

GARFIELD HEIGHTS BOARD OF EDUCATION
GARFIELD HEIGHTS, OHIO

RECORD OF PROCEEDINGS
Minutes – Regular Board Meeting
July 17, 2017

The Board of Education of the Garfield Heights City School District met Regular session on Monday, July 17, 2017 at the Garfield Heights Board of Education Offices, 5640 Briarcliff Drive, Garfield Heights, Ohio 44125 at 5:00 p.m. with Mr. Gary Wolske, President of the Board, presiding.

ROLL CALL

Present: Mr. Wolske, Mrs. Kitson, Mr. Dobies, Mrs. Geraci, Mr. Juby
Absent:

RECOMMEND ADOPTION OF AGENDA AS PRESENTED.

Moved by Mr. Dobies, seconded by Mrs. Kitson to adopt the agenda as presented.

Ayes: Dobies, Kitson, Geraci, Juby, Wolske
Nays: None

EXECUTIVE SESSION

Moved by Mrs. Geraci, seconded by Mr. Dobies to enter into executive session at 5:01 p.m. to discuss personnel matters and negotiations.

Ayes: Geraci, Dobies, Kitson, Juby, Wolske
Nays: None

Adjourned from executive session at 6:20 p.m.

MOMENT OF SILENT REFLECTION & PLEDGE OF ALLEGIANCE

READING & APPROVAL OF MINUTES

Moved by Mr. Juby, seconded by Mr. Dobies to approved the following minutes:

Regular Board Meeting of June 26, 2017

Ayes: Juby, Dobies, Geraci, Kitson, Wolske
Nays: None

BOARD PRESIDENT'S REPORT

Good evening everyone and welcome to our July Board meeting. I hope everyone's summer is going well as we are less than a month from the start of another school year.

COMMITTEE REPORTS:

Cuyahoga Valley Career Center – Christine A. Kitson
Student Activities - June Geraci
Legislative Liaison – Gary Wolske
City Liaison – Robert A. Dobies Sr.

With the warm weather, the pool experiencing good turnouts for pool participation. There is still plenty of time to get your season passes.

I would like to extend a thank you to all of our patrons for their understanding with having to close the pool on Saturday, July 1st, Sunday July 2nd and Sunday, July 3rd. The storm that came through on Friday 6/30 played havoc on the pool. With the backup of storm sewers, the water over flowed the curbs and came down the grass hill portion of the pool bringing with it debris and silt. Our crew worked hard for three days to bring back a level of cleanliness and chemical balance to insure the safety of our patrons. We did get a few calls as to what's happening with the pool and even had an individual tell me it didn't rain Friday in Garfield. I politely asked if they lived in Garfield and was told yes, so I agreed that it didn't rain we just got a monsoon.

A second session for L T Swim lessons will be held July 24th through August 3rd!. If you are interested, please call the Rec Center or visit the Web page. From what the office has told me this second class is filling up fast. The T-ball season ended with our annual pool party Saturday, June 24th. All teams participated and received their awards for their accomplishments. I would like to thank all the players, parents, my coaches, umpires and fans and backers for another exciting and successful season. This year we even had interdivisional play the last quarter of the season which worked out well for all our teams seeing new competition towards the end of their season.

Congratulations to Division Champs

NL ROCKIES
 AL ATHLETICS

A Big congratulation goes out to the Graduates of Safety Town who graduated on Friday 7/17/17, It was a huge success.

ON THE REC CALENDAR

I know we are not really thinking of it, but Hockey Signups began Monday 7/10/17 and will be taken until September 8, 2017.

All past players and parents should have already received their letter informing them of the upcoming season.

All other Fall signups (soccer, FIS skating, L TS & fitness will begin Aug. 1st).

If you want more program information, please visit THE CITY'S web site, all information has been updated or call the office 216-475-7272.

This Thursday, July 20th our own Bulldog Band members will visit for a fun day at the pool. Over the years we have many various groups from the District use the facilities to enjoy a day and appreciate their patronage as good ambassadors of the District.

The 7th Annual Christmas in July will be held on Sunday, July 23rd.

- REDUCED ADMISSTION FOR RESIDENTS
ONLY \$3.00· FROM 1 :00 PM - 7:00 PM WITH MUSIC & A VISIT FROM OLE ST NICK.

TOYS FOR TOTS CAMPAIGN GOING ON NOW-AUG 15TH
DROP OFF TOYS AT RECREATION CENTER OR CIVIC CENTER

Policy Liaison – Christine A. Kitson & Joseph M. Juby

PRESENTATION

Shari Bailey gave the Board an update on the migration of the district's email from outlook to Google.

RECOGNITIONS/COMMENDATIONS

SUPERINTENDENT'S REPORT

Thank you, Mr. President.

Despite the summer months, a great deal of activity continues to take place throughout the school district. First, as reported last month with regard to the educational and safety programming taking place at Maple Leaf, the Board will be pleased to know that approximately 75 students graduated from this summer's Safety Town program on Friday, July 7, 2017. These students learned basic swim, traffic, play and general safety lessons which were coordinated by Ms. Emily Garrett. The Garfield Heights City Schools thanks each of the teachers who were involved to help Ms. Garrett, Ms. Harris and Mrs. Frimel conduct this program. A special thank you goes out to the City of Garfield Heights' Safety Forces as well. Judging by the participation of nearly 200 people at the ceremony two Friday's ago, I would consider this summer's Safety Town program a have been a great and meaningful success!

Parents, please take note of the following information. Some important updates regarding the start of school will begin to be reported during the first part of August 2017 in various correspondences that will be mailed to parents. Please be advised that the first day of school for students in grades 1st through 12 will be Tuesday, August 15, 2017. The first day of school for kindergarteners will be Friday, August 18, 2017. Once again, first day of school for kindergarten students will be Friday, August 18, 2017. More information about screening sessions for our kindergarten students will be forthcoming in the next few weeks, so please keep on the lookout for these materials.

Finally, a school supplies list for each grade is currently on the district home page and also on the respective pages for each of the school buildings. So that you are prepared for the start of the school year, please take a moment to visit the district web site so that you can learn what your child needs to start the year on a positive note.

Please keep reading! Your help over the summer months will go a very long way once your students are back in the classroom. On behalf of the Garfield Heights City Schools, please continue enjoying your summer break. That concludes my report.

Thank you Mr. President.

REMARKS FROM THE PUBLIC REGARDING AGENDA ITEMS

REPORTS & RECOMMENDATIONS OF THE TREASURER:

Moved by Mr. Juby, seconded by Mrs. Geraci to approve the financials for June 2017, as presented in Exhibit "A".

Ayes: Juby, Geraci, Dobies, Kitson, Wolske
Nays: None

Moved by Mr. Juby, seconded by Mrs. Geraci to approve Resolution No. 2017-09, a resolution approving the appropriation amendments, as presented in Exhibit "B".

