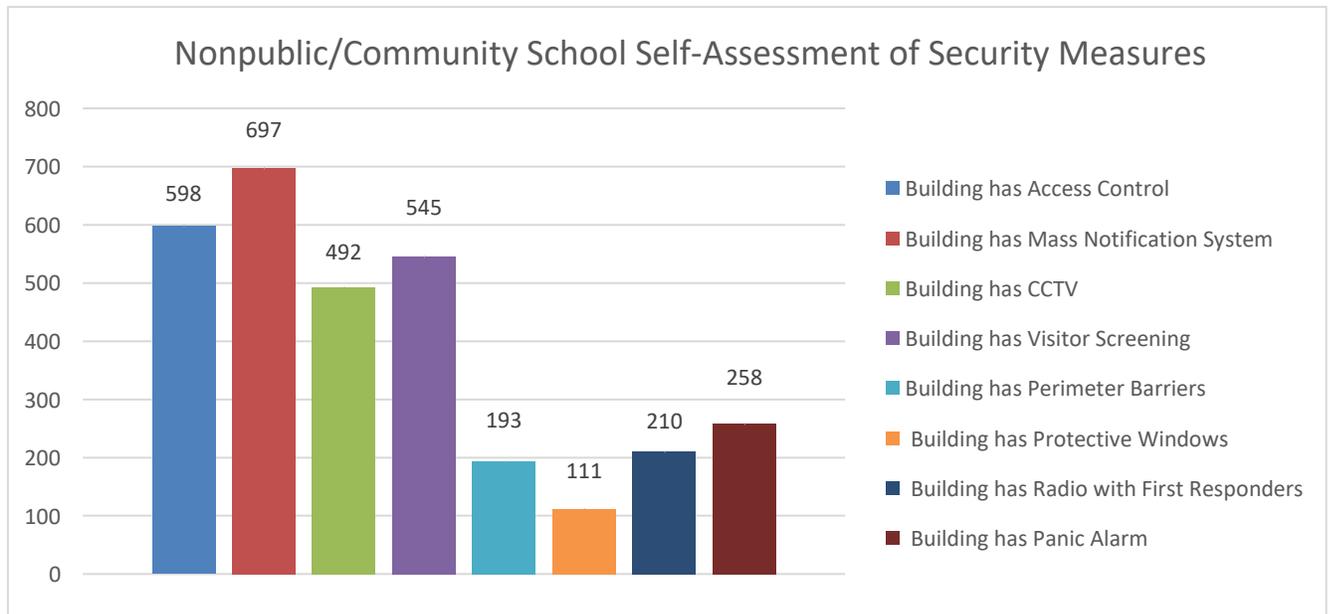
School and district administrators were initially asked in the survey what security measures they had in place at their locations, choosing from: access control, mass notification capability, closed circuit television (CCTV), visitor screening, perimeter barriers, protective windows, radio with first responders, and panic buttons. These options were selected because they represent common best practices in school design and are often included in newer buildings due to requirements of the Ohio School Design Manual published by the OFCC (see [Appendix 4](#)).

When asked about their current security, 96% of respondents indicated they had at least one of the security measures that were listed in the survey. The most common measure, reported by respondents at a rate of 94%, was mass notification capability. Mass notification typically takes the form of prerecorded calls, text messages, and email correspondence.

The second highest response rate was for access control, at 87% of respondents. Access control can vary among schools due to their building size and school population needs. Schools can limit the number of entrances available to visitors, limit the amount of time entrances are open, and even have proximity access readers at main doors.

The most common security measures represented some form of communication between the schools, their students, local first responders, and parents. Less common security measures among schools included physical perimeter barriers and protective windows. The bar chart below the percentage of respondents that indicated they currently have a particular physical security measure in place.





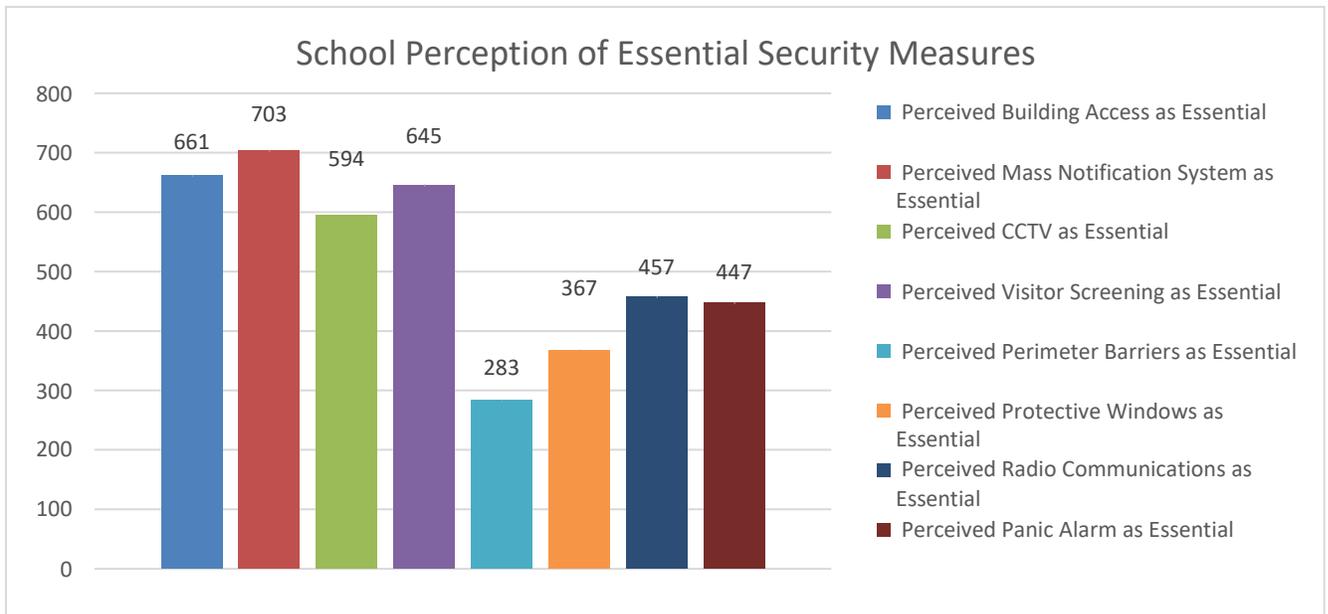
Nonpublic and community schools, however, were noticeably less likely to have radio contact with first responders than when compared with other organizational types of schools. When comparing the two graphs above, nonpublic/community schools also had a lower percentage of schools that utilized protective windows. Nonpublic/community schools overall appeared to have a lower usage of CCTV and a higher usage of visitor screening compared to other organizational schools that participated in the survey.

## Types of Physical Security Schools Deemed Essential

Following a self-analysis of security measures schools currently had in place, administrators were asked by the survey to list those security measures they deemed essential to school safety (selecting from the same list of measures as the first question: access control, mass notification capability, CCTV, visitor screening, perimeter barriers, protective windows, radio with first responders, and panic alarms). For the protective measures of access control, mass notification capability, CCTV, and visitor screening, administrator perception of importance roughly mirrored their self-assessments from the first survey question, thereby suggesting administrators viewed these measures they currently have in place as essential.

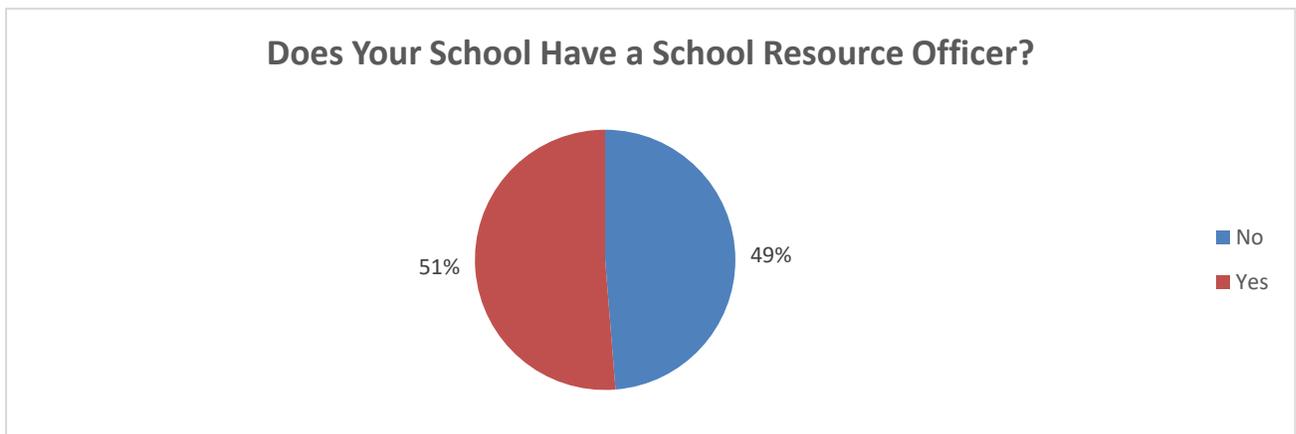
For perceived essential security measures, every percentage was slightly higher than the percentages for current measures in place. Results for physical security measures such as protective windows and perimeter barriers showed a significant increase in their value versus the current use. The percentage for protective windows increased by 36% from the current use to perceived as essential. The perimeter barriers percentage increased by 21% from current use to perceived as essential. There is a gap between what schools currently have for physical security measures and what they perceive to be essential. While communication related security measure percentages did not see a significant increase, schools still selected these as essential. Overall schools indicated an interest in the list of security measures beyond what they currently utilize.

In the categories of panic alarm, and especially perimeter barriers and protective windows, an increased number of schools responded that these measures were essential than those who indicated they currently had them in place at their schools.



Future survey efforts may want to focus on interior protective classroom door windows versus exterior windows, or discriminating between perimeter barriers designed to stop vehicles versus those for pedestrians. Overall, roughly only a third of school administrators surveyed indicated that the current protective measures in their schools matched those they viewed as essential.

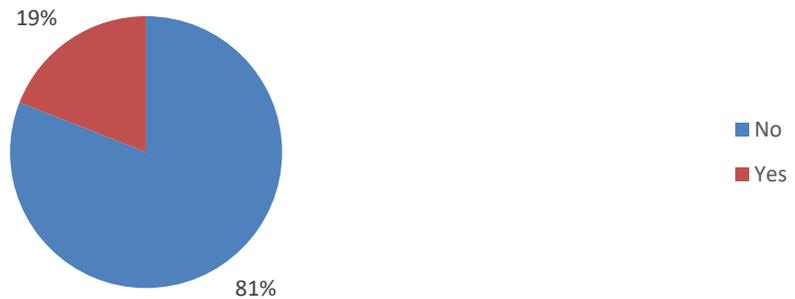
## School Resource Officers



Schools were also asked whether or not they used an SRO in their buildings, and, if so, how much time the school resource officer was in the building during the day. Overall over 50% of respondents had a school resource officer in their building at some point during the school day.

Overwhelmingly, survey responses indicated that public schools were more likely to use a SRO than nonpublic or community schools. This percentage difference could be explained by the use of alternative physical security personnel instead of SROs in nonpublic/community schools, or even the use of additional security measures. This type of analysis can only be done by looking at individual schools and their specific needs.

### SRO Use in Nonpublic/Community Schools



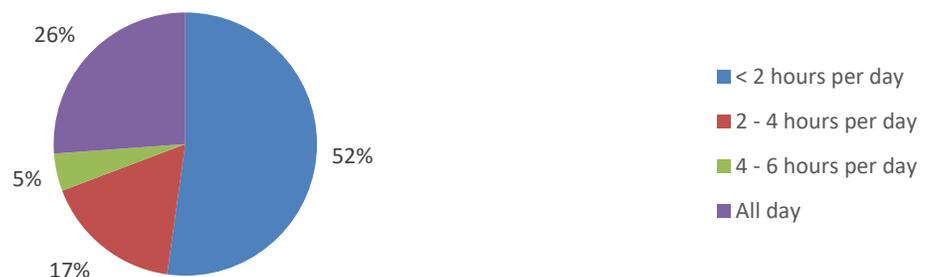
Of the schools that indicated they had a school resource officer, 39% reported that the officer was in the building all day. An additional 38% of schools reported that the school resource officer was in the building less than two hours a day. It should be noted that some districts might have one school resource officer while others may have one per building. The amount of SROs in a district could influence the amount of hours per day in the below chart.

### A School Resource Officer is in my Building:

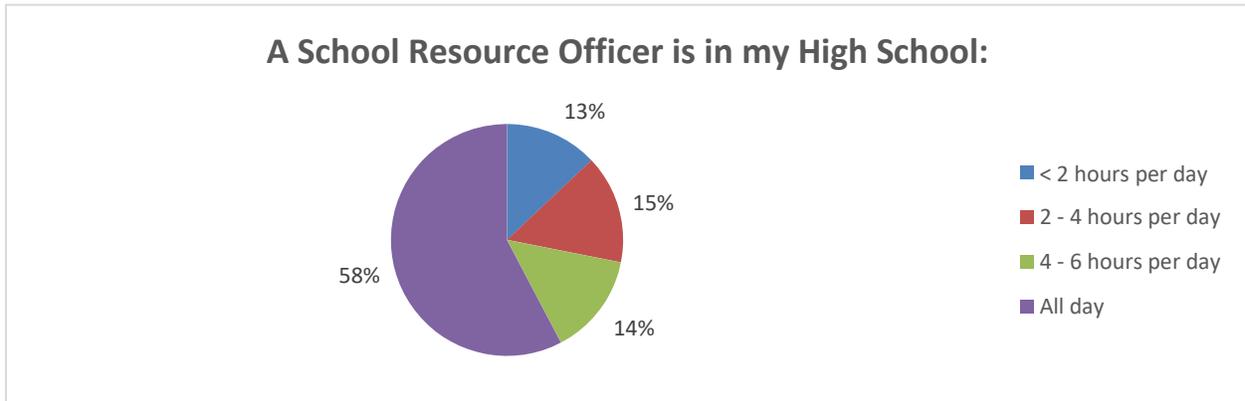


When breaking down the survey results by grade, more than half of responding schools with elementary students said their SRO was present less than two hours a day.

### A School Resource Officer is in my Elementary:



This results swing the other direction when looking at schools with high school populations; more than half of these schools reported their SRO was on campus all day.

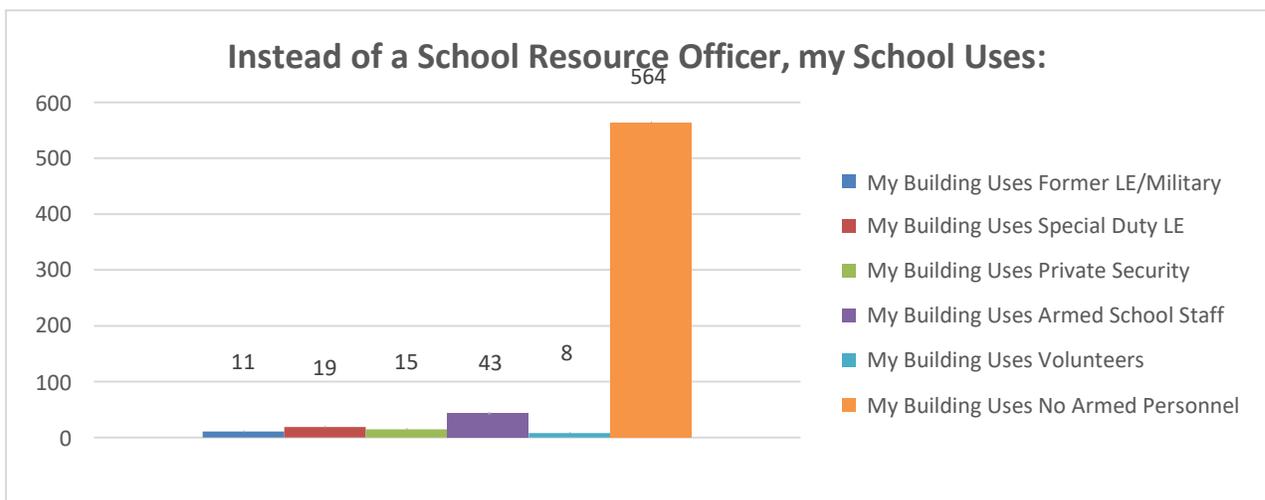


### Alternative Human Physical Security

Those schools that did not report having an SRO were then directed by the survey to identify if other human security was employed at the campus, choosing from use of former law enforcement or military, special duty law enforcement, private security, armed staff, or volunteers.