Ayes: Juby, Geraci, Dobies, Kitson, Wolske
Nays: None

RECOMMENDATIONS OF THE BOARD OF EDUCATION:**RECOMMENDATIONS OF THE SUPERINTENDENT TO THE BOARD:****PERSONNEL:**

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve Resolution No. 2017-10, a Resolution Employing Jody Saxton as Title I and Professional Development Coordinator Effective August 1, 2017, and Authorizing Amendment to June 14, 2016, Administrator Contract of Jody Saxton, as presented in Exhibit "C" with the salary to be paid out of Title I funds.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve Resolution No. 2017-11, a Resolution Employing Jean Rizi as a Principal Elementary (Ps to Grade 5) Effective August 1, 2017, and Authorizing Amendment to July 21, 2016, Administrator Contract of Jean Rizi, as presented in Exhibit "D".

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve the Employee Leaves as presented in Exhibit "E".

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to accept the resignation of Kayla Palmer, Third Grade Teacher at Elmwood at the end of the 2016-2017 school year.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to accept the resignation of Julie Jameson, Psychologist at William Foster, effective July 7, 2017.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to accept the resignation of Jolene Bodnovich, Intervention Specialist at Elmwood, effective July 9, 2017.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to accept the resignation of Allison Davila, Intervention Specialist at Elmwood, effective July 10, 2017.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to accept the resignation of Kelcie Herberger, Math Teacher at the High School, effective July 7, 2017.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to accept the resignation of Danielle Leppla, Math Teacher at the Middle School, effective July 3, 2017. She was board approved at the June 26, 2017 board meeting for the 2017-2018 school year, but resigned after board approval.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to terminate the contract of Catina Cherry, Housekeeper at the Middle School, due to job abandonment effective July 5, 2017.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve the certified contract(s) for the 2017-2018 school year as follows:

<u>Name</u>	<u>Position</u>	<u>Degree</u>	<u>Step</u>
Deborah Drennan	Grade 4 – ML	B+0	5

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve following certified transfer/change of assignments for the 2017-2018 school year as follows:

<u>Name</u>	<u>Previous Position</u>	<u>New Position</u>
Stephanie Czech	MS Language Arts	MS/HS Family Consumer Science

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve the exempt contract(s) for the 2017-2018 school year as follows:

<u>Name</u>	<u>Position</u>	<u>Hrs.</u>	<u>Exp.</u>
David Gilmore Sr. (eff: 7/18/17)	Transportation Supervisor	8	17

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve the Academic supplemental position(s) for the 2017-2018 school year as follows:

<u>Name</u>	<u>Position</u>
Brian Reid	Computer Coordinator – MS
James Portik	Computer coordinator – EW

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve the Athletic supplemental position(s) for the 2017-2018 school year as follows:

<u>Name</u>	<u>Position</u>
David Ehlert (eff: 7/1/17)	Head Girls Soccer Coach – HS
Alyssa Ehlert (eff: 7/1/17)	Assistant Girls Soccer Coach – HS

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

POLICY:

Moved by Mrs. Geraci, seconded by Mr. Juby to approve the second reading of the Board Policies as presented in Exhibit "F".

Ayes: Geraci, Juby, Dobies, Kitson, Wolske
Nays: None

CONTRACTS:

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve the agreement between Garfield Heights City Schools and ABA Outreach to serve students on Individualized Education Programs needing behavioral interventions for our students with Autism for the 2017-2018 school year to be paid out of IDEA-B grant money.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

Moved by Mrs. Geraci, seconded by Mrs. Kitson to approve the annual service agreement for special education services provided by KidsLink for out-of-district placed students per their Individualized Education Program for the 2017-2018 school year.

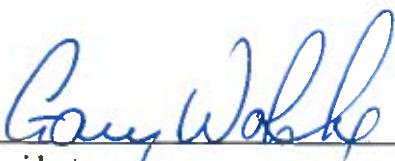
Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None

REMARKS FROM THE PUBLIC REGARDING MISCELLANEOUS SCHOOL ITEMS**ANNOUNCEMENT OF NEXT BOARD MEETINGS**

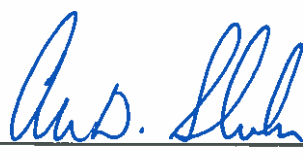
**Board of Education Regular Meeting – 6:00 P.M.
August 21, 2017
Board of Education Offices
5640 Briarcliff Dr.
Garfield Heights, Ohio 44125**

Moved by Mrs. Geraci, seconded by Mrs. Kitson to adjourn the meeting at 6:40 p.m.

Ayes: Geraci, Kitson, Dobies, Juby, Wolske
Nays: None



President



Treasurer

Exhibit "A"

GARFIELD HEIGHTS CITY SCHOOLS

FINANCIALS

June 2017

RECONCILIATION

June-17

Key Bank (checking)	\$13,539.39		
PNC Bank (checking)	414,418.87		
PNC Bank (deposits)	146,375.62		
JPMorgan Chase (payroll)	(28,044.06)		
Investments	6,002,868.51		
Total Bank Depositories	\$ 6,549,158.33		
Outstanding Checks	(199,481.21)		
Start up Cash-School Store	50.00		
Start up Cash-HS Library	50.00		
Start up Cash-Athletics	1,050.00		
Total Adjustments	1,150.00		
Total Bank Balance	\$ 6,350,827.12		
Total Fund Balance	\$ 6,350,827.12		
Difference	-		

Investments	
4,033.72	PNC
4,344,609.22	Star Ohio
88,223.51	Huntington
90,216.29	Citizens Bank
1,375,785.77	RedTree Investment
100,000.00	Blaugrund Scholarship
\$ 6,002,868.51	

Treasurer's Signature

Allen D. Sluka

**STATEMENTS OF
REVENUE
EXPENDITURES
FUND BALANCE AND UNENCUMBERED BALANCES
BY FUND**

GARFIELD HTS. BOARD OF EDUC.
Fiscal Year Budget
Revenues & Expenditures
June 1, 2017 through June 30, 2017

GENERAL (001)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 1,831,881.14		\$ 812,300.09		
Revenue:					
TAXES		\$ 15,929,000.00	\$ 15,947,107.42		
TUITION	\$ 121,029.09	\$ 490,000.00	\$ 434,534.72		
TRANSPORTATION FEES					
EARNINGS ON INVESTMENTS	\$ 2,717.89	\$ 45,000.00	\$ 48,682.26		
FOOD SERVICES					
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 800.00	\$ 45,000.00	\$ 40,728.01		
MISC. RECEIPTS - LOCAL SOURCES	\$ 47,105.80	\$ 276,500.00	\$ 302,499.91		
OTHER RECEIPTS - LOCAL SOURCES					
UNRESTRICTED GRANTS-IN-AID					
RESTRICTED GRANTS-IN-AID					
UNRESTRICTED GRANTS-IN-AID	\$ 1,756,550.02	\$ 24,785,000.00	\$ 24,786,343.15		
RESTRICTED GRANTS-IN-AID	\$ 93,260.16	\$ 1,350,080.00	\$ 1,242,607.98		
RESTRICTED GRANTS-IN-AID					
TRANSFERS-IN					
ADVANCES-IN		\$ 475,420.00	\$ 475,420.00		
REFND OF PRIOR YEAR EXPENDITUR	\$ 1,320.32		\$ 1,320.32		
Total Revenues:	\$ 2,022,783.28	\$ 43,396,000.00	\$ 43,279,243.77		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 1,731,870.16	\$ 23,490,600.00	\$ 23,422,145.55		\$ 68,454.45
FRINGE BENEFITS	\$ 666,883.74	\$ 8,510,748.03	\$ 8,323,860.56	\$ 900.73	\$ 185,986.74
TOTAL PERSONNEL:	\$ 2,398,753.90	\$ 32,001,348.03	\$ 31,746,006.11	\$ 900.73	\$ 254,441.19
PURCHASED SERVICES	\$ 397,465.74	\$ 9,385,229.85	\$ 8,933,583.51	\$ 397,549.72	\$ 54,096.62
SUPPLIES AND MATERIALS	\$ 26,409.13	\$ 1,068,816.82	\$ 946,747.85	\$ 121,744.88	\$ 324.09
CAPITAL OUTLAY	\$ 146,450.17	\$ 311,303.52	\$ 304,667.02	\$ 1,546.08	\$ 5,090.42
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS	\$ 6,263.04	\$ 924,078.00	\$ 920,816.59	\$ 2,906.50	\$ 354.91
OTHER USES OF FUNDS	\$ 321,253.00	\$ 497,700.00	\$ 388,753.00		\$ 108,947.00
Total Expenditures:	\$ 3,003,694.64	\$ 44,188,476.22	\$ 43,240,574.08	\$ 524,647.91	\$ 423,254.23
Increase (Decrease) for Period	\$ 980,911.36-		\$ 38,669.69		
Fund Balance, End of Period	\$ 850,969.78		\$ 850,969.78		
Current Encumbrances	\$ 524,647.91		\$ 524,647.91		

Date: 07/11/17
Time: 9:41 am

GARFIELD HTS. BOARD OF EDUC.
Fiscal Year Budget
Revenues & Expenditures
June 1, 2017 through June 30, 2017

GENERAL (001)(cont'd)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Unencumbered Cash Balance	\$ 326,321.87		\$ 326,321.87		

Date: 07/11/17
 Time: 9:41 am

GARFIELD HTS. BOARD OF EDUC.
 Fiscal Year Budget
 Revenues & Expenditures
 June 1, 2017 through June 30, 2017

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	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 3,628,682.36		\$ 2,865,806.77		
Revenue:					
TAXES		\$ 3,535,000.00	\$ 3,535,406.03		
OTHER RECEIPTS - LOCAL SOURCES		\$ 2,000.00	\$ 15,022.82		
UNRESTRICTED GRANTS-IN-AID		\$ 731,000.00	\$ 717,746.01		
TRANSFERS-IN					
Total Revenues:	\$ 4,268,000.00		\$ 4,268,174.86		
Expenditures:					
PERSONNEL:					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PURCHASED SERVICES		\$ 13,500.00	\$ 13,500.00		
MISCELLANEOUS OBJECTS	\$ 505,108.75	\$ 4,003,009.00	\$ 3,996,908.02		\$ 6,100.98
OTHER USES OF FUNDS					
Total Expenditures:	\$ 505,108.75	\$ 4,016,509.00	\$ 4,010,408.02		\$ 6,100.98
Increase (Decrease) for Period	\$ 505,108.75-		\$ 257,766.84		
Fund Balance, End of Period	\$ 3,123,573.61		\$ 3,123,573.61		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 3,123,573.61		\$ 3,123,573.61		

Date: 07/11/17
 Time: 9:41 am

GARFIELD HTS. BOARD OF EDUC.
 Fiscal Year Budget
 Revenues & Expenditures
 June 1, 2017 through June 30, 2017

PERMANENT IMPROVEMENT (003)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 681,575.14		\$ 135,313.55		
Revenue:					
TAXES		\$ 126,500.00	\$ 133,676.37		
MISC. RECEIPTS - LOCAL SOURCES			\$ 4,700.00		
OTHER RECEIPTS - LOCAL SOURCES			\$ 32,284.08		
UNRESTRICTED GRANTS-IN-AID	\$ 42,600.00		\$ 687,849.91		
TRANSFERS-IN	\$ 680,000.00				
ADVANCES-IN					
Total Revenues:	\$ 849,100.00		\$ 858,510.36		
Expenditures:					
PURCHASED SERVICES		\$ 390,000.00	\$ 204,378.19		\$ 185,621.81
CAPITAL OUTLAY	\$ 114,798.53	\$ 343,089.33	\$ 221,950.99		\$ 121,138.34
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS		\$ 1,500.00	\$ 718.12		\$ 781.88
OTHER USES OF FUNDS					
Total Expenditures:	\$ 114,798.53	\$ 734,589.33	\$ 427,047.30		\$ 307,542.03
Increase (Decrease) for Period	\$ 114,798.53-		\$ 431,463.06		
Fund Balance, End of Period	\$ 566,776.61		\$ 566,776.61		
	=====		=====		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 566,776.61		\$ 566,776.61		
	=====		=====		

Date: 07/11/17
 Time: 9:41 am

GARFIELD HTS. BOARD OF EDUC.
 Fiscal Year Budget
 Revenues & Expenditures
 June 1, 2017 through June 30, 2017

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BUILDING (004)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 78,061.85		\$ 61,561.85		
Revenue:					
EARNINGS ON INVESTMENTS					
MISC. RECEIPTS - LOCAL SOURCES	\$ 1,500.00	\$ 18,000.00	\$ 18,000.00		
OTHER RECEIPTS - LOCAL SOURCES					
ADVANCES-IN					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 1,500.00	\$ 18,000.00	\$ 18,000.00		
Expenditures:					
PURCHASED SERVICES		\$ 4,205.25		\$ 4,205.25	
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY		\$ 7,500.00		\$ 7,500.00	
OTHER USES OF FUNDS					
Total Expenditures:		\$ 11,705.25		\$ 11,705.25	
Increase (Decrease) for Period	\$ 1,500.00		\$ 18,000.00		
Fund Balance, End of Period	\$ 79,561.85		\$ 79,561.85		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 79,561.85		\$ 79,561.85		

Date: 07/11/17
 Time: 9:41 am

GARFIELD HTS. BOARD OF EDUC.
 Fiscal Year Budget
 Revenues & Expenditures
 June 1, 2017 through June 30, 2017