For purposes of this survey, private security is defined in Ohio Revised Code Chapter 4749, as “any person who engages in the business of security services by: furnishing, for hire, watchpersons, guards, private patrol officers, or other persons whose primary duties are to protect persons or property.” Volunteers, armed staff, and former law enforcement or military are individuals typically defined and selected by local education boards. Local districts hoping to arm civilians with concealed weapons on school grounds must work with local law enforcement to obtain concealed handgun licenses in addition to deciding, as a board, to allow certain individuals to carry weapons.

It may be prudent to note that schools and districts across Ohio employ a variety of alternatives to school resource officers; with school boards and communities deciding locally how armed or unarmed staff or other community members will respond to threats.



The most common response to this question was that schools did not have armed personnel in the building. This percentage may be higher because of the options provided on the survey. Schools may have resources outside of the types of security personnel below, enhanced physical security upgrades or a local law enforcement agency close by that is not stationed in their building.

## Report Recommendations

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Each school is unique and there is no “one size fits all” solution for improving school security. Given its primary mission of education, each school must evaluate security in relation to its own needs, budget and values. This report addresses a subset of the broad topic of school security, namely physical security measures and school resource officers. The following recommendations are based on best practices and the results found in the survey of Ohio’s schools.

### Recommendation #1: Risk Assessment

Each school should conduct a risk assessment and create an “all-hazards” safety plan, if it has not already done so. The plan should be updated annually and include physical security measures. Ohio Homeland Security’s (OHS) Infrastructure Assessment Program can help perform these assessments and coordinate safety plan updates. Assessments can be used to determine the need and value of specific physical security measures or communication upgrades.

### Recommendation #2: Safety and Security Guidelines for K-12 Schools

Regarding physical security, policies and procedures, schools are encouraged to review the recently published, “Safety and Security Guidelines for K-12 Schools”, created by the Partner Alliance for Safer Schools (PASS). These guidelines are the result of collaboration among education professionals, law enforcement, and the security industry. The guidelines are vendor-agnostic and do not endorse or recommend specific products.

The guidelines focus on five location-based layers of protection, from the district layer through the classroom layer. Common to these layers are protective elements, or components. There are seven components, five of which relate to physical building security and align with the categories of security measures surveyed and outlined previously in this report:

- Architectural
- Communication
- Access control
- Video surveillance
- Detection and alarms

For each component, the guidelines provide tiers of options, from a good baseline level of security (Tier 1) to the most advanced level (Tier 4). This flexibility is useful in assessing and customizing the proper security solution for each school. Schools can complete the PASS School Safety and Security Checklist<sup>1</sup> to evaluate security measures already in place and leverage those resources to improve security through strategic investments. Schools should strive for general compliance with Tier 1. The PASS checklist is included as [Appendix 3](#).

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<sup>1</sup> Partner Alliance for Safer Schools (PASS), Safety and Security Guidelines for K-12 Schools, 4th Edition, 2018.

## Recommendation #3: Cost Effective Security Upgrades

HB 318 requires an analysis of the most cost-effective ways to add physical security changes to existing school buildings. An analysis of cost-effectiveness first requires knowledge of the cost of a measure in a specific application in a specific building, with the most appropriate fiscal measure being life cycle cost including design, material, labor, operations, and maintenance over the measure's useful life. Next, it requires knowledge of a measure's effectiveness in deterring, preventing or mitigating a security incident in that application.

For example, window security improvements include an addition of safety film or ballistic resistant glazing. Approximate unit costs range from \$13 per square foot for 4 mil tinted safety film to \$315 per square foot for 2 ¼" thick ballistic resistant glazing. In this example, cost of design, maintenance and operations are negligible. The unit cost of the selected window improvement, multiplied by the applicable window area, would determine the overall cost for the school's application. Other cost examples are in [Appendix 5](#).

The school would then need to weigh the effectiveness of the various options with the cost. Unfortunately, direct evidence of effectiveness of school safety technologies is either rare or nonexistent.<sup>2</sup> For example, a school can track the number of weapons confiscated with a metal detector system, but not the number of weapons deterred from being brought into the school, nor the baseline number of weapons expected to be entering the school prior to metal detectors. Further, confiscation of an item such as a pocketknife does not automatically equate to a prevented security incident.

However, physical security measures do provide value through tangible benefits that may not lend themselves to a direct effectiveness metric. Crisis response can be improved through incident detection (cameras, intrusion detection systems), faster communication during an event (panic alarms, E-911) or enhanced first responder assistance (uniform door numbering systems, shared building floor plans). Perceived and tangible benefits in relation to the school's security priorities determine a measure's value to a school for that particular application.

The U.S. Department of Homeland Security recently published a high-level guide on evolving products, with reference to associated costs and maintenance. The guide included some measures covered in the Ohio schools survey, such as mass notification systems, visitor management systems, and access control (locks). In all cases, costs vary based on the size and type of system installed, while effectiveness was not included in the guidance.<sup>3</sup>

In 2016, the National Institute of Justice (NIJ), published a summary of 12 school safety technologies<sup>4</sup>, including six physical building security technologies:

- Entry control equipment (locks, barricades, access control systems)
- Identification technology (visitor management, badging systems)
- Video surveillance technology
- Communication technology (intercoms, emergency communication systems, radios)

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<sup>2</sup> National Institute of Justice, *The Role of Technology in Improving K-12 School Safety*, published by the RAND Corporation, 2016, pp. 18, 72.

<sup>3</sup> U.S. Department of Homeland Security, *K-12 School Security – A Guide for Preventing and Protecting Against Gun Violence*, 2nd edition, 2018.

<sup>4</sup> National Institute of Justice, pp. 9-33.

- Alarm and protection systems
- Metal detectors and x-ray machines

The study gathered information on prevalence of use, evidence on outcomes, cost considerations, and barriers to adoption. While it cited a lack of evidence on effectiveness, and costs varied widely, there was more certainty on prevalence of use and perceived appropriateness. The first five security technologies were commonly or extensively used; with entry control, equipment and video surveillance were cited as the most prevalent measures. Among physical security measures, study participants perceived that communication technology and entry control equipment were the most appropriate measures for the most severe forms of school violence. Participants had the fewest concerns with ID technology, communication technology, and school-site alarms.

This is consistent with the National Center for Education Statistics, which found in 2015-2016 that 94% of public schools reported controlled access to buildings, 81% used security cameras, and 68% had a badging system.<sup>5</sup> The importance of controlled access is emphasized by the Sandy Hook Commission, which recommended internally locking classroom doors since "there has never been an event in which an active shooter breached a locked classroom door."<sup>6</sup> The Association for Learning Environments (A4LE), in its Best Practices Guide, further underscores that a safe environment begins with the ability to lock students behind doors and shield them from large windows.<sup>7</sup>

Whether the measure under consideration is controlled access, communication technology or one of many other options available to schools today, analysis of its cost-effectiveness is highly individualized. In conjunction with the first two recommendations in this report, schools may need assistance from the professional design community and/or security consultants to fully develop costs and benefits for the specific security measures under consideration.

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<sup>5</sup> Musa-Gillette, L., Zhang, K., Wang, K., Zhang, J. Kemp, J., Diliberti, M., and Oudekerk, B.A. (2018). Indicators of School Crime and Safety: 2017. National Center for Education Statistics, U.S. Department of Education and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

<sup>6</sup> Association for Learning Environments (A4LE), *Safe Schools: A Best Practices Guide*, Spring 2013, p.2.

<sup>7</sup> Sandy Hook Advisory Commission, *Final Report of the Sandy Hook Advisory Commission*, presented to Governor Daniel P. Malloy, State of Connecticut, March 6, 2015, pp. 32-33.

## Additional School Safety Resources

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The recommendations from OFCC outline specific actions schools can take to increase their security. Previous school safety grant opportunities and additional resources for schools can be found below.

### OFCC School Security Grant Program

Ohio's school districts have had the opportunity to upgrade security through several state grant programs. OFCC administered a school security grant program from 2013-2017, with public and private schools eligible for up to \$7,000 in state grant funding. This included \$5,000 for doors, cameras, intercoms and access control at the school's main entrance and \$2,000 for an emergency communications system per school. More than 80% of all eligible schools took advantage of the program, which awarded \$15.7 million in 5,214 grants to 3,386 school buildings (see [Appendix 6](#)).

### HB 318's School Safety Training Program

Under HB 318, Ohio's public schools, chartered nonpublic schools, and schools operated by county boards of developmental disabilities were eligible to receive a portion of \$12 million in grants to pay for school safety programs and training. The grants were funded with appropriations made by the Ohio legislature during the 132nd General Assembly. The bill appointed the Ohio Attorney General's Office to develop the school safety training grant program in consultation with the Ohio Department of Education and the Ohio Department of Mental Health and Addiction Services.

More than 1,700 Ohio schools and school districts qualified for grants totaling between \$2,500 and \$283,000, depending on school enrollment. As of November 2, 2018, the original grant application deadline, only 63% of eligible schools had claimed their funds, with approximately \$2.8 million in grant funding left unclaimed.

In an effort to encourage more school districts to collect their grant allotments, then Attorney General, Mike DeWine extended the application deadline to Friday, November 30, 2018. The Attorney General's Office sent a letter to administrators for every eligible school and school district in September with instructions on how to claim the grant funds.

Schools had the flexibility to use the grant money for school resource officer training, safety and security materials, programs to identify and help students struggling with mental health, and more. The law requires that participating schools and county boards work with local law enforcement to determine the best use of the grant funding.

During his Attorney General term, DeWine took several measures to enhance school safety across the state. In addition to training thousands of educators, DeWine's Ohio Peace Officer Training Academy has trained more than 14,000 law enforcement officers on preparation and response to active shooter threats.

DeWine's Ohio Peace Officer Training Academy also recently produced "Active Shooter Response: An Educator's Guide" to aid educators in preparing for and reacting to a potentially violent school incident, such as a school shooting. Special agents with the Attorney General's Ohio Bureau of Criminal Investigation (BCI) are also now available to take free aerial photographs of school buildings for administrators to include in school emergency management plans.

DeWine also worked with schools across the state to achieve greater compliance on school safety plans and convened a School Safety Task Force that issued dozens of school safety recommendations. The task force recognized that mental health awareness was essential for schools to identify students at risk and intervene.

## Bureau of Workers' Compensation Grant Program for School Security

In November of 2018, the Ohio Bureau of Workers' Compensation (BWC) expanded workplace safety programs to offer \$4 million in grants over the next two years toward school safety and security. The funds came from BWC's \$1.5 billion rebate, and will provide 3-to-1 matching grants up to \$40,000 to licensed public and private pre-kindergarten through 12th grade educational facilities. BWC consulted with ODPS and the Center for P-20 Safety & Security within Ohio Homeland Security on the project.

Items schools can apply for through the grants include:

- Incident response equipment such as equipment bags/backpacks stocked with trauma first aid supplies, two-way communication devices and software designed to directly interface with emergency responder radio systems, and school-wide panic alarm/panic button systems;
- Building/grounds/transportation security enhancements such as interior and exterior security doors and mechanisms (e.g., panic bars or other fire code compliant door locking mechanisms, bullet proof glass, bullet resistant coating materials for existing glass), protective vehicle crash barriers at front of entrances, modifications of building/facility entrances to restrict access, secured keycard systems, metal detectors (fixed or portable), security cameras and emergency (police dispatch) call poles;
- Safety interventions such as flooring/floor coatings designed reduce slip hazards, lightweight lunch tables that reduce lifting and handling hazards, motorized bleacher systems to reduce manual pushing and pulling forces, safe food fryers, food cutting/slicing equipment and floor cleaning machines.

For questions, please contact [DSHSG@bwc.state.oh.us](mailto:DSHSG@bwc.state.oh.us). More information on the grant program can be found at: [info.bwc.ohio.gov](http://info.bwc.ohio.gov).

## Center for P-20 Safety and Security

Homeland Security's (OHS) Center for P-20 Safety and Security (the Center) was initially formed as a collaborative effort between the Ohio Department of Higher Education (ODHE) and the Ohio Department of Education (ODE), to create safe and supportive learning environments and respond to violence and its causes in educational settings throughout Ohio. In 2016, the Center transitioned over to the Department of Public Safety (ODPS), OHS. OHS has taken over day-to-day operations and continues to collaborate with ODE to ensure that students, schools, and the community have greater access to school safety resources.

The Center focuses on school climate, safety, security and emergency management concerns in K-12 and higher education environments, by providing guidance and direction to promote physically safe and emotionally secure environments for students, educators, and staff.

The mission of the Center is to provide guidance to Ohio schools in order to enhance their strategies for safety, security, and emergency plan development in accordance with the School Climate Guidelines, School Safety/Emergency Operations Plan Template and Ohio Law.

The Center's goal is providing support to schools in their effort to ensure the safety of their students, employees, and visitors through effective policies and procedures, training, and community and interagency involvement. There are four main components to this goal:

1. **Prevention/Mitigation:** Schools can take action to increase the safety and well-being of their staff and students. To create a safe and supportive learning environment, schools may institute policies, positive behavior intervention supports, and prevention programs to improve the culture and climate of their building.
2. **Preparedness:** School leaders should be equipped with all of the vital resources, information, and expectations to create a comprehensive safety plan and response protocols for any emergency, including natural disasters, violent incidents, and terrorist acts – before, during, and after the event.
3. **Response:** Assisting schools with the development of their all-hazards response plan is a key element of the Center's goal. Safety and well-being in an emergency depends on how prepared students and staff are and how everyone responds to a crisis. By being able to act responsibly and safely, school administrators will be able to protect students, staff and facilities. The Center strives towards ensuring updates on school safety regulations, directives, policy, and deadlines will be communicated on a regular basis so schools can revise and implement the most current criterion and respond accordingly.
4. **Recovery:** The primary objective of recovery is to provide a caring and supportive school environment so that staff and students can return to teaching and learning as quickly as possible. Creating a system of supports with community social service agencies and local first responders can reinforce the cycle of safety planning and restore the social, emotional and environmental needs of students and staff.

An analysis of current resources for schools and students as well as recent funding projects by the Ohio Department of Public Safety (ODPS) and the Ohio Facilities Construction Commission (OFCC) can be found in [Appendix 7](#).