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FOOD SERVICE (006)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 1,286,186.41		\$ 1,295,267.89		
Revenue:					
EARNINGS ON INVESTMENTS	\$ 1,205.68	\$ 2,500.00	\$ 8,352.58		
FOOD SERVICES	\$ 3,554.80	\$ 215,000.00	\$ 215,543.67		
MISC. RECEIPTS - LOCAL SOURCES		\$ 3,000.00	\$ 6,049.00		
RESTRICTED GRANTS-IN-AID			\$ 4,000.00		
RESTRICTED GRANTS-IN-AID		\$ 25,000.00	\$ 26,672.92		
RESTRICTED GRANTS-IN-AID	\$ 145,552.69	\$ 1,425,000.00	\$ 1,409,683.47		
TRANSFERS-IN					
ADVANCES-IN					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 150,313.17	\$ 1,670,500.00	\$ 1,670,301.64		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 54,605.42	\$ 654,500.00	\$ 635,190.02		\$ 19,309.98
FRINGE BENEFITS	\$ 12,521.47	\$ 187,300.00	\$ 143,018.65	\$ 80.22	\$ 44,201.13
TOTAL PERSONNEL:	\$ 67,126.89	\$ 841,800.00	\$ 778,208.67	\$ 80.22	\$ 63,511.11
PURCHASED SERVICES	\$ 502.60	\$ 16,500.00	\$ 33,458.27	\$ 4,626.26	\$ 21,584.53-
SUPPLIES AND MATERIALS	\$ 52,787.15	\$ 802,525.00	\$ 743,087.34	\$ 5,431.04	\$ 54,006.62
CAPITAL OUTLAY		\$ 107,373.02	\$ 94,595.31	\$ 19,878.04	\$ 7,100.33-
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS			\$ 137.00		\$ 137.00-
OTHER USES OF FUNDS					
Total Expenditures:	\$ 120,416.64	\$ 1,768,198.02	\$ 1,649,486.59	\$ 30,015.56	\$ 88,695.87
Increase (Decrease) for Period	\$ 29,896.53		\$ 20,815.05		
Fund Balance, End of Period	\$ 1,316,082.94		\$ 1,316,082.94		
Current Encumbrances	\$ 30,015.56		\$ 30,015.56		
Unencumbered Cash Balance	\$ 1,286,067.38		\$ 1,286,067.38		

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 Time: 9:41 am

GARFIELD HTS. BOARD OF EDUC.
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SPECIAL TRUST (007)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 20,651.11		\$ 28,997.76		
Revenue:					
EARNINGS ON INVESTMENTS					
EXTRA CURRIC (STUDENT) ACTIVIT					
MISC. RECEIPTS - LOCAL SOURCES		\$ 5,000.00	\$ 5,000.00		
REFND OF PRIOR YEAR EXPENDITUR	\$ 250.00		\$ 250.00		
Total Revenues:	\$ 250.00	\$ 5,000.00	\$ 5,250.00		
Expenditures:					
MISCELLANEOUS OBJECTS	\$ 500.00	\$ 31,550.00	\$ 13,846.65	\$ 16,700.00	\$ 1,003.35
Total Expenditures:	\$ 500.00	\$ 31,550.00	\$ 13,846.65	\$ 16,700.00	\$ 1,003.35
Increase (Decrease) for Period	\$ 250.00-		\$ 8,596.65-		
Fund Balance, End of Period	\$ 20,401.11		\$ 20,401.11		
	=====		=====		
Current Encumbrances	\$ 16,700.00		\$ 16,700.00		
Unencumbered Cash Balance	\$ 3,701.11		\$ 3,701.11		
	=====		=====		

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	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 100,081.93		\$ 100,581.93		
Revenue:					
EARNINGS ON INVESTMENTS	\$ 506.94	\$ 500.00	\$ 506.94		
MISC. RECEIPTS - LOCAL SOURCES					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 506.94	\$ 500.00	\$ 506.94		
Expenditures:					
MISCELLANEOUS OBJECTS		\$ 1,000.00	\$ 500.00	\$ 500.00	
Total Expenditures:		\$ 1,000.00	\$ 500.00	\$ 500.00	
Increase (Decrease) for Period	\$ 506.94		\$ 6.94		
Fund Balance, End of Period	\$ 100,588.87		\$ 100,588.87		
Current Encumbrances	\$ 500.00		\$ 500.00		
Unencumbered Cash Balance	\$ 100,088.87		\$ 100,088.87		

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UNIFORM SCHOOL SUPPLIES (009)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 44,046.49-		\$ 493.14		
Revenue:					
CLASSROOM MATERIALS AND FEES	\$ 11,462.54	\$ 25,000.00	\$ 27,599.68		
MISC. RECEIPTS - LOCAL SOURCES					
TRANSFERS-IN	\$ 32,600.00	\$ 46,000.00	\$ 32,600.00		
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 44,062.54	\$ 71,000.00	\$ 60,199.68		
Expenditures:					
SUPPLIES AND MATERIALS		\$ 71,442.20	\$ 60,676.77	\$ 3,113.12	\$ 7,652.31
OTHER USES OF FUNDS					
Total Expenditures:		\$ 71,442.20	\$ 60,676.77	\$ 3,113.12	\$ 7,652.31
Increase (Decrease) for Period	\$ 44,062.54		\$ 477.09-		
Fund Balance, End of Period	\$ 16.05		\$ 16.05		
Current Encumbrances	\$ 3,113.12		\$ 3,113.12		
Unencumbered Cash Balance	\$ 3,097.07-		\$ 3,097.07-		

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CLASSROOM FACILITIES (010)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 710.00-		\$ 929,114.33		
Revenue:					
EARNINGS ON INVESTMENTS		\$ 2,500.00	\$ 1,171.93		
MISC. RECEIPTS - LOCAL SOURCES					
OTHER RECEIPTS - LOCAL SOURCES					
REVENUE FOR/ON BEHALF SCL DIST					
TRANSFERS-IN	\$ 966.00		\$ 966.00		
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 966.00	\$ 2,500.00	\$ 2,137.93		
Expenditures:					
PURCHASED SERVICES	\$ 256.00	\$ 2,020.00	\$ 2,020.00		
CAPITAL OUTLAY					
OTHER USES OF FUNDS		\$ 929,232.00	\$ 929,232.26	\$.26-	
Total Expenditures:	\$ 256.00	\$ 931,252.00	\$ 931,252.26	\$.26-	
Increase (Decrease) for Period	\$ 710.00		\$ 929,114.33-		
Fund Balance, End of Period	\$ 0.00		\$ 0.00		
	=====		=====		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 0.00		\$ 0.00		
	=====		=====		

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ROTARY-INTERNAL SERVICES (014)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 86,313.44		\$ 57,336.13		
Revenue:					
TRANSPORTATION FEES	\$ 531.00	\$ 70,000.00	\$ 62,803.19		
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 7,336.00	\$ 25,000.00	\$ 15,435.99		
MISC. RECEIPTS - LOCAL SOURCES	\$ 380.00	\$ 5,000.00	\$ 1,917.00		
TRANSFERS-IN					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 8,247.00	\$ 100,000.00	\$ 80,156.18		
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PURCHASED SERVICES	\$ 17,844.40	\$ 151,245.60	\$ 56,842.27	\$ 7,287.08	\$ 87,116.25
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS	\$ 162.50	\$ 5,000.00	\$ 4,096.50	\$ 769.60	\$ 133.90
OTHER USES OF FUNDS					
Total Expenditures:	\$ 18,006.90	\$ 156,245.60	\$ 60,938.77	\$ 8,056.68	\$ 87,250.15
Increase (Decrease) for Period	\$ 9,759.90-		\$ 19,217.41		
Fund Balance, End of Period	\$ 76,553.54		\$ 76,553.54		
Current Encumbrances	\$ 8,056.68		\$ 8,056.68		
Unencumbered Cash Balance	\$ 68,496.86		\$ 68,496.86		

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PUBLIC SCHOOL SUPPORT (018)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 1,257.50		\$ 21,836.87		
Revenue:					
EARNINGS ON INVESTMENTS			\$ 15.00		
FOOD SERVICES					
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 9,157.33	\$ 40,000.00	\$ 25,380.07		
MISC. RECEIPTS - LOCAL SOURCES	\$ 277.00		\$ 5,729.27		
TRANSFERS-IN					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 9,434.33	\$ 40,000.00	\$ 31,124.34		
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS	\$ 2,776.74	\$ 52,393.78	\$ 45,046.12	\$ 5,034.48	\$ 2,313.18
OTHER USES OF FUNDS					
Total Expenditures:	\$ 2,776.74	\$ 52,393.78	\$ 45,046.12	\$ 5,034.48	\$ 2,313.18
Increase (Decrease) for Period	\$ 6,657.59		\$ 13,921.78-		
Fund Balance, End of Period	\$ 7,915.09		\$ 7,915.09		
Current Encumbrances	\$ 5,034.48		\$ 5,034.48		
Unencumbered Cash Balance	\$ 2,880.61		\$ 2,880.61		

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	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 82,736.22-		\$ 4,275.64		
Revenue:					
MISC. RECEIPTS - LOCAL SOURCES	\$ 31,532.16	\$ 89,000.00	\$ 121,274.98		
RESTRICTED GRANTS-IN-AID	\$ 4,641.63	\$ 161,000.00	\$ 77,832.21		
RESTRICTED GRANTS-IN-AID					
TRANSFERS-IN	\$ 106,823.21	\$ 76,000.00	\$ 106,823.21		
ADVANCES-IN	\$ 69,200.00		\$ 69,200.00		
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 212,197.00	\$ 326,000.00	\$ 375,130.40		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 9,209.46	\$ 108,700.00	\$ 118,848.13		\$ 10,148.13-
FRINGE BENEFITS	\$ 2,097.45	\$ 31,600.00	\$ 26,506.62	\$ 13.95	\$ 5,079.43
TOTAL PERSONNEL:	\$ 11,306.91	\$ 140,300.00	\$ 145,354.75	\$ 13.95	\$ 5,068.70-
PURCHASED SERVICES	\$ 37,347.68	\$ 72,900.00	\$ 72,425.47	\$ 280.00	\$ 194.53
SUPPLIES AND MATERIALS	\$ 3,482.20	\$ 10,022.72	\$ 4,301.83	\$ 23.71	\$ 5,697.18
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS					
OTHER USES OF FUNDS	\$ 25,923.21	\$ 105,100.00	\$ 105,923.21		\$ 823.21-
Total Expenditures:	\$ 78,060.00	\$ 328,322.72	\$ 328,005.26	\$ 317.66	\$.20-
Increase (Decrease) for Period	\$ 134,137.00		\$ 47,125.14		
Fund Balance, End of Period	\$ 51,400.78		\$ 51,400.78		
Current Encumbrances	\$ 317.66		\$ 317.66		
Unencumbered Cash Balance	\$ 51,083.12		\$ 51,083.12		

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DISTRICT AGENCY (022)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 21,716.99		\$ 19,960.71		
Revenue:					
EXTRA CURRIC (STUDENT) ACTIVIT		\$ 26,000.00	\$ 25,984.00		
Total Revenues:	\$	26,000.00	\$ 25,984.00		
Expenditures:					
PERSONNEL:					
SALARIES		\$ 4,950.00	\$ 4,725.00		\$ 225.00
FRINGE BENEFITS		\$ 500.00	\$ 1,054.47		\$ 554.47-
TOTAL PERSONNEL:	\$ 0.00	\$ 5,450.00	\$ 5,779.47	\$ 0.00	\$ 329.47-
PURCHASED SERVICES					
MISCELLANEOUS OBJECTS	\$ 3,261.06	\$ 22,040.00	\$ 21,709.31		\$ 330.69
Total Expenditures:	\$ 3,261.06	\$ 27,490.00	\$ 27,488.78		\$ 1.22
Increase (Decrease) for Period	\$ 3,261.06-		\$ 1,504.78-		
Fund Balance, End of Period	\$ 18,455.93		\$ 18,455.93		
	=====		=====		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 18,455.93		\$ 18,455.93		
	=====		=====		

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EMPLOYEE BENEFITS SELF INS. (024)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 47.28		\$ 47,968.98		
Revenue:					
MISC. RECEIPTS - LOCAL SOURCES		\$ 450,000.00			
ADVANCES-IN	\$ 24,710.00		\$ 24,710.00		
REFND OF PRIOR YEAR EXPENDITUR	\$ 867.84		\$ 867.84		
Total Revenues:	\$ 25,577.84	\$ 450,000.00	\$ 25,577.84		
Expenditures:					
PERSONNEL:					
SALARIES					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
MISCELLANEOUS OBJECTS	\$ 25,622.57	\$ 420,427.13	\$ 73,544.27	\$ 10,056.85	\$ 336,826.01
Total Expenditures:	\$ 25,622.57	\$ 420,427.13	\$ 73,544.27	\$ 10,056.85	\$ 336,826.01
Increase (Decrease) for Period	\$ 44.73-		\$ 47,966.43-		
Fund Balance, End of Period	\$ 2.55		\$ 2.55		
	=====		=====		
Current Encumbrances	\$ 10,056.85		\$ 10,056.85		
Unencumbered Cash Balance	\$ 10,054.30-		\$ 10,054.30-		
	=====		=====		