## Appendix 1: Letters to Building Administrators



- Bureau of Motor Vehicles
- Emergency Management Agency
- Emergency Medical Services
- Office of Criminal Justice Services
- Ohio Homeland Security
- Ohio State Highway Patrol

John R. Kasich, Governor  
John Born, Director

1970 West Broad Street  
P. O. Box 182081  
Columbus, Ohio 43218-2081  
(614) 466-3383  
[www.publicsafety.ohio.gov](http://www.publicsafety.ohio.gov)

August 15, 2018

Dear building administrator:

On August 3, 2018, the Governor signed House Bill 318, which requires the Ohio Department of Public Safety (ODPS), in consultation with the Ohio Facilities Construction Commission, to conduct a study of school security in existing public and chartered nonpublic school buildings. Recommendations resulting from the study will be sent to the incoming administration and general assembly in 2019. The study requires the following data to be collected from schools:

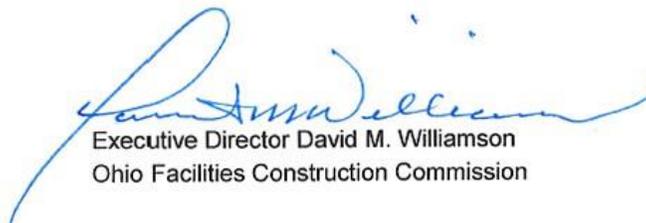
- 1) The types of physical security measures used in school buildings;
- 2) Options for possible security upgrades for school buildings;
- 3) An analysis of the most cost-effective ways to add physical security changes to existing school buildings;
- 4) The number of school buildings with a school resource officer;
- 5) The number of school buildings with other school security personnel not reported in division (4) of this section, including school buildings that use retired law enforcement as school security; and
- 6) Recommendations for improving school security.

To complete the study, Ohio Homeland Security (OHS), a division within ODPS, will be requesting some of the above information about your school building(s) through a brief survey. The data collected from all schools across the state will aid in creating a report for recommendations on school security improvements. This report will be used by the next administration and general assembly to determine policy and legislative objectives.

The survey will be sent to school building administrators by the end of August and should be completed by **September 12, 2018**. If you have any questions regarding the survey or experience any technical issues while completing, please contact OHS at (614) 387-3362. We look forward to working with you and creating recommendations that are modeled after the specific needs of Ohio's schools and students.

Sincerely,

  
Director John Born  
Ohio Department of Public Safety

  
Executive Director David M. Williamson  
Ohio Facilities Construction Commission

**Mission Statement**

*"to save lives, reduce injuries and economic loss, to administer Ohio's motor vehicle laws and to preserve the safety and well being of all citizens with the most cost-effective and service-oriented methods available."*

An Equal Opportunity Employer



- Bureau of Motor Vehicles
- Emergency Management Agency
- Emergency Medical Services
- Office of Criminal Justice Services
- Ohio Homeland Security
- Ohio State Highway Patrol

John R. Kasich, Governor  
John Born, Director

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August 22, 2018

Dear building administrator,

As referenced in the attached letter that was sent last week, we are providing you with a short survey to fulfill the statutory requirements of H.B. 318. The survey covers topics of: physical security measures in school buildings; school resource officer agreements; and importance of specific safety items. Results will be compiled and used to provide recommendations to the incoming governor and general assembly.

Pursuant to sections 149.433 and/or 5502.03 of the Ohio Revised Code, information you provide in the survey, regarding a specific school building, shall be considered a security record and, therefore, is not a public record. Although the responses may be the same, you are asked to complete a separate survey for each of the buildings for which you are responsible.

To access the survey, [CLICK HERE](#) and you will be directed to the Ohio Homeland Security (OHS) website. The site not only contains the survey, but the definition of 'school resource officer' and information regarding H.B. 318, which compelled the Ohio Department of Public Safety and Ohio Facilities Construction Commission to complete the study and subsequent recommendations.

The survey must be completed by **September 12, 2018**.

OHS staff members will be available to assist with any questions or concerns you may have regarding this process. Please call 614-387-3362 or email [SaferSchools@DPS.Ohio.gov](mailto:SaferSchools@DPS.Ohio.gov).

**Mission Statement**

*"to save lives, reduce injuries and economic loss, to administer Ohio's motor vehicle laws and to preserve the safety and well being of all citizens with the most cost-effective and service-oriented methods available."*

An Equal Opportunity Employer

## Appendix 2: Sample HB 318 Survey Questions for School Administrators

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**My building has the below security features (select all that apply).**

- Building Access Control System (card swipe/proximity reader, bio-metric reader, video intercom)
- Mass Notification System (public address, text/email/voice notification)
- Closed-Circuit TV (CCTV) of Entrances and Hallways
- Visitor Screening and Tracking
- Perimeter Barriers (Fencing/Access Control/Bollards)
- Protective/Reinforced Exterior Glass Windows
- Direct Radio Communication with First Responders
- Panic Alarm
- NONE

**Which of these security features do you feel are essential to school safety (select all that apply)?**

- Building Access Control System (card swipe/proximity reader, bio-metric reader, video intercom)
- Mass Notification System (public address, text/email/voice notification)
- Closed-Circuit TV (CCTV) of Entrances and Hallways
- Visitor Screening and Tracking
- Perimeter Barriers (Fencing/Access Control/Bollards)
- Protective/Reinforced Exterior Glass Windows
- Direct Radio Communication with First Responders
- Panic Alarm
- NONE

**Does your building utilize a school resource officer (SRO)?**

- Yes
- No

**IF YES - A school resource officer (SRO) is in my building...**

- < 2 hours per day
- 2 - 4 hours per day
- 4 - 6 hours per day
- All day

**IF NO - My building utilizes the following armed security personnel (select all that apply):**

- Former Law Enforcement/Military
- Special Duty Law Enforcement Officer(s)
- Private Security Guard(s)
- School Staff
- Approved Volunteer(s)
- No Armed Personnel

# Appendix 3: Safety & Security Guidelines for K-12 Schools

 <b>DISTRICT-WIDE LAYER</b>	TIER 1	TIER 2	TIER 3	TIER 4	Our Status				
					Achieved	In Progress	Future Need	Not Required	
<b>• POLICIES AND PROCEDURES</b>									
» School and District Emergency Protocols & Responsibilities Defined	✓	✓	✓	✓					
» Dedicated Security Director/Department	✓	✓	✓	✓					
» Climate and Cultural Survey of Stakeholders	✓	✓	✓	✓					
» Establishment of Safety Policies and Procedures	✓	✓	✓	✓					
» Sharing Maps and Other Facility Information With Law Enforcement, Fire and EMS	✓	✓	✓	✓					
» District-Wide Physical Security Standards	✓	✓	✓	✓					
» Annual Physical Security Assessments Based on District-Wide Standards	✓	✓	✓	✓					
» Ensure Maintenance of Security Technology Implementations	✓	✓	✓	✓					
» Incident Report Documentation System	✓	✓	✓	✓					
» Independent Security Assessment on 5-Year Cycle				✓					
<b>VISITOR MANAGEMENT SYSTEM</b>									
» Visitor Badging System	✓	✓	✓	✓					
» Electronic Visitor Management System		✓	✓	✓					
<b>STUDENT AND STAFF IDENTIFICATION</b>									
» Volunteer Background Checks	✓	✓	✓	✓					
» Student Identification Badges	✓	✓	✓	✓					
» Smart Card Identification Badges			✓	✓					
» Biometrics-Based Authentication				✓					
<b>CYBERSECURITY AND NETWORK INFRASTRUCTURE</b>									
» Segregate Physical Security Network From Administrative and Student Networks	✓	✓	✓	✓					
» Optimize Power Over Ethernet Cabling Infrastructure to Support Security Devices	✓	✓	✓	✓					
» MDF and IDF Frame for Servers, Connections and Head End Security Hardware	✓	✓	✓	✓					
» Implement All Available Software and Firmware Updates	✓	✓	✓	✓					
» Ensure Security Equipment Software and Firmware is Up to Date	✓	✓	✓	✓					
» Incident Response and Redundancy Plan for Critical Security Systems	✓	✓	✓	✓					
» Cybersecurity Best Practices Training	✓	✓	✓	✓					
» Internal and External Penetration Testing		✓	✓	✓					
» Automated Vulnerability Scanning		✓	✓	✓					
» Compromise Assessment		✓	✓	✓					
» Network Intrusion Detection			✓	✓					
» Compromise Assessment			✓	✓					
» Next-Generation Firewalls			✓	✓					
» District-Wide Managed IT Network Cybersecurity Operations				✓					
<b>• PEOPLE (ROLES AND TRAINING)</b>									
» Empower All Staff to Initiate Emergency Procedures	✓	✓	✓	✓					
» Biannual All Hazard Scenario-Based Drills With Community Partners	✓	✓	✓	✓					
» Empower Community to Share Concerns Through Anonymous Reporting	✓	✓	✓	✓					
» Train All Staff and Volunteers on Mandated Reporting Requirements and Protocols	✓	✓	✓	✓					
» First Responder Training for School Personnel Based on Local Needs	✓	✓	✓	✓					

	TIER 1	TIER 2	TIER 3	TIER 4	Our Status			
	Achieved	In Progress	Future Need	Not Required				
<b>DISTRICT-WIDE LAYER (cont.)</b>								
<b>• ARCHITECTURAL</b>								
» Facility and Vicinity Mapping	✓	✓	✓	✓				
» Printed or Electronic "Tactical Floor Plans"		✓	✓	✓				
» Building Information Modeling (BIM)			✓	✓				
<b>• COMMUNICATION</b>								
» Memorandums of Understanding (MOUs) With Emergency Responders for Threat Information Sharing and Building Access	✓	✓	✓	✓				
» MOUs With Hospitals, Religious Organizations, Community Centers and Red Cross	✓	✓	✓	✓				
» Wide-Area Two-Way Radio System	✓	✓	✓	✓				
» Trunked Radio System		✓	✓	✓				
» Mass Notification Unified With Emergency Communications System			✓	✓				
<b>WEATHER MONITORING</b>								
» Monitor NOAA Local Weather Information	✓	✓	✓	✓				
» Weather Monitoring Service		✓	✓	✓				
» Weather Monitoring Station at Central School Facility			✓	✓				
» Weather Monitoring Station at School Facilities Every 10 Miles				✓				
<b>• ACCESS CONTROL</b>								
» Command Staff/Responder Access to Keys or Credentials for Emergency Entry	✓	✓	✓	✓				
» Access Control System Equipped With Remote Door Release Capability			✓	✓				
» All Command Staff Possess Keys and/or Access Credentials			✓	✓				
» All Responders Possess Keys and/or Access Credentials				✓				
» Electronic Access Control for IDF & MDF Rooms w/Key Override				✓				
<b>AUXILIARY BUILDINGS</b>								
» Implement Security Plan Specific to Auxiliary Buildings	✓	✓	✓	✓				
<b>TRANSPORTATION</b>								
» Interoperable Radio System for All Buses and School Vehicles	✓	✓	✓	✓				
» GPS Tracking System for All Student Transportation Vehicles	✓	✓	✓	✓				
» Bus Video Surveillance System		✓	✓	✓				
» Card-Based Check-In				✓				
» Biometric-Based Check-In				✓				
<b>• VIDEO SURVEILLANCE</b>								
» Use and Data Retention Policy	✓	✓	✓	✓				
» MOUs with Law Enforcement for Sharing Video Data	✓	✓	✓	✓				
» Incorporation of Video Surveillance Into Emergency Response Plans	✓	✓	✓	✓				
» Camera Standardization		✓	✓	✓				
» Recording System Standardization			✓	✓				
» Video Verification of Alarms to Monitoring Service or Security Operations Center (SOC)				✓				
<b>• DETECTION AND ALARMS</b>								
» Intrusion Detection System for All Buildings Centrally Monitored	✓	✓	✓	✓				
» Duress Alarms Centrally Monitored	✓	✓	✓	✓				
» Duress Alarms Sent to Law Enforcement		✓	✓	✓				
» Duress Alarms Monitored by a District-Wide SOC			✓	✓				
» Intrusion and Duress Alarms Monitored by a District-Wide SOC				✓				

	TIER 1	TIER 2	TIER 3	TIER 4	Our Status			
					Achieved	In Progress	Future Need	Not Required
<b>PROPERTY PERIMETER LAYER</b>								
<b>• POLICIES AND PROCEDURES</b>								
» Implement NCS4 Best Practices for Outdoor Activities and Events	✓	✓	✓	✓				
» Security Patrols		✓	✓	✓				
» Annual Assessment for Lighting			✓	✓				
<b>• ARCHITECTURAL</b>								
» Signage Directing Visitors to a Designated Entrance	✓	✓	✓	✓				
» Apply CPTED Principles to Promote Territorial Reinforcement	✓	✓	✓	✓				
» Trespassing, Video Surveillance and Access Notification Signage	✓	✓	✓	✓				
» Properly Positioned Exterior Lights	✓	✓	✓	✓				
» Debris Clearance	✓	✓	✓	✓				
» Gates at Entrances		✓	✓	✓				
» Landscaping to Control Vehicle Access		✓	✓	✓				
» Lighting to Enhance Video Surveillance			✓	✓				
<b>• COMMUNICATION</b>								
» Audible Mass Notification for Students and Staff	✓	✓	✓	✓				
» Local Area Two-Way Radio System Between Office and Staff		✓	✓	✓				
» Visual Indicators Specific to Hazard			✓	✓				
» Digital Low-Band Radio System Connected to District-Wide System			✓	✓				
» Audible and Visual Mass Notification Tied to District-Wide System				✓				
<b>• ACCESS CONTROL</b>								
» Manual Access Gates		✓	✓	✓				
» Electronic Access Gates				✓				
<b>• VIDEO SURVEILLANCE</b>								
» Fixed Camera, Wide Area Coverage	✓	✓	✓	✓				
» Wide Dynamic Range Cameras	✓	✓	✓	✓				
» Infrared (IR) Cameras or Lighting		✓	✓	✓				
» Wireless Video Data Transmission		✓	✓	✓				
» PTZ Camera Coverage		✓	✓	✓				
» Loitering Detection Analytics		✓	✓	✓				
» Perimeter Video Analytics				✓				
» People Identification at Gates or Points of Entry				✓				

	TIER 1	TIER 2	TIER 3	TIER 4	Our Status			
	Achieved	In Progress	Future Need	Not Required				
<b>PARKING LOT PERIMETER LAYER</b>								
<b>• POLICIES AND PROCEDURES</b>								
» Security Training for Staff and Volunteers	✓	✓	✓	✓				
» Parking Tags	✓	✓	✓	✓				
» Assign Staff to Periodically Check Parking Lot		✓	✓	✓				
» Persistent Staff Patrol			✓	✓				
» RFID Parking Tags			✓	✓				
» Staff Capability to Initiate Emergency Protocols From Exterior				✓				
<b>• ARCHITECTURAL</b>								
» Apply CPTED Principles to Enhance Natural Surveillance	✓	✓	✓	✓				
» Signage (Directing to Appropriate Areas)	✓	✓	✓	✓				
» Signage Directing to Emergency Communication Device	✓	✓	✓	✓				
<b>• COMMUNICATION</b>								
» Wide Area Mass Notification System (MNS)			✓	✓				
» Two-Way Emergency Phones			✓	✓				
» Audible and Visual Mass Notification Tied to District-Wide System				✓				
<b>• ACCESS CONTROL</b>								
» Barrier Gates Integrated With Access Control				✓				
<b>• VIDEO SURVEILLANCE</b>								
» Fixed Camera, Wide Area Coverage	✓	✓	✓	✓				
» Wide Dynamic Range Cameras (when conditions require)	✓	✓	✓	✓				
» People Identification Field of View at Pickup/Drop-off Area		✓	✓	✓				
» Loitering Detection Analytics			✓	✓				
» PTZ Camera Coverage			✓	✓				
» Audio Analytics Integration				✓				
» License Plate Recognition (LPR) and Data Integration				✓				