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CLASSROOM FACILITIES MAINT. (034)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 699,580.60		\$ 545,727.34		
Revenue:					
TAXES		\$ 189,000.00	\$ 190,487.27		
UNRESTRICTED GRANTS-IN-AID		\$ 30,000.00	\$ 30,461.73		
RESTRICTED GRANTS-IN-AID	\$ 72,360.76	\$ 72,000.00	\$ 72,360.76		
TRANSFERS-IN					
Total Revenues:	\$ 72,360.76	\$ 291,000.00	\$ 293,309.76		
Expenditures:					
PURCHASED SERVICES	\$ 40,704.95	\$ 102,307.17	\$ 99,017.86	\$ 4,736.00	\$ 1,446.69-
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY	\$ 73,361.29	\$ 450,000.00	\$ 81,986.80		\$ 368,013.20
MISCELLANEOUS OBJECTS			\$ 157.32		\$ 157.32-
Total Expenditures:	\$ 114,066.24	\$ 552,307.17	\$ 181,161.98	\$ 4,736.00	\$ 366,409.19
Increase (Decrease) for Period	\$ 41,705.48-		\$ 112,147.78		
Fund Balance, End of Period	\$ 657,875.12		\$ 657,875.12		
	=====		=====		
Current Encumbrances	\$ 4,736.00		\$ 4,736.00		
Unencumbered Cash Balance	\$ 653,139.12		\$ 653,139.12		
	=====		=====		

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STUDENT MANAGED ACTIVITY (200)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 34,901.03		\$ 38,590.59		
Revenue:					
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 11,270.84	\$ 56,387.00	\$ 64,971.34		
REFND OF PRIOR YEAR EXPENDITUR	\$ 350.00		\$ 350.00		
Total Revenues:	\$ 11,620.84	\$ 56,387.00	\$ 65,321.34		
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
MISCELLANEOUS OBJECTS	\$ 27,809.98	\$ 96,749.24	\$ 85,200.04	\$ 2,533.31	\$ 9,015.89
Total Expenditures:	\$ 27,809.98	\$ 96,749.24	\$ 85,200.04	\$ 2,533.31	\$ 9,015.89
Increase (Decrease) for Period	\$ 16,189.14-		\$ 19,878.70-		
Fund Balance, End of Period	\$ 18,711.89		\$ 18,711.89		
	=====		=====		
Current Encumbrances	\$ 2,533.31		\$ 2,533.31		
Unencumbered Cash Balance	\$ 16,178.58		\$ 16,178.58		
	=====		=====		

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DISTRICT MANAGED ACTIVITY (300)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 11,122.33		\$ 92,208.42		
Revenue:					
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 13,522.04	\$ 93,000.00	\$ 100,750.03		
MISC. RECEIPTS - LOCAL SOURCES			\$ 1,440.00		
TRANSFERS-IN	\$ 10,300.00	\$ 90,000.00	\$ 77,800.00		
ADVANCES-IN					
REFND OF PRIOR YEAR EXPENDITUR	\$ 1,290.00		\$ 1,290.00		
Total Revenues:	\$ 25,112.04	\$ 183,000.00	\$ 181,280.03		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 200.00	\$ 13,000.00	\$ 12,975.00		\$ 25.00
FRINGE BENEFITS	\$ 31.56	\$ 3,500.00	\$ 6,379.86	\$ 4.25	\$ 2,884.11-
TOTAL PERSONNEL:	\$ 231.56	\$ 16,500.00	\$ 19,354.86	\$ 4.25	\$ 2,859.11-
PURCHASED SERVICES	\$ 180.00-	\$ 61,500.00	\$ 38,805.00	\$ 70.00	\$ 22,625.00
SUPPLIES AND MATERIALS	\$ 12,339.14	\$ 160,702.42	\$ 139,991.66	\$ 596.00	\$ 20,114.76
CAPITAL OUTLAY		\$ 15,000.00	\$ 14,683.96	\$ 2,310.00	\$ 1,993.96-
OBJECT CODE 0700 INVALID					
MISCELLANEOUS OBJECTS	\$ 25.00	\$ 17,620.98	\$ 36,834.30	\$ 850.00	\$ 20,063.32-
OTHER USES OF FUNDS					
Total Expenditures:	\$ 12,415.70	\$ 271,323.40	\$ 249,669.78	\$ 3,830.25	\$ 17,823.37
Increase (Decrease) for Period	\$ 12,696.34		\$ 68,389.75-		
Fund Balance, End of Period	\$ 23,818.67		\$ 23,818.67		
	=====		=====		
Current Encumbrances	\$ 3,830.25		\$ 3,830.25		
Unencumbered Cash Balance	\$ 19,988.42		\$ 19,988.42		
	=====		=====		

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DMSA-MUSIC EXPRESS-HS (300 910E)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 8,400.19		\$ 12,871.26		
Revenue:					
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 3,082.30	\$ 25,000.00	\$ 37,369.08		
MISC. RECEIPTS - LOCAL SOURCES					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 3,082.30	\$ 25,000.00	\$ 37,369.08		
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PURCHASED SERVICES					
SUPPLIES AND MATERIALS	\$ 2,935.00	\$ 45,669.13	\$ 41,692.85		\$ 3,976.28
MISCELLANEOUS OBJECTS					
Total Expenditures:	\$ 2,935.00	\$ 45,669.13	\$ 41,692.85		\$ 3,976.28
Increase (Decrease) for Period	\$ 147.30		\$ 4,323.77-		
Fund Balance, End of Period	\$ 8,547.49		\$ 8,547.49		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 8,547.49		\$ 8,547.49		

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DMSA-ATHLETICS (300 926A)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 10,036.51-		\$ 68,397.16		
Revenue:					
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 1,200.00	\$ 41,000.00	\$ 38,314.21		
MISC. RECEIPTS - LOCAL SOURCES					
TRANSFERS-IN	\$ 10,300.00	\$ 90,000.00	\$ 77,800.00		
REFND OF PRIOR YEAR EXPENDITUR	\$ 1,290.00		\$ 1,290.00		
Total Revenues:	\$ 12,790.00	\$ 131,000.00	\$ 117,404.21		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 200.00	\$ 13,000.00	\$ 12,975.00		\$ 25.00
FRINGE BENEFITS	\$ 31.56	\$ 3,500.00	\$ 6,379.86	\$ 4.25	\$ 2,884.11-
TOTAL PERSONNEL:	\$ 231.56	\$ 16,500.00	\$ 19,354.86	\$ 4.25	\$ 2,859.11-
PURCHASED SERVICES	\$ 180.00-	\$ 54,000.00	\$ 37,430.00	\$ 70.00	\$ 16,500.00
SUPPLIES AND MATERIALS	\$ 2,684.08	\$ 85,779.76	\$ 80,630.20	\$ 546.00	\$ 4,603.56
CAPITAL OUTLAY		\$ 15,000.00	\$ 14,683.96	\$ 2,310.00	\$ 1,993.96-
OBJECT CODE 0700 INVALID					
MISCELLANEOUS OBJECTS	\$ 25.00	\$ 13,100.00	\$ 33,709.50	\$ 850.00	\$ 21,459.50-
OTHER USES OF FUNDS					
Total Expenditures:	\$ 2,760.64	\$ 184,379.76	\$ 185,808.52	\$ 3,780.25	\$ 5,209.01-
Increase (Decrease) for Period	\$ 10,029.36		\$ 68,404.31-		
Fund Balance, End of Period	\$ 7.15-		\$ 7.15-		
Current Encumbrances	\$ 3,780.25		\$ 3,780.25		
Unencumbered Cash Balance	\$ 3,787.40-		\$ 3,787.40-		