 <b>BUILDING PERIMETER LAYER</b>	TIER 1	TIER 2	TIER 3	TIER 4	Our Status			
	Achieved	In Progress	Future Need	Not Required				
<b>• POLICIES AND PROCEDURES</b>								
» Categorization of All Exterior Openings	✓	✓	✓	✓				
» Entrances Marked With First Responder Numbering System	✓	✓	✓	✓				
» Policy Established for Control of Exterior Openings	✓	✓	✓	✓				
» Key Control Procedures	✓	✓	✓	✓				
» Complete Distributed Antenna System (DAS) Site Survey	✓	✓	✓	✓				
<b>• PEOPLE (ROLES AND TRAINING)</b>								
» Staff Trained to Lock/Unlock Doors per Policy	✓	✓	✓	✓				
» Visitor Management Policy/Process Training	✓	✓	✓	✓				
<b>• ARCHITECTURAL</b>								
» Signage (Directing to Appropriate Areas)	✓	✓	✓	✓				
» Apply CPTED Principles Allowing Natural Access Control and Surveillance	✓	✓	✓	✓				
» Secured Vestibule	✓	✓	✓	✓				
» Emergency Building Access System for Fire/Law Enforcement	✓	✓	✓	✓				
» DAS (New Construction/Renovation)	✓	✓	✓	✓				
» One-Way Film on Exterior Windows to Prevent Visual Access	✓	✓	✓	✓				
» Security Film on Exterior Door Vision Panels and Sidelites	✓	✓	✓	✓				
» Ballistic Security Glass for Exterior Door Vision Panels and Sidelites			✓	✓				
<b>• COMMUNICATION</b>								
» Public Address System	✓	✓	✓	✓				
» Main Entry Door Intercom with Two-Way Communications		✓	✓	✓				
» Audible and Visual Mass Notification Tied to District-Wide System				✓				
» Unify Communication Systems With Video Surveillance and Access Control				✓				
<b>• ACCESS CONTROL</b>								
» All Exterior Doors Secured With Lock or Exit Device	✓	✓	✓	✓				
» Patented/Restricted Key System	✓	✓	✓	✓				
» Key Management System	✓	✓	✓	✓				
» Cylinder Dogging With Indicator	✓	✓	✓	✓				
» Door Status Monitoring	✓	✓	✓	✓				
» Electronic Access Control of Primary Entrances	✓	✓	✓	✓				
<b>• VIDEO SURVEILLANCE</b>								
» Video Intercom at Visitor Entrance Points	✓	✓	✓	✓				
» Interior, Fixed Camera Coverage for All Entrance Points	✓	✓	✓	✓				
» Wide Dynamic Range Cameras (When Conditions Require)	✓	✓	✓	✓				
» Exterior, Fixed Camera Coverage at All Entry Points		✓	✓	✓				
» Loitering Detection Analytics at Entry Points			✓	✓				
<b>• DETECTION AND ALARMS</b>								
» Intrusion Detection System on all Exterior Access Points	✓	✓	✓	✓				
» Intrusion Detection System Monitored 24/7	✓	✓	✓	✓				
» Partitioned Intrusion Detection			✓	✓				
» Automated Threat Detection				✓				



**CLASSROOM/INTERIOR PERIMETER LAYER**

	TIER 1	TIER 2	TIER 3	TIER 4	Our Status			
	Achieved	In Progress	Future Need	Not Required				
<b>• POLICIES AND PROCEDURES</b>								
» Classroom Doors Closed and Locked When Occupied	✓	✓	✓	✓				
<b>• PEOPLE (ROLES AND TRAINING)</b>								
» Teachers, Staff and Substitutes Trained on Emergency Protocols	✓	✓	✓	✓				
<b>• ARCHITECTURAL</b>								
» Security Film on Door Vision Panels and Sidelites	✓	✓	✓	✓				
» "Narrow-Lite" Style Classroom Doors with Blinds	✓	✓	✓	✓				
» Compartmentalize Building with Cross-Corridor Doors	✓	✓	✓	✓				
» Reinforced Walls at Shelter in Place Areas (New Construction)	✓	✓	✓	✓				
» Safety/Security Optimization of Classroom Door Installation (New Construction)	✓	✓	✓	✓				
<b>• COMMUNICATION</b>								
» Public Address System	✓	✓	✓	✓				
» E-911 Added to Phone System (No Codes)	✓	✓	✓	✓				
» Two-way Intercom System With Call Buttons		✓	✓	✓				
» Duress Button System - Office and Classroom		✓	✓	✓				
» In-Building Emergency Communication System			✓	✓				
» Distributed Antenna System (DAS)			✓	✓				
» Mass Notification Tied to District-Wide System			✓	✓				
» Building-Wide Communication via Outside Calls (with record call option)				✓				
» Use of Mobile Applications and Social Media				✓				
<b>• ACCESS CONTROL</b>								
» Office, Storeroom or Security Classroom Function Locks	✓	✓	✓	✓				
» Stand-Alone Electronic Locks With Fob			✓	✓				
» Networked Electronic Locks				✓				
<b>• VIDEO SURVEILLANCE</b>								
» Fixed Camera Coverage of All Common Areas	✓	✓	✓	✓				
» Fixed Camera Coverage of Vestibule and/or Lobby Area	✓	✓	✓	✓				
» Fixed Camera Coverage of Stairwells, Hallways and Restroom Entrances		✓	✓	✓				
» Fixed Camera Coverage of Restricted Areas		✓	✓	✓				
» Audio Analytic Integration			✓	✓				
<b>• DETECTION AND ALARMS</b>								
» Intrusion Detection System Covering All Hallways and Public Areas		✓	✓	✓				
» Intrusion and Duress (Panic) System Unified		✓	✓	✓				
» Intrusion Detection System Covering All Classrooms			✓	✓				
» Unified Communication and Detection System Monitored 24/7				✓				
» Unified Communication and Detection System Monitored by District-Wide SOC				✓				
» Alarms, Communications, Video Surveillance and Access Control Unified				✓				
» Automated Threat Detection				✓				

## Appendix 4: Evolution of Building Security Features in Ohio School Design Manual (OSDM)

	Building Security Feature	OSDM Requirement
1	Dedicated conduit for door access control	1997-1998
2	Intrusion alarm	1997-1998
3	Parking lot and driveway lighting standards	1997-1998
4	Exterior Fencing at Property Line	1999-2001
5	Intrusion Alarm w/ Motion Detection	1999-2001
6	CCTV Few Exterior + Corridors + ER	1999-2001
7	Panic Button in Reception	1999-2001
8	Paging and Intercom System	1999-2001
9	Exterior Sound and Light Annunciation	1999-2001
10	Multiplexed DVR Videocassette	1999-2001
11	Library Detection System	2002
12	Access Control System (Visitors to Main)	2002
13	Security Window Screens in Urban Areas	2003
14	E-911 w/ ALI and ANI	2004
15	Wireless Network supports Security	2004
16	Motion Detection all rooms w/ Ext access	2004
17	Alarm System to be on Emergency Back-up	2004
18	Cameras at 150 Ft Max Spacing	2004
19	Require 60 day storage for CCTV	2004
20	Able to view camera footage on network	2004
21	Proximity Readers	2005-2006
22	CCTV Remote Client Viewing Software	2007
23	Video imaging and badge printing	2008
24	Visitor registration and Management	2008
25	Area of Refuge w/ Communication System	2009-2010
26	CCTV changed to IP based	2011
27	Conversion to Wireless LAN	2012
28	Distributed Antenna System for first responders	2014

## Appendix 5: OFCC Cost Example

180,000 SQUARE FOOT SCHOOL, PRE-KINDERGARTEN THROUGH GRADE 8

SELECTED SECURITY ITEMS, MATERIAL AND LABOR, 2017

Description	Quantity	Cost/Unit	Total
Security System Cameras – Int./Ext.	105	\$2,250	\$236,250
Security System Card Reader	12	\$2,500	\$30,000
Security System Door Contact	57	\$175	\$9,975
Security System Electronic Lock	24	\$250	\$6,000
Security System Magnetic Holder	14	\$200	\$2,800
Security System Motion Detector	18	\$3,000	\$54,000
Security System Keypad	3	\$750	\$2,250
Security System Automatic Door Opener	2	\$1,500	\$3,000
Security System Speaker - Ext.	16	\$350	\$5,600
Security System Cable Only (per sf)	180,000	\$0.45	\$81,000
Electrical - Audiovisual Rough-in	180,000	\$0.35	\$63,000
<b>Subtotal</b>			<b>\$493,875</b>
Design, general conditions, construction management, contingency		@20%	\$98,775
<b>Total</b>			<b>\$592,650</b>

# Appendix 6: OFCC School Security Grant Program Results



OHIO FACILITIES CONSTRUCTION COMMISSION

## School Security Grant Program Final Report

The Ohio Facilities Construction Commission offered grant funding to reimburse schools that purchased emergency communications systems or entrance security systems for their buildings between January 2013 and March 2017. All chartered Ohio schools - public and private - were eligible to apply for grant funding. Expenses were approved up to \$2,000 for one emergency communication system per eligible school building and up to \$5,000 for the purchase of an entrance security system at one main entrance per school.



Students served

1.7 Million

School Security Grant dollars spent

\$15.7 Million



"We were able to purchase entrance cameras for all three of our school buildings, which helped enhance the **security**

of the building and the **safety of our kids.**"

-Graig Bansek, Superintendent,  
Columbia Local School District



3,386

School buildings affected

5,214 Grants awarded



2,460

entrance enhancement grants were awarded. Eligible systems included a secure door, security cameras, an intercom, and remote access at one main entrance per school building.



2,754

emergency communication system grants were awarded. These systems provide a **DIRECT CONNECTION** between schools and first responders.

## Appendix 7: School Safety — What We Have Done Comprehensively in Ohio

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### *Prevention*

The **Ohio Facilities Construction Committee (OFCC)** provided \$15.7 million in school security grant funding between 2013-2017 to enhance the physical security of schools throughout Ohio, including secure doors, security cameras, intercom systems, remote access denial and MARCS radios. Over 2,700 emergency communication grants were awarded to provide direct communication between schools and first responders.

The U.S. Department of Education awarded Ohio with a grant of more than \$960,000. Through this grant, the **University of Findlay** provided training to schools on emergency management planning to conduct workshops with school officials and first responders in comprehensive emergency management planning. In fiscal year 2018, the Ohio Legislature provided \$250,000 in grant funding for security upgrades for non-public schools.

In 2014, the **Threat Analysis Prevention (TAP) Unit** was developed to provide analytical support to the Safer Schools initiative. The TAP Unit analysts were trained by the U.S. Secret Service on threat assessment. The TAP Unit began to review all of the school plans within the purview of Ohio Department of Education (ODE) to determine if plans covered four critical areas of safety: active shooter; bomb threats; fires or explosions; and natural disasters. That information was provided to the Office of Center for P-20 Safety and Security (P-20) to determine the level of preparedness among Ohio schools. This analysis helped guide ODE and P-20 to develop a more practical and comprehensive emergency management plan requirement for all Ohio schools.

The **Safer Ohio anonymous tip-line (844-SAFEROH)** is used to provide schools, students and parents a means of reporting tips if their school had no such tip-line. In the first two years, more than 2,500 schools had signed up and registered to use the tip line, and tens of thousands of tip-line material was provided to schools in the form of posters and handouts for promotion of the tip-line. Later that year, a two-way texting feature was added to the tip-line to allow anonymous texting of tips from the texter and the tip-line analyst.

In addition, the tip-line information was added to the **Safer Ohio App** to allow a streamlined use of submitting tips via an App.

Through the Safer Ohio tip-line and the Safer Ohio App, tips are assessed for criminal violations, activities of bullying, potential mental illness issues and suspicious activity within schools. The TAP Unit established protocols to ensure that all important public safety stakeholders, appropriate local, state and federal law enforcement, ODE and school administrators are aware of potential criminal violations, threats toward the school and any other risk toward students or faculty within the school.

**Other resources** are provided by P-20 and ODE to assist schools with counseling, improved school climate and behavior and bullying resources.

### *Mitigation*

Through a partnership with ODE and P-20 to enhance standards developed by the Safer Schools initiative, improved emergency management plans and safety information are now available to first responders

through the Attorney General's Office and Ohio Homeland Security (OHS). Planners with OHS and P-20 now assist schools in the process of improving plans, while working with communities and law enforcement officials to practice those plans in practical application.

**More than 5,000 school safety plans were improved** across the board in areas of prevention and preparation.

**Every emergency management plan** is required to have four parts available to analysts and law enforcement/first responders:

1. Emergency operations plan;
2. Campus site plan;
3. Each building floor plan; and
4. Emergency contact list.

P-20 worked with ODE to improve emergency plan testing to require schools throughout Ohio to conduct a **tabletop exercise, a functional exercise and a full-scale exercise within a three-year period**. Template scenarios are available for schools to use.

**OHS, in conjunction with P-20, reviews and evaluates every school's plan for compliance regulated by ODE in Ohio.**

The Ohio Department of Public Safety (ODPS), in response to an increase in bomb threats in 2016, and in partnership with the Buckeye State Sheriffs' Association (BSSA) and local fire officials, developed a **bomb threat video** that was distributed to all Ohio schools to educate administrators and students on the effects and consequences of bomb threats.

In 2017, ODPS, P-20 and ODE produced an **active shooter video called "Shooter, Shooter"** that highlighted the lessons learned from real active shooter incidents in schools, narrated by school administrators and staff who were directly involved in those incidents. The video serves to educate schools on ways they can better prevent and prepare for a real event.

**Emergency Medical Services (EMS) warm zone training** for tactical medics is for EMS and law enforcement personnel entering "warm zones" (not hot zones, where they would be under direct threat) immediately after or even during an active shooter incident. The goal is to expedite treatment, stabilize patients, expeditiously remove those impacted from the scene and transport those individuals to hospitals for life-saving care. The ongoing and continued collaborations amongst safety partners, combined with the identification of best practices, will support the ability of every community to improve response capabilities and save lives.

## Appendix 8: 132nd General Assembly, House Bill 318

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# AN ACT

To amend sections 3302.03, 3313.534, 3313.66, 3313.661, 3313.668, and 3319.46 and to enact sections 3313.951 and 3319.237 of the Revised Code with regard to school resource officers, to require the Facilities Construction Commission to study and report on school building security upgrades and school resource officers, to enact the "SAFE Act" with regard to suspension and expulsion of students in grades pre-kindergarten through three and positive behavior intervention and supports, and to make an appropriation.

*Be it enacted by the General Assembly of the State of Ohio:*

SECTION 1. That sections 3302.03, 3313.534, 3313.66, 3313.661, 3313.668, and 3319.46 be amended and sections 3313.951 and 3319.237 of the Revised Code be enacted to read as follows:

Sec. 3302.03. Annually, not later than the fifteenth day of September or the preceding Friday when that day falls on a Saturday or Sunday, the department of education shall assign a letter grade for overall academic performance and for each separate performance measure for each school district, and each school building in a district, in accordance with this section. The state board shall adopt rules pursuant to Chapter 119. of the Revised Code to establish performance criteria for each letter grade and prescribe a method by which the department assigns each letter grade. For a school building to which any of the performance measures do not apply, due to grade levels served by the building, the state board shall designate the performance measures that are applicable to the building and that must be calculated separately and used to calculate the building's overall grade. The department shall issue annual report cards reflecting the performance of each school district, each building within each district, and for the state as a whole using the performance measures and letter grade system described in this section. The department shall include on the report card for each district and each building within each district the most recent two-year trend data in student achievement for each subject and each grade.

(A)(1) For the 2012-2013 school year, the department shall issue grades as described in division (E) of this section for each of the following performance measures:

(a) Annual measurable objectives;

(b) Performance index score for a school district or building. Grades shall be awarded as a percentage of the total possible points on the performance index system as adopted by the state board. In adopting benchmarks for assigning letter grades under division (A)(1)(b) of this section, the state board of education shall designate ninety per cent or higher for an "A," at least seventy per cent but not more than eighty per cent for a "C," and less than fifty per cent for an "F."

(c) The extent to which the school district or building meets each of the applicable performance indicators established by the state board under section 3302.02 of the Revised Code and

the percentage of applicable performance indicators that have been achieved. In adopting benchmarks for assigning letter grades under division (A)(1)(c) of this section, the state board shall designate ninety per cent or higher for an "A."

(d) The four- and five-year adjusted cohort graduation rates.

In adopting benchmarks for assigning letter grades under division (A)(1)(d), (B)(1)(d), or (C)(1)(d) of this section, the department shall designate a four-year adjusted cohort graduation rate of ninety-three per cent or higher for an "A" and a five-year cohort graduation rate of ninety-five per cent or higher for an "A."

(e) The overall score under the value-added progress dimension of a school district or building, for which the department shall use up to three years of value-added data as available. The letter grade assigned for this growth measure shall be as follows:

(i) A score that is at least two standard errors of measure above the mean score shall be designated as an "A."

(ii) A score that is at least one standard error of measure but less than two standard errors of measure above the mean score shall be designated as a "B."

(iii) A score that is less than one standard error of measure above the mean score but greater than or equal to one standard error of measure below the mean score shall be designated as a "C."

(iv) A score that is not greater than one standard error of measure below the mean score but is greater than or equal to two standard errors of measure below the mean score shall be designated as a "D."

(v) A score that is not greater than two standard errors of measure below the mean score shall be designated as an "F."

Whenever the value-added progress dimension is used as a graded performance measure, whether as an overall measure or as a measure of separate subgroups, the grades for the measure shall be calculated in the same manner as prescribed in division (A)(1)(e) of this section.

(f) The value-added progress dimension score for a school district or building disaggregated for each of the following subgroups: students identified as gifted, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis. Each subgroup shall be a separate graded measure.

(2) Not later than April 30, 2013, the state board of education shall adopt a resolution describing the performance measures, benchmarks, and grading system for the 2012-2013 school year and, not later than June 30, 2013, shall adopt rules in accordance with Chapter 119. of the Revised Code that prescribe the methods by which the performance measures under division (A)(1) of this section shall be assessed and assigned a letter grade, including performance benchmarks for each letter grade.

At least forty-five days prior to the state board's adoption of rules to prescribe the methods by which the performance measures under division (A)(1) of this section shall be assessed and assigned a letter grade, the department shall conduct a public presentation before the standing committees of the house of representatives and the senate that consider education legislation describing such methods, including performance benchmarks.

(3) There shall not be an overall letter grade for a school district or building for the 2012- 2013 school year.

(B)(1) For the 2013-2014 and 2014-2015 school years, the department shall issue grades as described in division (E) of this section for each of the following performance measures:

(a) Annual measurable objectives;

(b) Performance index score for a school district or building. Grades shall be awarded as a percentage of the total possible points on the performance index system as created by the department. In adopting benchmarks for assigning letter grades under division (B)(1)(b) of this section, the state board shall designate ninety per cent or higher for an "A," at least seventy per cent but not more than eighty per cent for a "C," and less than fifty per cent for an "F."

(c) The extent to which the school district or building meets each of the applicable performance indicators established by the state board under section 3302.03 of the Revised Code and the percentage of applicable performance indicators that have been achieved. In adopting benchmarks for assigning letter grades under division (B)(1)(c) of this section, the state board shall designate ninety per cent or higher for an "A."

(d) The four- and five-year adjusted cohort graduation rates;

(e) The overall score under the value-added progress dimension of a school district or building, for which the department shall use up to three years of value-added data as available.

(f) The value-added progress dimension score for a school district or building disaggregated for each of the following subgroups: students identified as gifted in superior cognitive ability and specific academic ability fields under Chapter 3324. of the Revised Code, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis. Each subgroup shall be a separate graded measure.

(g) Whether a school district or building is making progress in improving literacy in grades kindergarten through three, as determined using a method prescribed by the state board. The state board shall adopt rules to prescribe benchmarks and standards for assigning grades to districts and buildings for purposes of division (B)(1)(g) of this section. In adopting benchmarks for assigning letter grades under divisions (B)(1)(g) and (C)(1)(g) of this section, the state board shall determine progress made based on the reduction in the total percentage of students scoring below grade level, or below proficient, compared from year to year on the reading and writing diagnostic assessments administered under section 3301.0715 of the Revised Code and the third grade English language arts assessment under section 3301.0710 of the Revised Code, as applicable. The state board shall designate for a "C" grade a value that is not lower than the statewide average value for this measure. No grade shall be issued under divisions (B)(1)(g) and (C)(1)(g) of this section for a district or building in which less than five per cent of students have scored below grade level on the diagnostic assessment administered to students in kindergarten under division (B)(1) of section 3313.608 of the Revised Code.

(h) For a high mobility school district or building, an additional value-added progress dimension score. For this measure, the department shall use value-added data from the most recent school year available and shall use assessment scores for only those students to whom the district or building has administered the assessments prescribed by section 3301.0710 of the Revised Code for each of the two most recent consecutive school years.

As used in this division, "high mobility school district or building" means a school district or building where at least twenty-five per cent of its total enrollment is made up of students who have

attended that school district or building for less than one year.

(2) In addition to the graded measures in division (B)(1) of this section, the department shall include on a school district's or building's report card all of the following without an assigned letter grade:

(a) The percentage of students enrolled in a district or building participating in advanced placement classes and the percentage of those students who received a score of three or better on advanced placement examinations;

(b) The number of a district's or building's students who have earned at least three college credits through dual enrollment or advanced standing programs, such as the post-secondary enrollment options program under Chapter 3365. of the Revised Code and state-approved career- technical courses offered through dual enrollment or statewide articulation, that appear on a student's transcript or other official document, either of which is issued by the institution of higher education from which the student earned the college credit. The credits earned that are reported under divisions (B)(2)(b) and (C)(2)(c) of this section shall not include any that are remedial or developmental and shall include those that count toward the curriculum requirements established for completion of a degree.

(c) The percentage of students enrolled in a district or building who have taken a national standardized test used for college admission determinations and the percentage of those students who are determined to be remediation-free in accordance with standards adopted under division (F) of section 3345.061 of the Revised Code;

(d) The percentage of the district's or the building's students who receive industry-recognized credentials as approved under section 3313.6113 of the Revised Code.

(e) The percentage of students enrolled in a district or building who are participating in an international baccalaureate program and the percentage of those students who receive a score of four or better on the international baccalaureate examinations.

(f) The percentage of the district's or building's students who receive an honors diploma under division (B) of section 3313.61 of the Revised Code.

(3) Not later than December 31, 2013, the state board shall adopt rules in accordance with Chapter 119. of the Revised Code that prescribe the methods by which the performance measures under divisions (B)(1)(f) and (B)(1)(g) of this section will be assessed and assigned a letter grade, including performance benchmarks for each grade.

At least forty-five days prior to the state board's adoption of rules to prescribe the methods by which the performance measures under division (B)(1) of this section shall be assessed and assigned a letter grade, the department shall conduct a public presentation before the standing committees of the house of representatives and the senate that consider education legislation describing such methods, including performance benchmarks.

(4) There shall not be an overall letter grade for a school district or building for the 2013- 2014, 2014-2015, 2015-2016, and 2016-2017 school years.

(C)(1) For the 2014-2015 school year and each school year thereafter, the department shall issue grades as described in division (E) of this section for each of the performance measures prescribed in division (C)(1) of this section. The graded measures are as follows:

(a) Annual measurable objectives;

(b) Performance index score for a school district or building. Grades shall be awarded as a percentage of the total possible points on the performance index system as created by the department. In adopting benchmarks for assigning letter grades under division (C)(1)(b) of this section, the state board shall designate ninety per cent or higher for an "A," at least seventy per cent but not more than eighty per cent for a "C," and less than fifty per cent for an "F."

(c) The extent to which the school district or building meets each of the applicable performance indicators established by the state board under section 3302.03 of the Revised Code and the percentage of applicable performance indicators that have been achieved. In adopting benchmarks for assigning letter grades under division (C)(1)(c) of this section, the state board shall designate ninety per cent or higher for an "A."

(d) The four- and five-year adjusted cohort graduation rates;

(e) The overall score under the value-added progress dimension, or another measure of student academic progress if adopted by the state board, of a school district or building, for which the department shall use up to three years of value-added data as available.

In adopting benchmarks for assigning letter grades for overall score on value-added progress dimension under division (C)(1)(e) of this section, the state board shall prohibit the assigning of a grade of "A" for that measure unless the district's or building's grade assigned for value-added progress dimension for all subgroups under division (C)(1)(f) of this section is a "B" or higher.

For the metric prescribed by division (C)(1)(e) of this section, the state board may adopt a student academic progress measure to be used instead of the value-added progress dimension. If the state board adopts such a measure, it also shall prescribe a method for assigning letter grades for the new measure that is comparable to the method prescribed in division (A)(1)(e) of this section.

(f) The value-added progress dimension score of a school district or building disaggregated for each of the following subgroups: students identified as gifted in superior cognitive ability and specific academic ability fields under Chapter 3324. of the Revised Code, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis, as determined by a method prescribed by the state board. Each subgroup shall be a separate graded measure.

The state board may adopt student academic progress measures to be used instead of the value-added progress dimension. If the state board adopts such measures, it also shall prescribe a method for assigning letter grades for the new measures that is comparable to the method prescribed in division (A)(1)(e) of this section.

(g) Whether a school district or building is making progress in improving literacy in grades kindergarten through three, as determined using a method prescribed by the state board. The state board shall adopt rules to prescribe benchmarks and standards for assigning grades to a district or building for purposes of division (C)(1)(g) of this section. The state board shall designate for a "C" grade a value that is not lower than the statewide average value for this measure. No grade shall be issued under division (C)(1)(g) of this section for a district or building in which less than five per cent of students have scored below grade level on the kindergarten diagnostic assessment under division (B)(1) of section 3313.608 of the Revised Code.

(h) For a high mobility school district or building, an additional value-added progress dimension score. For this measure, the department shall use value-added data from the most recent

school year available and shall use assessment scores for only those students to whom the district or building has administered the assessments prescribed by section 3301.0710 of the Revised Code for each of the two most recent consecutive school years.

As used in this division, "high mobility school district or building" means a school district or building where at least twenty-five per cent of its total enrollment is made up of students who have attended that school district or building for less than one year.

(2) In addition to the graded measures in division (C)(1) of this section, the department shall include on a school district's or building's report card all of the following without an assigned letter grade:

(a) The percentage of students enrolled in a district or building who have taken a national standardized test used for college admission determinations and the percentage of those students who are determined to be remediation-free in accordance with the standards adopted under division (F) of section 3345.061 of the Revised Code;

(b) The percentage of students enrolled in a district or building participating in advanced placement classes and the percentage of those students who received a score of three or better on advanced placement examinations;

(c) The percentage of a district's or building's students who have earned at least three college credits through advanced standing programs, such as the college credit plus program under Chapter 3365. of the Revised Code and state-approved career-technical courses offered through dual enrollment or statewide articulation, that appear on a student's college transcript issued by the institution of higher education from which the student earned the college credit. The credits earned that are reported under divisions (B)(2)(b) and (C)(2)(c) of this section shall not include any that are remedial or developmental and shall include those that count toward the curriculum requirements established for completion of a degree.

(d) The percentage of the district's or building's students who receive an honor's diploma under division (B) of section 3313.61 of the Revised Code;

(e) The percentage of the district's or building's students who receive industry-recognized credentials as approved under section 3313.6113 of the Revised Code;

(f) The percentage of students enrolled in a district or building who are participating in an international baccalaureate program and the percentage of those students who receive a score of four or better on the international baccalaureate examinations;

(g) The results of the college and career-ready assessments administered under division (B) (1) of section 3301.0712 of the Revised Code;

(h) Whether the school district or building has implemented a positive behavior intervention and supports framework in compliance with the requirements of section 3319.46 of the Revised Code, notated as a "yes" or "no" answer.

(3) The state board shall adopt rules pursuant to Chapter 119. of the Revised Code that establish a method to assign an overall grade for a school district or school building for the 2017- 2018 school year and each school year thereafter. The rules shall group the performance measures in divisions (C)(1) and (2) of this section into the following components:

(a) Gap closing, which shall include the performance measure in division (C)(1)(a) of this section;

(b) Achievement, which shall include the performance measures in divisions (C)(1)(b) and (c) of this section;

(c) Progress, which shall include the performance measures in divisions (C)(1)(e) and (f) of this section;

(d) Graduation, which shall include the performance measure in division (C)(1)(d) of this section;

(e) Kindergarten through third-grade literacy, which shall include the performance measure in division (C)(1)(g) of this section;

(f) Prepared for success, which shall include the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. The state board shall develop a method to determine a grade for the component in division (C)(3)(f) of this section using the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. When available, the state board may incorporate the performance measure under division (C)(2)(g) of this section into the component under division (C)(3)(f) of this section. When determining the overall grade for the prepared for success component prescribed by division (C)(3)(f) of this section, no individual student shall be counted in more than one performance measure. However, if a student qualifies for more than one performance measure in the component, the state board may, in its method to determine a grade for the component, specify an additional weight for such a student that is not greater than or equal to 1.0. In determining the overall score under division (C)(3)(f) of this section, the state board shall ensure that the pool of students included in the performance measures aggregated under that division are all of the students included in the four- and five-year adjusted graduation cohort.

In the rules adopted under division (C)(3) of this section, the state board shall adopt a method for determining a grade for each component in divisions (C)(3)(a) to (f) of this section. The state board also shall establish a method to assign an overall grade of "A," "B," "C," "D," or "F" using the grades assigned for each component. The method the state board adopts for assigning an overall grade shall give equal weight to the components in divisions (C)(3)(b) and (c) of this section.

At least forty-five days prior to the state board's adoption of rules to prescribe the methods for calculating the overall grade for the report card, as required by this division, the department shall conduct a public presentation before the standing committees of the house of representatives and the senate that consider education legislation describing the format for the report card, weights that will be assigned to the components of the overall grade, and the method for calculating the overall grade.

(D) On or after July 1, 2015, the state board may develop a measure of student academic progress for high school students using only data from assessments in English language arts and mathematics. If the state board develops this measure, each school district and applicable school building shall be assigned a separate letter grade for it not sooner than the 2017-2018 school year. The district's or building's grade for that measure shall not be included in determining the district's or building's overall letter grade.

(E) The letter grades assigned to a school district or building under this section shall be as follows:

- (1) "A" for a district or school making excellent progress;
- (2) "B" for a district or school making above average progress;
- (3) "C" for a district or school making average progress;

- (4) "D" for a district or school making below average progress;
- (5) "F" for a district or school failing to meet minimum progress.