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	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 109,340.10		\$ 17,374.91		
Revenue:					
EARNINGS ON INVESTMENTS	\$ 169.17	\$ 2,000.00	\$ 919.51		
RESTRICTED GRANTS-IN-AID		\$ 630,000.00	\$ 619,626.15		
ADVANCES-IN					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 169.17	\$ 632,000.00	\$ 620,545.66		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 2,169.29	\$ 17,200.00	\$ 22,809.80		\$ 5,609.80-
FRINGE BENEFITS	\$ 339.45	\$ 3,400.00	\$ 3,587.74	\$ 2.82	\$ 190.56-
TOTAL PERSONNEL:	\$ 2,508.74	\$ 20,600.00	\$ 26,397.54	\$ 2.82	\$ 5,800.36-
PURCHASED SERVICES	\$ 26,554.74	\$ 276,200.00	\$ 260,155.89	\$ 6,209.71	\$ 9,834.40
SUPPLIES AND MATERIALS	\$ 35,095.12	\$ 287,429.00	\$ 262,906.20	\$ 24,564.08	\$ 41.28-
CAPITAL OUTLAY					
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS	\$ 24,785.05	\$ 21,900.00	\$ 24,785.05		\$ 2,885.05-
OTHER USES OF FUNDS		\$ 43,213.00	\$ 43,110.27		\$ 102.73
Total Expenditures:	\$ 88,943.65	\$ 649,342.00	\$ 617,354.95	\$ 30,776.61	\$ 1,210.44
Increase (Decrease) for Period	\$ 88,774.48-		\$ 3,190.71		
Fund Balance, End of Period	\$ 20,565.62		\$ 20,565.62		
Current Encumbrances	\$ 30,776.61		\$ 30,776.61		
Unencumbered Cash Balance	\$ 10,210.99-		\$ 10,210.99-		

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PUBLIC SCHOOL PRESCHOOL (439)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 53,643.57-		\$ 88.98		
Revenue:					
TUITION					
RESTRICTED GRANTS-IN-AID	\$ 15,924.62	\$ 80,000.00	\$ 40,804.49		
TRANSFERS-IN	\$ 6,620.00	\$ 20,326.00	\$ 6,620.00		
ADVANCES-IN	\$ 39,195.00		\$ 39,195.00		
Total Revenues:	\$ 61,739.62	\$ 100,326.00	\$ 86,619.49		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 5,787.38	\$ 79,215.00	\$ 65,394.37		\$ 13,820.63
FRINGE BENEFITS	\$ 2,309.22	\$ 21,200.00	\$ 21,314.65	\$ 6.57	\$ 121.22-
TOTAL PERSONNEL:	\$ 8,096.60	\$ 100,415.00	\$ 86,709.02	\$ 6.57	\$ 13,699.41
PURCHASED SERVICES					
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY					
OTHER USES OF FUNDS					
Total Expenditures:	\$ 8,096.60	\$ 100,415.00	\$ 86,709.02	\$ 6.57	\$ 13,699.41
Increase (Decrease) for Period	\$ 53,643.02		\$ 89.53-		
Fund Balance, End of Period	\$ 0.55-		\$ 0.55-		
Current Encumbrances	\$ 6.57		\$ 6.57		
Unencumbered Cash Balance	\$ 7.12-		\$ 7.12-		

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DATA COMMUNICATION FUND (451)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 22,082.70		\$ 13,082.70		
Revenue:					
RESTRICTED GRANTS-IN-AID		\$ 9,000.00	\$ 9,000.00		
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00		
Expenditures:					
PURCHASED SERVICES	\$ 22,000.00	\$ 22,000.00	\$ 22,000.00		
Total Expenditures:	\$ 22,000.00	\$ 22,000.00	\$ 22,000.00		
Increase (Decrease) for Period	\$ 22,000.00-		\$ 13,000.00-		
Fund Balance, End of Period	\$ 82.70		\$ 82.70		
	=====		=====		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 82.70		\$ 82.70		
	=====		=====		

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VOCATIONAL EDUC. ENHANCEMENTS (461)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 3,198.82		\$ 3,198.82		
Revenue:					
RESTRICTED GRANTS-IN-AID					
ADVANCES-IN					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:					
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PURCHASED SERVICES					
SUPPLIES AND MATERIALS					
OTHER USES OF FUNDS					
Total Expenditures:					
Increase (Decrease) for Period	\$ 0.00		\$ 0.00		
Fund Balance, End of Period	\$ 3,198.82		\$ 3,198.82		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 3,198.82		\$ 3,198.82		

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ALTERNATIVE SCHOOLS (463)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 6,175.09-		\$ 7.68		
Revenue:					
RESTRICTED GRANTS-IN-AID	\$ 4,786.46	\$ 47,069.00	\$ 45,094.97		
TRANSFERS-IN	\$ 4,200.00	\$ 19,600.00	\$ 4,200.00		
ADVANCES-IN	\$ 1,975.00		\$ 1,975.00		
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 10,961.46	\$ 66,669.00	\$ 51,269.97		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 4,786.46	\$ 62,224.00	\$ 45,471.37		\$ 16,752.63
FRINGE BENEFITS			\$ 1,396.37		\$ 1,396.37-
TOTAL PERSONNEL:	\$ 4,786.46	\$ 62,224.00	\$ 46,867.74	\$ 0.00	\$ 15,356.26
PURCHASED SERVICES					
OTHER USES OF FUNDS		\$ 4,410.00	\$ 4,410.00		
Total Expenditures:	\$ 4,786.46	\$ 66,634.00	\$ 51,277.74		\$ 15,356.26
Increase (Decrease) for Period	\$ 6,175.00		\$ 7.77-		
Fund Balance, End of Period	\$ 0.09-		\$ 0.09-		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 0.09-		\$ 0.09-		