(F) When reporting data on student achievement and progress, the department shall disaggregate that data according to the following categories:

- (1) Performance of students by grade-level;
- (2) Performance of students by race and ethnic group;
- (3) Performance of students by gender;
- (4) Performance of students grouped by those who have been enrolled in a district or school for three or more years;
- (5) Performance of students grouped by those who have been enrolled in a district or school for more than one year and less than three years;
- (6) Performance of students grouped by those who have been enrolled in a district or school for one year or less;
- (7) Performance of students grouped by those who are economically disadvantaged;
- (8) Performance of students grouped by those who are enrolled in a conversion community school established under Chapter 3314. of the Revised Code;
- (9) Performance of students grouped by those who are classified as limited English proficient;
- (10) Performance of students grouped by those who have disabilities;
- (11) Performance of students grouped by those who are classified as migrants;
- (12) Performance of students grouped by those who are identified as gifted in superior cognitive ability and the specific academic ability fields of reading and math pursuant to Chapter 3324. of the Revised Code. In disaggregating specific academic ability fields for gifted students, the department shall use data for those students with specific academic ability in math and reading. If any other academic field is assessed, the department shall also include data for students with specific academic ability in that field as well.
- (13) Performance of students grouped by those who perform in the lowest quintile for achievement on a statewide basis, as determined by a method prescribed by the state board.

The department may disaggregate data on student performance according to other categories that the department determines are appropriate. To the extent possible, the department shall disaggregate data on student performance according to any combinations of two or more of the categories listed in divisions (F)(1) to (13) of this section that it deems relevant.

In reporting data pursuant to division (F) of this section, the department shall not include in the report cards any data statistical in nature that is statistically unreliable or that could result in the identification of individual students. For this purpose, the department shall not report student performance data for any group identified in division (F) of this section that contains less than ten students. If the department does not report student performance data for a group because it contains less than ten students, the department shall indicate on the report card that is why data was not reported.

(G) The department may include with the report cards any additional education and fiscal performance data it deems valuable.

(H) The department shall include on each report card a list of additional information collected

by the department that is available regarding the district or building for which the report card is issued. When available, such additional information shall include student mobility data disaggregated by race and socioeconomic status, college enrollment data, and the reports prepared under section 3302.031 of the Revised Code.

The department shall maintain a site on the world wide web. The report card shall include the address of the site and shall specify that such additional information is available to the public at that site. The department shall also provide a copy of each item on the list to the superintendent of each school district. The district superintendent shall provide a copy of any item on the list to anyone who requests it.

(I)(1)(a) Except as provided in division (I)(1)(b) of this section, for any district that sponsors a conversion community school under Chapter 3314. of the Revised Code, the department shall combine data regarding the academic performance of students enrolled in the community school with comparable data from the schools of the district for the purpose of determining the performance of the district as a whole on the report card issued for the district under this section or section 3302.033 of the Revised Code.

(b) The department shall not combine data from any conversion community school that a district sponsors if a majority of the students enrolled in the conversion community school are enrolled in a dropout prevention and recovery program that is operated by the school, as described in division (A)(4)(a) of section 3314.35 of the Revised Code. The department shall include as an addendum to the district's report card the ratings and performance measures that are required under section 3314.017 of the Revised Code for any community school to which division (I)(1)(b) of this section applies. This addendum shall include, at a minimum, the data specified in divisions (C)(1)(a), (C)(2), and (C)(3) of section 3314.017 of the Revised Code.

(2) Any district that leases a building to a community school located in the district or that enters into an agreement with a community school located in the district whereby the district and the school endorse each other's programs may elect to have data regarding the academic performance of students enrolled in the community school combined with comparable data from the schools of the district for the purpose of determining the performance of the district as a whole on the district report card. Any district that so elects shall annually file a copy of the lease or agreement with the department.

(3) Any municipal school district, as defined in section 3311.71 of the Revised Code, that sponsors a community school located within the district's territory, or that enters into an agreement with a community school located within the district's territory whereby the district and the community school endorse each other's programs, may exercise either or both of the following elections:

(a) To have data regarding the academic performance of students enrolled in that community school combined with comparable data from the schools of the district for the purpose of determining the performance of the district as a whole on the district's report card;

(b) To have the number of students attending that community school noted separately on the district's report card.

The election authorized under division (I)(3)(a) of this section is subject to approval by the governing authority of the community school.

Any municipal school district that exercises an election to combine or include data under division (I)(3) of this section, by the first day of October of each year, shall file with the department documentation indicating eligibility for that election, as required by the department.

(J) The department shall include on each report card the percentage of teachers in the district or building who are highly qualified, as defined by the No Child Left Behind Act of 2001, and a comparison of that percentage with the percentages of such teachers in similar districts and buildings.

(K)(1) In calculating English language arts, mathematics, or science assessment passage rates used to determine school district or building performance under this section, the department shall include all students taking an assessment with accommodation or to whom an alternate assessment is administered pursuant to division (C)(1) or (3) of section 3301.0711 of the Revised Code.

(2) In calculating performance index scores, rates of achievement on the performance indicators established by the state board under section 3302.02 of the Revised Code, and annual measurable objectives for determining adequate yearly progress for school districts and buildings under this section, the department shall do all of the following:

(a) Include for each district or building only those students who are included in the ADM certified for the first full school week of October and are continuously enrolled in the district or building through the time of the spring administration of any assessment prescribed by division (A) (1) or (B)(1) of section 3301.0710 or division (B) of section 3301.0712 of the Revised Code that is administered to the student's grade level;

(b) Include cumulative totals from both the fall and spring administrations of the third grade English language arts achievement assessment;

(c) Except as required by the No Child Left Behind Act of 2001, exclude for each district or building any limited English proficient student who has been enrolled in United States schools for less than one full school year.

(L) Beginning with the 2015-2016 school year and at least once every three years thereafter, the state board of education shall review and may adjust the benchmarks for assigning letter grades to the performance measures and components prescribed under divisions (C)(3) and (D) of this section.

Sec. 3313.534. (A) The board of education of each city, exempted village, and local school district shall adopt a policy of zero tolerance for violent, disruptive, or inappropriate behavior and establish strategies to address such behavior that range from prevention to intervention. A policy adopted pursuant to this section shall comply with the requirements of sections 3313.668 and 3319.46 of the Revised Code.

(B) Each of the big eight school districts, as defined in section 3314.02 of the Revised Code, shall establish under section 3313.533 of the Revised Code at least one alternative school to meet the educational needs of students with severe discipline problems, including, but not limited to, excessive disruption in the classroom and multiple suspensions or expulsions. Any other school district that attains after that date a significantly substandard graduation rate, as defined by the department of education, shall also establish such an alternative school under that section.

Sec. 3313.66. (A)(1) Except as provided under division (B)(2) of this section, and subject to section 3313.668 of the Revised Code, the superintendent of schools of a city, exempted village, or local school district, or the principal of a public school may suspend a pupil from school for not more than ten school days. The board of education of a city, exempted village, or local school district may

adopt a policy granting assistant principals and other administrators the authority to suspend a pupil from school for a period of time as specified in the policy of the board of education, not to exceed ten school days. If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension. The pupil shall be required to begin the pupil's community service or alternative consequence during the first full week day of summer break. Each school district, in its discretion, may develop an appropriate list of alternative consequences. In the event that a pupil fails to complete community service or the assigned alternative consequence, the school district may determine the next course of action, which shall not include requiring the pupil to serve the remaining time of the out-of-school suspension at the beginning of the following school year.

~~Except in the case of a pupil given an in-school suspension, no~~ No pupil shall be suspended issued an out-of-school suspension unless prior to the suspension the superintendent or principal does both of the following:

~~(1)~~ (a) Gives the pupil written notice of the intention to suspend the pupil and the reasons for the intended suspension and, if the proposed suspension is based on a violation listed in division (A) of section 3313.662 of the Revised Code and if the pupil is sixteen years of age or older, includes in the notice a statement that the superintendent may seek to permanently exclude the pupil if the pupil is convicted of or adjudicated a delinquent child for that violation;

~~(2)~~ (b) Provides the pupil an opportunity to appear at an informal hearing before the principal, assistant principal, superintendent, or superintendent's designee and challenge the reason for the intended suspension or otherwise to explain the pupil's actions.

If a pupil is suspended pursuant to division (A) of this section, the school district board ~~may, in its discretion,~~ shall permit the pupil to complete any classroom assignments missed because of the suspension.

(2) If a pupil is issued an in-school suspension, the school district board shall permit the pupil to complete any classroom assignments missed because of the suspension. Furthermore, the superintendent or principal shall ensure the pupil is serving the suspension in a supervised learning environment.

(B)(1) Except as provided under division (B)(2), (3), or (4) of this section, and subject to section 3313.668 of the Revised Code, the superintendent of schools of a city, exempted village, or local school district may expel a pupil from school for a period not to exceed the greater of eighty school days or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place, unless the expulsion is extended pursuant to division (F) of this section. If at the time an expulsion is imposed there are fewer than eighty school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

(2)(a) Unless a pupil is permanently excluded pursuant to section 3313.662 of the Revised Code, the superintendent of schools of a city, exempted village, or local school district shall expel a

pupil from school for a period of one year for bringing a firearm to a school operated by the board of education of the district or onto any other property owned or controlled by the board, except that the superintendent may reduce this requirement on a case-by-case basis in accordance with the policy adopted by the board under section 3313.661 of the Revised Code.

(b) The superintendent of schools of a city, exempted village, or local school district may expel a pupil from school for a period of one year for bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is not located in a school or on property that is owned or controlled by the district. The superintendent may reduce this disciplinary action on a case-by-case basis in accordance with the policy adopted by the board under section 3313.661 of the Revised Code.

(c) Any expulsion pursuant to division (B)(2) of this section shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. As used in this division, "firearm" has the same meaning as provided pursuant to the "Gun- Free Schools Act," 115 Stat. 1762, 20 U.S.C. 7151.

(3) The board of education of a city, exempted village, or local school district may adopt a resolution authorizing the superintendent of schools to expel a pupil from school for a period not to exceed one year for bringing a knife capable of causing serious bodily injury to a school operated by the board, onto any other property owned or controlled by the board, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the school district or in which the district is a participant, or for possessing a firearm or knife capable of serious bodily injury, at a school, on any other property owned or controlled by the board, or at an interscholastic competition, an extracurricular event, or any other school program or activity, which firearm or knife was initially brought onto school board property by another person. The resolution may authorize the superintendent to extend such an expulsion, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

(4) The board of education of a city, exempted village, or local school district may adopt a resolution establishing a policy under section 3313.661 of the Revised Code that authorizes the superintendent of schools to expel a pupil from school for a period not to exceed one year for committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons as defined in division (A)(5) of section 2901.01 of the Revised Code or serious physical harm to property as defined in division (A)(6) of section 2901.01 of the Revised Code while the pupil is at school, on any other property owned or controlled by the board, or at an interscholastic competition, an extracurricular event, or any other school program or activity. Any expulsion under this division shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

(5) The board of education of any city, exempted village, or local school district may adopt a resolution establishing a policy under section 3313.661 of the Revised Code that authorizes the superintendent of schools to expel a pupil from school for a period not to exceed one year for making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this division shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

(6) No pupil shall be expelled under division (B)(1), (2), (3), (4), or (5) of this section unless,

prior to the pupil's expulsion, the superintendent does both of the following:

(a) Gives the pupil and the pupil's parent, guardian, or custodian written notice of the intention to expel the pupil;

(b) Provides the pupil and the pupil's parent, guardian, custodian, or representative an opportunity to appear in person before the superintendent or the superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the pupil's actions.

The notice required in this division shall include the reasons for the intended expulsion, notification of the opportunity of the pupil and the pupil's parent, guardian, custodian, or representative to appear before the superintendent or the superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the pupil's action, and notification of the time and place to appear. The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the pupil or the pupil's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the superintendent shall notify the pupil and the pupil's parent, guardian, custodian, or representative of the new time and place to appear. If the proposed expulsion is based on a violation listed in division (A) of section 3313.662 of the Revised Code and if the pupil is sixteen years of age or older, the notice shall include a statement that the superintendent may seek to permanently exclude the pupil if the pupil is convicted of or adjudicated a delinquent child for that violation.

(7) A superintendent of schools of a city, exempted village, or local school district shall initiate expulsion proceedings pursuant to this section with respect to any pupil who has committed an act warranting expulsion under the district's policy regarding expulsion even if the pupil has withdrawn from school for any reason after the incident that gives rise to the hearing but prior to the hearing or decision to impose the expulsion. If, following the hearing, the pupil would have been expelled for a period of time had the pupil still been enrolled in the school, the expulsion shall be imposed for the same length of time as on a pupil who has not withdrawn from the school.

~~(C)-If (1) Subject to division (C)(2) of this section, if a pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or a principal or assistant principal may remove a pupil from curricular activities or from the school premises, and a teacher may remove a pupil from curricular activities under the teacher's supervision, without the notice and hearing requirements of division (A) or (B) of this section. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal.~~

(2) A pupil in any of grades pre-kindergarten through three may be removed pursuant to division (C)(1) of this section only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the school day following the day in which the student was removed.

(a) A school district or school that returns a student in any of grades pre-kindergarten through three to curricular and extracurricular activities on the next school day shall not be required to follow division (C)(3) of this section with regard to that student.

(b) A school district shall not initiate a suspension or expulsion proceeding against a student

in any of grades pre-kindergarten through three who was removed from a curricular or extracurricular activity under division (C) of this section unless the student has committed an act described in division (B)(1)(a) or (b) of section 3313.668 of the Revised Code.

(3) If a pupil is removed under ~~this division (C)(1) or (2) of this section~~ from a curricular activity or from the school premises, written notice of the hearing and of the reason for the removal shall be given to the pupil as soon as practicable prior to the hearing, which shall be held ~~within three school days from the time~~ on the next school day after the initial removal is ordered. The hearing shall be held in accordance with division (A) of this section unless it is probable that the pupil may be subject to expulsion, in which case a hearing in accordance with division (B) of this section shall be held, except that the hearing shall be held ~~within three school days~~ on the next school day after the date of the initial removal. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

(4) If the superintendent or the principal reinstates a pupil in a curricular activity under the teacher's supervision prior to the hearing following a removal under this division, the teacher, upon request, shall be given in writing the reasons for such reinstatement.

(D) The superintendent or principal, within one school day after the time of a pupil's expulsion or suspension, shall notify in writing the parent, guardian, or custodian of the pupil and the ~~treasurer of the board of education~~ of the expulsion or suspension. The In the case of an expulsion, the superintendent or principal, within one school day after the time of a pupil's expulsion, also shall notify in writing the treasurer of the board of education. Each notice shall include the reasons for the expulsion or suspension, notification of the right of the pupil or the pupil's parent, guardian, or custodian to appeal the expulsion or suspension to the board of education or to its designee, to be represented in all appeal proceedings, to be granted a hearing before the board or its designee in order to be heard against the suspension or expulsion, and to request that the hearing be held in executive session, notification that the expulsion may be subject to extension pursuant to division (F) of this section if the pupil is sixteen years of age or older, and notification that the superintendent may seek the pupil's permanent exclusion if the suspension or expulsion was based on a violation listed in division (A) of section 3313.662 of the Revised Code that was committed when the child was sixteen years of age or older and if the pupil is convicted of or adjudicated a delinquent child for that violation.

In accordance with the policy adopted by the board of education under section 3313.661 of the Revised Code, the notice provided under this division shall specify the manner and date by which the pupil or the pupil's parent, guardian, or custodian shall notify the board of the pupil's, parent's, guardian's, or custodian's intent to appeal the expulsion or suspension to the board or its designee.

Any superintendent expelling a pupil under this section for more than twenty school days or for any period of time if the expulsion will extend into the following semester or school year shall, in the notice required under this division, provide the pupil and the pupil's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the pupil's attitudes and behavior that contributed to the incident that gave rise to the pupil's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

(E) A pupil or the pupil's parent, guardian, or custodian may appeal the pupil's expulsion by a

superintendent or suspension by a superintendent, principal, assistant principal, or other administrator to the board of education or to its designee. If the pupil or the pupil's parent, guardian, or custodian intends to appeal the expulsion or suspension to the board or its designee, the pupil or the pupil's parent, guardian, or custodian shall notify the board in the manner and by the date specified in the notice provided under division (D) of this section. The pupil or the pupil's parent, guardian, or custodian may be represented in all appeal proceedings and shall be granted a hearing before the board or its designee in order to be heard against the suspension or expulsion. At the request of the pupil or of the pupil's parent, guardian, custodian, or attorney, the board or its designee may hold the hearing in executive session but shall act upon the suspension or expulsion only at a public meeting. The board, by a majority vote of its full membership or by the action of its designee, may affirm the order of suspension or expulsion, reinstate the pupil, or otherwise reverse, vacate, or modify the order of suspension or expulsion.

The board or its designee shall make a verbatim record of hearings held under this division. The decisions of the board or its designee may be appealed under Chapter 2506. of the Revised Code.

This section shall not be construed to require notice and hearing in accordance with division (A), (B), or (C) of this section in the case of normal disciplinary procedures in which a pupil is removed from a curricular activity for a period of less than one school day and is not subject to suspension or expulsion.

(F)(1) If a pupil is expelled pursuant to division (B) of this section for committing any violation listed in division (A) of section 3313.662 of the Revised Code and the pupil was sixteen years of age or older at the time of committing the violation, if a complaint, indictment, or information is filed alleging that the pupil is a delinquent child based upon the commission of the violation or the pupil is prosecuted as an adult for the commission of the violation, and if the resultant juvenile court or criminal proceeding is pending at the time that the expulsion terminates, the superintendent of schools that expelled the pupil may file a motion with the court in which the proceeding is pending requesting an order extending the expulsion for the lesser of an additional eighty days or the number of school days remaining in the school year. Upon the filing of the motion, the court immediately shall schedule a hearing and give written notice of the time, date, and location of the hearing to the superintendent and to the pupil and the pupil's parent, guardian, or custodian. At the hearing, the court shall determine whether there is reasonable cause to believe that the pupil committed the alleged violation that is the basis of the expulsion and, upon determining that reasonable cause to believe the pupil committed the violation does exist, shall grant the requested extension.

(2) If a pupil has been convicted of or adjudicated a delinquent child for a violation listed in division (A) of section 3313.662 of the Revised Code for an act that was committed when the child was sixteen years of age or older, if the pupil has been expelled pursuant to division (B) of this section for that violation, and if the board of education of the school district of the school from which the pupil was expelled has adopted a resolution seeking the pupil's permanent exclusion, the superintendent may file a motion with the court that convicted the pupil or adjudicated the pupil a delinquent child requesting an order to extend the expulsion until an adjudication order or other determination regarding permanent exclusion is issued by the superintendent of public instruction pursuant to section 3301.121 and division (D) of section 3313.662 of the Revised Code. Upon the

filing of the motion, the court immediately shall schedule a hearing and give written notice of the time, date, and location of the hearing to the superintendent of the school district, the pupil, and the pupil's parent, guardian, or custodian. At the hearing, the court shall determine whether there is reasonable cause to believe the pupil's continued attendance in the public school system may endanger the health and safety of other pupils or school employees and, upon making that determination, shall grant the requested extension.

(G) The failure of the superintendent or the board of education to provide the information regarding the possibility of permanent exclusion in the notice required by divisions (A), (B), and (D) of this section is not jurisdictional, and the failure shall not affect the validity of any suspension or expulsion procedure that is conducted in accordance with this section or the validity of a permanent exclusion procedure that is conducted in accordance with sections 3301.121 and 3313.662 of the Revised Code.

(H) With regard to suspensions and expulsions pursuant to divisions (A) and (B) of this section by the board of education of any city, exempted village, or local school district, this section shall apply to any student, whether or not the student is enrolled in the district, attending or otherwise participating in any curricular program provided in a school operated by the board or provided on any other property owned or controlled by the board.

(I) Whenever a student is expelled under this section, the expulsion shall result in removal of the student from the student's regular school setting. However, during the period of the expulsion, the board of education of the school district that expelled the student or any board of education admitting the student during that expulsion period may provide educational services to the student in an alternative setting.

(J)(1) Notwithstanding sections 3109.51 to 3109.80, 3313.64, and 3313.65 of the Revised Code, any school district, after offering an opportunity for a hearing, may temporarily deny admittance to any pupil if one of the following applies:

(a) The pupil has been suspended from the schools of another district under division (A) of this section and the period of suspension, as established under that division, has not expired;

(b) The pupil has been expelled from the schools of another district under division (B) of this section and the period of the expulsion, as established under that division or as extended under division (F) of this section, has not expired.

If a pupil is temporarily denied admission under this division, the pupil shall be admitted to school in accordance with sections 3109.51 to 3109.80, 3313.64, or 3313.65 of the Revised Code no later than upon expiration of the suspension or expulsion period, as applicable.

(2) Notwithstanding sections 3109.51 to 3109.80, 3313.64, and 3313.65 of the Revised Code, any school district, after offering an opportunity for a hearing, may temporarily deny admittance to any pupil if the pupil has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired. If a pupil is temporarily denied admission under this division, the pupil shall be admitted to school in accordance with sections 3109.51 to 3109.80, 3313.64, or 3313.65 of the Revised Code no later than the earlier of the following:

(a) Upon expiration of the expulsion or removal period imposed by the out-of-state school;

(b) Upon expiration of a period established by the district, beginning with the date of

expulsion or removal from the out-of-state school, that is no greater than the period of expulsion that the pupil would have received under the policy adopted by the district under section 3313.661 of the Revised Code had the offense that gave rise to the expulsion or removal by the out-of-state school been committed while the pupil was enrolled in the district.

(K) As used in this section:

(1) "Permanently exclude" and "permanent exclusion" have the same meanings as in section 3313.662 of the Revised Code.

(2) "In-school suspension" means the pupil will serve all of the suspension in a supervised learning environment within a school setting.

Sec. 3313.661. (A) ~~The~~ Subject to the limitations set forth in section 3313.668 of the Revised Code, the board of education of each city, exempted village, and local school district shall adopt a policy regarding suspension, expulsion, removal, and permanent exclusion that specifies the types of misconduct for which a pupil may be suspended, expelled, or removed. The types of misconduct may include misconduct by a pupil that occurs off of property owned or controlled by the district but that is connected to activities or incidents that have occurred on property owned or controlled by that district and misconduct by a pupil that, regardless of where it occurs, is directed at a district official or employee, or the property of such official or employee. The policy shall specify the reasons for which the superintendent of the district may reduce the expulsion requirement in division (B)(2) of section 3313.66 of the Revised Code. If a board of education adopts a resolution pursuant to division (B)(3) of section 3313.66 of the Revised Code, the policy shall define the term "knife capable of causing serious bodily injury" or "firearm," as applicable, for purposes of expulsion under that resolution and shall specify any reasons for which the superintendent of the district may reduce any required expulsion period on a case-by-case basis. If a board of education adopts a resolution pursuant to division (B)(4) or (5) of section 3313.66 of the Revised Code, the policy shall specify any reasons for which the superintendent of the district may reduce any required expulsion period on a case-by-case basis. The policy also shall set forth the acts listed in section 3313.662 of the Revised Code for which a pupil may be permanently excluded.

The policy adopted under this division shall specify the date and manner by which a pupil or a pupil's parent, guardian, or custodian may notify the board of the pupil's, parent's, guardian's, or custodian's intent to appeal an expulsion or suspension to the board or its designee pursuant to division (E) of section 3313.66 of the Revised Code. In the case of any expulsion, the policy shall not specify a date that is less than fourteen days after the date of the notice provided to the pupil or the pupil's parent, guardian, or custodian under division (D) of that section.

A copy of the policy shall be posted in a central location in the school and made available to pupils upon request. No pupil shall be suspended, expelled, or removed except in accordance with the policy adopted by the board of education of the school district in which the pupil attends school, and no pupil shall be permanently excluded except in accordance with sections 3301.121 and 3313.662 of the Revised Code.

(B) A board of education may establish a program and adopt guidelines under which a superintendent may require a pupil to perform community service in conjunction with a suspension or expulsion imposed under section 3313.66 of the Revised Code or in place of a suspension or expulsion imposed under section 3313.66 of the Revised Code except for an expulsion imposed

pursuant to division (B)(2) of that section. If a board adopts guidelines under this division, they shall permit, except with regard to an expulsion pursuant to division (B)(2) of section 3313.66 of the Revised Code, a superintendent to impose a community service requirement beyond the end of the school year in lieu of applying an expulsion into the following school year. Any guidelines adopted shall be included in the policy adopted under this section.

(C) The written policy of each board of education that is adopted pursuant to section 3313.20 of the Revised Code shall be posted in a central location in each school that is subject to the policy and shall be made available to pupils upon request.

(D) Any Except as described in division (B) of section 3313.668 of the Revised Code, any policy, program, or guideline adopted by a board of education under this section with regard to suspensions or expulsions pursuant to division (A) or (B) of section 3313.66 of the Revised Code shall apply to any student, whether or not the student is enrolled in the district, attending or otherwise participating in any curricular program provided in a school operated by the board or provided on any other property owned or controlled by the board.

(E) As used in this section, "permanently exclude" and "permanent exclusion" have the same meanings as in section 3313.662 of the Revised Code.

Sec. 3313.668. (A) On and after July 1, 2017, no school district or school shall suspend, expel, or remove a student from school under section 3313.66 of the Revised Code solely on the basis of the student's absences from school without legitimate excuse.

(B)(1) Except as described in division (B) of this section, no school district or school shall issue an out-of-school suspension or expulsion to a student in grades pre-kindergarten through three.

(a) A school district or school may issue an out-of-school suspension or expulsion, in accordance with section 3313.66 of the Revised Code, to a student in any of grades pre-kindergarten through three who has engaged in any of the behaviors described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code.

(b) A school district or school may issue an out-of-school suspension not to exceed ten days or an expulsion to a student in any of grades pre-kindergarten through three who has not engaged in any of the behaviors described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code only as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

(2) Whenever possible, the principal shall consult with a mental health professional under contract with the district or school prior to suspending or expelling a student in any of grades pre-kindergarten through three. If the events leading up to suspension or expulsion indicate a need for additional mental health services, the student's principal or the district's mental health professional shall, in any manner that does not result in a financial burden to the school district or school, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional. Nothing in this division shall be construed to limit the responsibilities of a school district or school with respect to the provision of special education and related services under Chapter 3323. of the Revised Code.

(3) A student in any of grades pre-kindergarten through three who is suspended or expelled shall be afforded the same notice and hearing, procedural, and educational opportunities as prescribed for a suspension or expulsion pursuant to section 3313.66 of the Revised Code.

(4) Nothing in division (B) of this section shall be construed to limit the authority of a school district or school to issue an in-school suspension to a student in any of grades pre-kindergarten through three, provided that the in-school suspension is served in a supervised learning environment in accordance with divisions (A)(2) and (K)(2) of section 3313.66 of the Revised Code.

Sec. 3313.951. (A) As used in this section:

(1) "Law enforcement agency" has the same meaning as in section 149.435 of the Revised Code.

(2) "Peace officer" has the same meaning as in division (A)(1) of section 109.71 of the Revised Code.

(3) "School resource officer" means a peace officer who is appointed through a memorandum of understanding between a law enforcement agency and a school district to provide services to a school district or school as described in this section.

(B)(1) A school resource officer who provides services to a school district or school on or after the effective date of this section shall, except as described in division (B)(2) of this section, satisfy both of the following conditions:

(a) Complete a basic training program approved by the Ohio peace officer training commission, as described in division (B)(1) of section 109.77 of the Revised Code;

(b) Complete at least forty hours of school resource officer training within one year after appointment to provide those services through one of the following entities, as approved by the Ohio peace officer training commission:

(i) The national association of school resource officers;

(ii) The Ohio school resource officer association;

(iii) A peace officer certified to conduct a course that satisfies the conditions set forth in division (B)(3) of this section.

(2) A school resource officer who is appointed to provide services to a school district or school prior to the effective date of this section shall be exempt from compliance with the training requirements prescribed in division (B)(1)(b) of this section.

(3) A certified training program provided by an entity described in division (B)(1)(b)(i) or (ii) of this section shall include instruction regarding skills, tactics, and strategies necessary to address the specific nature of all of the following:

(a) School campuses;

(b) School building security needs and characteristics;

(c) The nuances of law enforcement functions conducted inside a school environment, including:

(i) Understanding the psychological and physiological characteristics consistent with the ages of the students in the assigned building or buildings;

(ii) Understanding the appropriate role of school resource officers regarding discipline and reducing the number of referrals to juvenile court; and

(iii) Understanding the use of developmentally appropriate interview, interrogation, de-escalation, and behavior management strategies.

(d) The mechanics of being a positive role model for youth, including appropriate communication techniques which enhance interactions between the school resource officer and

students:

(e) Providing assistance on topics such as classroom management tools to provide law-related education to students and methods for managing the behaviors sometimes associated with educating children with special needs;

(f) The mechanics of the laws regarding compulsory attendance, as set forth in Chapter 3321. of the Revised Code;

(g) Identifying the trends in drug use, eliminating the instance of drug use, and encouraging a drug-free environment in schools.

(4) The Ohio peace officer training commission shall do both of the following:

(a) Develop and conduct a basic school resource officer training course that satisfies the conditions set forth in division (B)(3) of this section, and establish criteria for what constitutes successful completion of that course;

(b) Adopt rules, in accordance with Chapter 119. of the Revised Code, for the approval of an entity described in division (B)(1)(b)(i) or (ii) of this section that provides certified school resource officer training.

(C)(1) If a school district decides to utilize school resource officer services, the school district and the appropriate law enforcement agency shall first enter into a memorandum of understanding that clarifies the purpose of the school resource officer program and roles and expectations between the participating entities. If a school district is already utilizing school resource officer services on the effective date of this section, the school district and the law enforcement agency shall enter into a memorandum of understanding within one year after the effective date of this section.

(2) Each memorandum of understanding shall address the following items:

(a) Clearly defined set of goals for the school resource officer program;

(b) Background requirements or suggested expertise for employing law enforcement in the school setting, including an understanding of child and adolescent development;

(c) Professional development, including training requirements that focus on age-appropriate practices for conflict resolution and developmentally informed de-escalation and crisis intervention methods;

(d) Clearly defined roles, responsibilities, and expectations of the parties involved, including school resource officers, law enforcement, school administrators, staff, and teachers;

(e) A protocol for how suspected criminal activity versus school discipline is to be handled;

(f) The requirement for coordinated crisis planning and updating of school crisis plans;

(g) Any other discretionary items determined by the parties to foster a school resource officer program that builds positive relationships between law enforcement, school staff, and the students, promotes a safe and positive learning environment, and decreases the number of youth formally referred to the juvenile justice system.

(3) A school district, through its school administration, may give students an opportunity to provide input during the drafting process of any memorandum of understanding being entered into pursuant to division (C) of this section.

(D)(1) In accordance with the requirements prescribed in this section, a school resource officer may work in one or more school districts or schools providing the following services:

(a) Assistance with adoption, implementation, and amendment of the comprehensive

emergency management plan required under section 3313.536 of the Revised Code;

(b) Carrying out any additional responsibilities assigned to the school resource officer under the employment engagement, contract, or memorandum of understanding, including but not limited to:

- (i) Providing a safe learning environment;
- (ii) Providing valuable resources to school staff members;
- (iii) Fostering positive relationships with students and staff;
- (iv) Developing strategies to resolve problems affecting youth and protecting all students.

(2) A school resource officer shall consult with local law enforcement officials and first responders when assisting a school district's administrator in the development of a comprehensive emergency management plan.

(E) The school district or school administrator shall have final decision-making authority regarding all matters of school discipline.

Sec. 3319.237. (A) The standards for the preparation of teachers adopted under section 3333.048 of the Revised Code shall require each institution that provides a teacher preparation program to include a semester course, or the equivalent, for all students pursuing a license to teach in any of grades pre-kindergarten through five that includes instruction on all of the following:

- (1) Positive behavior intervention and supports and social-emotional development;
- (2) Classroom systems for establishing the foundation for positive behavior, such as supervision, acknowledgment, prompts, and precorrection;
- (3) Classroom systems for responding to unwanted behavior, including error correction and other strategies;
- (4) Classroom data collection systems;
- (5) Effective instructional strategies and how to implement them with fidelity;
- (6) Matching curriculum to student needs and data;
- (7) The impact of trauma, toxic stress, and other environmental variables on learning behavior.

(B) Within three years after the effective date of this section, each school district shall provide professional development or continuing education in positive behavior intervention and supports, as part of the school-wide implementation of the positive behavior intervention and supports framework required under section 3319.46 of the Revised Code, to all of the following:

(1) Any of the district's teachers who teach in buildings that serve students in any of grades pre-kindergarten through three and who completed a teacher preparation program prior to the effective date of this section;

(2) All of the district's administrators who serve students in any of grades pre-kindergarten through three, including the school district superintendent, building principals, and assistant principals, who have not already completed a course of instruction, professional development, or continuing education in positive behavior intervention and supports.

Each district's local professional development committee, established under section 3319.22 of the Revised Code, shall monitor compliance with division (B) of this section and shall establish model professional development courses to assist in that compliance.

Sec. 3319.46. (A)(1) The state board of education shall adopt rules under Chapter 119. of the

Revised Code that establish ~~a~~ both of the following:

(a) A policy and standards for the implementation of positive behavior intervention and supports ~~and~~ framework;

(b) A policy and standards for the use of physical restraint or seclusion on students.

(2) Within ninety days after the effective date of this amendment, the state board shall amend or update rule 3301-35-15 of the Administrative Code to reflect the requirements of this section.

(B)(1) Each school district board of education shall ~~comply~~ do all of the following:

(a) Implement a positive behavior intervention and supports framework on a system-wide basis that complies with this section;

(b) Comply with ~~the~~ any policy and standards adopted, amended, or updated by the state board under this section;

(c) Submit any reports required by the department of education or the general assembly with respect to the implementation of a positive behavior intervention and supports framework or suspension and expulsion of students in any of grades pre-kindergarten through three.

(2) Each school district's positive behavior intervention and supports framework may focus on the following:

(a) Comprehensive, school-wide data systems that enable monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms;

(b) School-wide investment in evidence-based curricula and effective instructional strategies, matched to students' needs, and data to support teachers' academic instruction;

(c) An expectation by school administrators that classroom practices be linked to and aligned with the school-wide system;

(d) Improving staff climate and culture regarding the role of discipline in the classroom, established through the use of positive and proactive communication and staff recognition.

(C) For purposes of this section, "positive behavior intervention and supports framework" or "positive behavior intervention and supports" means a multi-tiered, school-wide, behavioral framework developed and implemented for the purpose of improving academic and social outcomes and increasing learning for all students.

(D) The department of education shall oversee each school district's and school's compliance with this section.

SECTION 2. That existing sections 3302.03, 3313.534, 3313.66, 3313.661, 3313.668, and 3319.46 of the Revised Code are hereby repealed.

SECTION 3. All appropriation items in this act are appropriated out of any moneys in the state treasury to the credit of the designated fund that are not otherwise appropriated. For all appropriations made in this act, those in the first column are for fiscal year 2018 and those in the second column are for fiscal year 2019. The appropriations made in this act are in addition to any other appropriations made for the FY 2018–FY 2019 biennium.

SECTION 4. AGO ATTORNEY GENERAL

General Revenue Fund

GRF 055502	School Safety	\$ 0	\$ 12,000,000
	Training Grants		
TOTAL GRF General Revenue Fund		\$ 0	\$ 12,000,000
TOTAL ALL BUDGET FUND GROUPS		\$ 0	\$ 12,000,000

SCHOOL SAFETY TRAINING GRANTS

(A) The foregoing appropriation item 055502, School Safety Training Grants, shall be used by the Attorney General, in consultation with the Superintendent of Public Instruction and the Director of Mental Health and Addiction Services, solely to make grants to public and chartered nonpublic schools and schools operated by county boards of developmental disabilities administering special education services programs pursuant to section 5126.05 of the Revised Code for school safety and school climate programs and training.

(B) The use of the grants includes, but is not limited to, all of the following:

- (1) The support of school resource officer certification training;
- (2) Any type of active shooter and school safety training;
- (3) All grade level type educational resources;
- (4) Training to identify and assist students with mental health issues;
- (5) Any other training related to school safety.

(C) The schools and county boards shall work or contract with the county sheriff's office or a local police department in whose jurisdiction they are located to develop the programs and training described in divisions (B)(1), (2), (3), and (5) of this section.

SECTION 5. EDU DEPARTMENT OF EDUCATION

State Lottery Fund Group

7017 200602	School Climate Grants	\$0	\$ 2,000,000
TOTAL SLF State Lottery Fund Group		\$0	\$ 2,000,000
TOTAL ALL BUDGET FUND GROUPS		\$0	\$ 2,000,000

SCHOOL CLIMATE GRANTS

(A) The foregoing appropriation item 200602, School Climate Grants, shall be used to provide competitive grants to eligible applicants to implement positive behavior intervention and supports frameworks, evidence- or research-based social and emotional learning initiatives, or both, in eligible school buildings.

(B) The Superintendent of Public Instruction shall administer and award the grants. The Superintendent shall prescribe an application form, establish procedures for the consideration and approval of grant applications, and determine the amount of the grant awards, provided that the

Superintendent shall award the grants in the following order of priority:

(1) First, to eligible applicants whose grant proposal serves one or more eligible school buildings whose percentage of students who are identified as economically disadvantaged is greater than the statewide average percentage of students who are identified as economically disadvantaged, as determined by the Superintendent;

(2) Second, to eligible applicants whose grant proposal serves one or more eligible school buildings with high suspension rates, as determined by the Superintendent;

(3) Third, to eligible applicants who were not awarded a grant under either division (B)(1) or (2) of this section in the order in which the applications were received.

The Superintendent may enter into a written grant agreement with each eligible applicant awarded a grant under this section that includes the terms and conditions governing the use of the funds. The Superintendent may monitor a recipient's use of the funds to ensure that the funds are used in accordance with the grant agreement.

(C) A grant awarded to an eligible applicant under this section shall not exceed \$5,000 per eligible school building served in the eligible applicant's grant proposal, up to a maximum of \$50,000.

(D) Notwithstanding any provision of law to the contrary, grants awarded under this section may be used by grant recipients for grant-related expenses for a period not to exceed two years from the date of the award, according to guidelines established by the Superintendent.

(E) As used in this section:

(1) "Eligible applicant" means a city, local, or exempted village school district; a community school established under Chapter 3314. of the Revised Code; or a STEM or STEAM school established under Chapter 3326. of the Revised Code.

(2) "Eligible school building" means a building of an eligible applicant that serves any of grades kindergarten through three.

SECTION 6. Within the limits set forth in this act, the Director of Budget and Management shall establish accounts indicating the source and amount of funds for each appropriation made in this act, and shall determine the form and manner in which appropriation accounts shall be maintained. Expenditures from appropriations contained in this act shall be accounted for as though made in Am. Sub. H.B. 49 of the 132nd General Assembly.

The appropriations made in this act are subject to all provisions of Am. Sub. H.B. 49 of the 132nd General Assembly that are generally applicable to such appropriations.

SECTION 7. On the effective date of this section, or as soon as possible thereafter, the Executive Director of the Ohio Facilities Construction Commission shall cancel any existing encumbrances against appropriation item C230V9, School Security Grants, and certify the total amount canceled to the Director of Budget and Management. Upon receipt of the certification, or as soon as possible thereafter, the Director of Budget and Management may transfer cash, up to the certified amount, from the Public School Building Fund (Fund 7021) to the General Revenue Fund.

SECTION 8. (A) The Department of Public Safety, in consultation with the Ohio Facilities Construction Commission, shall conduct a study of school security in existing public and chartered nonpublic school buildings. The study shall include the following:

- (1) The types of physical security measures used in school buildings;
- (2) Options for possible security upgrades for school buildings;
- (3) An analysis of the most cost-effective ways to add physical security changes to existing school buildings;
- (4) The number of school buildings with a school resource officer;
- (5) The number of school buildings with other school security personnel not reported in division (A)(4) of this section, including school buildings that use retired law enforcement as school security;
- (6) Recommendations for improving school security.

For purposes of division (A)(4) of this section, "school building" includes all public school buildings, including school buildings operated by school districts, community schools established under Chapter 3314. of the Revised Code, STEM schools established under Chapter 3326. of the Revised Code, college-preparatory boarding schools established under Chapter 3328. of the Revised Code, and, if the governing authority of a chartered nonpublic school elects to participate in the study, any school building operated by that school.

As used in this section, "school resource officer" has the same meaning as in section 3313.951 of the Revised Code.

(B) In order to maintain student and staff safety, any information provided by a public or chartered nonpublic school to the Department of Public Safety shall be considered a security record and is not a public record pursuant to section 149.433 of the Revised Code.

(C) The Commission shall submit a copy of the study to the Governor and each member of the General Assembly not later than February 1, 2019.

SECTION 9. The General Assembly recognizes that out-of-school suspensions are a widely used classroom management tool and that it may take time to completely phase out unnecessary out-of-school suspensions. During this period of transition, while school districts and schools are gaining the knowledge and experience related to how positive behavior intervention and supports improve social, emotional, and academic development for students in grades pre-kindergarten through three, it is imperative that those students remain in the classroom whenever possible. In an effort to give school districts and schools time to fully replace unnecessary suspensions and expulsions with an effective positive behavior intervention and supports framework and to facilitate professional development opportunities for teaching staff, the General Assembly has determined that gradual implementation is necessary. Accordingly, until the 2021-2022 school year, a school district or school shall be considered to be in compliance with division (B) of section 3313.668 of the Revised Code, as amended by this act, according to the implementation schedule and requirements described in this section.

(A)(1) For each of school years 2018-2019, 2019-2020, 2020-2021, and 2021-2022 each school district or school shall report to the Department of Education, in the form and manner prescribed by the Department, the number of out-of-school suspensions and expulsions that were

issued to a student in any of grades pre-kindergarten through three, categorized by offense as follows:

(a) Any offense described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code;

(b) Offenses not described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code but for which the school district determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's fellow classmates, or the classroom staff and teachers;

(c) Any other offense not described in division (A)(1)(a) or (b) of this section.

(2) After the 2021-2022 school year, each school district or school shall annually report, in the form and manner prescribed by the Department of Education, the number of out-of-school suspensions and expulsions that were issued to a student in any of grades pre-kindergarten through three only if the Department determines that continued reporting of this information is necessary to carry out any of the requirements set forth in this act.

(B) For the 2017-2018 and 2018-2019 school years, a school district or school shall be exempt from compliance with division (B) of section 3313.668 of the Revised Code and shall issue all suspensions and expulsions in accordance with section 3313.66 of the Revised Code, as amended by this act.

(C)(1) For the 2019-2020 school year, a school district or school shall comply with the requirements of divisions (B)(2) and (3) of section 3313.668 of the Revised Code.

(2) A school district or school shall be considered to be in compliance with division (B)(1) of section 3313.668 of the Revised Code, if for the 2019-2020 school year, the school district reduces the number of out-of-school suspensions and expulsions issued for offenses categorized in division (A)(1)(c) of this section by twenty-five per cent, using the numbers reported for that category for the 2018-2019 school year as a baseline.

(D)(1) For the 2020-2021 school year, a school district or school shall comply with the requirements of divisions (B)(2) and (3) of section 3313.668 of the Revised Code.

(2) A school district or school shall be considered to be in compliance with division (B)(1) of section 3313.668 of the Revised Code, if for the 2020-2021 school year, the school district reduces the number of out-of-school suspensions and expulsions issued for offenses categorized in division (A)(1)(c) of this section by fifty per cent, using the numbers reported for that category for the 2018-2019 school year as a baseline.

(E) For the 2021-2022 school year, and each year thereafter, all out-of-school suspensions and expulsions issued to a student in any of grades pre-kindergarten through three shall be in compliance with division (B) of section 3313.668 of the Revised Code, such that the number of out-of-school suspensions and expulsions issued for offenses categorized in division (A)(1)(c) of this section is zero and all suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.

(F) Not later than the first day of October of each of school years 2018-2019, 2019-2020, 2020-2021, and 2021-2022 the Department of Education shall submit to the General Assembly, in

accordance with section 101.68 of the Revised Code, and to the State Superintendent of Public Instruction a report containing the following:

(1) A summary of the best practices of implementing a positive behavior intervention and supports framework by school districts throughout Ohio;

(2) The total number of out-of-school suspensions and expulsions issued by a school district or building to students in any of grades pre-kindergarten through three, disaggregated by category of offense as described in divisions (A)(1)(a), (b), and (c) of this section and disaggregated within each category of offense according to sex, race, whether the student has been identified as economically disadvantaged, and whether the student has a disability.

(G) The implementation schedule and requirements of this section shall apply to school districts, community schools established under Chapter 3314. of the Revised Code, STEM or STEAM schools established under Chapter 3326. of the Revised Code, and college-preparatory boarding schools established under Chapter 3328. of the Revised Code.

SECTION 10. Nothing in this act shall be construed to limit the responsibilities of a school district or school under the "Individuals with Disabilities Education Improvement Act of 2004," 20 U.S.C. 1400 et seq., or under Chapter 3323. of the Revised Code.

SECTION 11. The provisions of this act concerning positive behavior intervention and supports, discipline and procedures for code of conduct violations, including suspension of students in any of grades pre-kindergarten through three, and the appropriation described in Section 4 of this act shall be known as the "Supporting Alternatives for Education Act," or the "SAFE Act."

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*Speaker* \_\_\_\_\_ *of the House of Representatives.*

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*President* \_\_\_\_\_ *of the Senate.*

Passed \_\_\_\_\_, 20\_\_\_\_

Approved \_\_\_\_\_, 20\_\_\_\_

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*Governor.*

The section numbering of law of a general and permanent nature is complete and in conformity with the Revised Code.

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*Director, Legislative Service Commission.*

Filed in the office of the Secretary of State at Columbus, Ohio, on the \_\_\_\_ day of \_\_\_\_\_, A. D. 20\_\_\_\_.

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*Secretary of State.*

File No. \_\_\_\_\_ Effective Date \_\_\_\_\_



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