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MISCELLANEOUS STATE GRANT FUND (499)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 2,926.76-		\$ 10,147.24		
Revenue:					
RESTRICTED GRANTS-IN-AID					
TRANSFERS-IN	\$ 6,015.00	\$ 10,000.00	\$ 6,015.00		
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 6,015.00	\$ 10,000.00	\$ 6,015.00		
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PURCHASED SERVICES		\$ 20,147.00	\$ 13,074.00		\$ 7,073.00
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS					
OTHER USES OF FUNDS					
Total Expenditures:		\$ 20,147.00	\$ 13,074.00		\$ 7,073.00
Increase (Decrease) for Period	\$ 6,015.00		\$ 7,059.00-		
Fund Balance, End of Period	\$ 3,088.24		\$ 3,088.24		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 3,088.24		\$ 3,088.24		

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	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 47,874.89-		\$ 27.75		
Revenue:					
RESTRICTED GRANTS-IN-AID	\$ 17,115.53	\$ 1,028,394.00	\$ 886,282.74		
ADVANCES-IN		\$ 212,726.00			
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 17,115.53	\$ 1,241,120.00	\$ 886,282.74		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 103,434.50	\$ 320,445.00	\$ 252,774.16		\$ 67,670.84
FRINGE BENEFITS	\$ 50,559.17	\$ 103,068.59	\$ 104,638.98	\$ 13.17	\$ 1,583.56-
TOTAL PERSONNEL:	\$ 153,993.67	\$ 423,513.59	\$ 357,413.14	\$ 13.17	\$ 66,087.28
PURCHASED SERVICES	\$ 11,980.14	\$ 746,038.72	\$ 660,989.60	\$ 11,644.00	\$ 73,405.12
SUPPLIES AND MATERIALS	\$ 2,675.43	\$ 25,290.99	\$ 21,691.29	\$ 237.93	\$ 3,361.77
CAPITAL OUTLAY		\$ 3,904.06	\$ 3,225.06		\$ 679.00
MISCELLANEOUS OBJECTS					
OTHER USES OF FUNDS		\$ 42,400.00	\$ 42,400.00		
Total Expenditures:	\$ 168,649.24	\$ 1,241,147.36	\$ 1,085,719.09	\$ 11,895.10	\$ 143,533.17
Increase (Decrease) for Period	\$ 151,533.71-		\$ 199,436.35-		
Fund Balance, End of Period	\$ 199,408.60-		\$ 199,408.60-		
Current Encumbrances	\$ 11,895.10		\$ 11,895.10		
Unencumbered Cash Balance	\$ 211,303.70-		\$ 211,303.70-		

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TITLE I SCHOOL IMPROVEMENT A (536)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 22,167.29-		\$ 8.77		
Revenue:					
RESTRICTED GRANTS-IN-AID	\$ 13,445.22	\$ 318,000.00	\$ 101,452.22		
TRANSFERS-IN					
ADVANCES-IN	\$ 13,200.00		\$ 13,200.00		
Total Revenues:	\$ 26,645.22	\$ 318,000.00	\$ 114,652.22		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 2,162.40	\$ 182,240.59	\$ 45,511.61		\$ 136,728.98
FRINGE BENEFITS	\$ 336.29	\$ 33,489.00	\$ 6,991.36	\$ 12.70	\$ 26,484.94
TOTAL PERSONNEL:	\$ 2,498.69	\$ 215,729.59	\$ 52,502.97	\$ 12.70	\$ 163,213.92
PURCHASED SERVICES	\$ 1,656.80	\$ 80,127.28	\$ 38,441.56	\$ 12,056.54	\$ 29,629.18
SUPPLIES AND MATERIALS	\$ 309.96	\$ 21,756.80	\$ 11,993.98	\$ 1,126.80	\$ 8,636.02
OTHER USES OF FUNDS			\$ 11,710.00		\$ 11,710.00-
Total Expenditures:	\$ 4,465.45	\$ 317,613.67	\$ 114,648.51	\$ 13,196.04	\$ 189,769.12
Increase (Decrease) for Period	\$ 22,179.77		\$ 3.71		
Fund Balance, End of Period	\$ 12.48		\$ 12.48		
Current Encumbrances	\$ 13,196.04		\$ 13,196.04		
Unencumbered Cash Balance	\$ 13,183.56-		\$ 13,183.56-		

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TITLE I DISADVANTAGED CHILDREN (572)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 374,977.58-		\$ 169.83		
Revenue:					
MISC. RECEIPTS - LOCAL SOURCES					
RESTRICTED GRANTS-IN-AID					
RESTRICTED GRANTS-IN-AID	\$ 109,315.05	\$ 2,144,844.00	\$ 1,215,479.85		
ADVANCES-IN		\$ 334,656.00			
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 109,315.05	\$ 2,479,500.00	\$ 1,215,479.85		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 55,135.01	\$ 1,308,856.15	\$ 816,752.49		\$ 492,103.66
FRINGE BENEFITS	\$ 17,887.96	\$ 362,000.00	\$ 219,916.60	\$ 105.12	\$ 141,978.28
TOTAL PERSONNEL:	\$ 73,022.97	\$ 1,670,856.15	\$ 1,036,669.09	\$ 105.12	\$ 634,081.94
PURCHASED SERVICES	\$ 61,737.33	\$ 355,166.58	\$ 190,730.30	\$ 37,617.05	\$ 126,819.23
SUPPLIES AND MATERIALS	\$ 3,797.01	\$ 130,862.03	\$ 69,970.13	\$ 1,849.69	\$ 59,042.21
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS					
OTHER USES OF FUNDS		\$ 322,500.00	\$ 322,500.00		
Total Expenditures:	\$ 138,557.31	\$ 2,479,384.76	\$ 1,619,869.52	\$ 39,571.86	\$ 819,943.38
Increase (Decrease) for Period	\$ 29,242.26-		\$ 404,389.67-		
Fund Balance, End of Period	\$ 404,219.84-		\$ 404,219.84-		
Current Encumbrances	\$ 39,571.86		\$ 39,571.86		
Unencumbered Cash Balance	\$ 443,791.70-		\$ 443,791.70-		

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TITLE V INNOVATIVE EDUC PGM (573)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 2,074.48		\$ 2,074.48		
Revenue:					
RESTRICTED GRANTS-IN-AID ADVANCES-IN					
Total Revenues:					
Expenditures:					
SUPPLIES AND MATERIALS		\$ 34.00		\$ 34.00	
CAPITAL OUTLAY					
OTHER USES OF FUNDS					
Total Expenditures:		\$ 34.00		\$ 34.00	
Increase (Decrease) for Period	\$ 0.00		\$ 0.00		
Fund Balance, End of Period	\$ 2,074.48 =====		\$ 2,074.48 =====		
Current Encumbrances	\$ 34.00		\$ 34.00		
Unencumbered Cash Balance	\$ 2,040.48 =====		\$ 2,040.48 =====		

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DRUG FREE SCHOOL GRANT FUND (584)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 7,776.74		\$ 7,776.74		
Revenue:					
RESTRICTED GRANTS-IN-AID					
TRANSFERS-IN					
ADVANCES-IN					
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:					
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PURCHASED SERVICES					
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS					
OTHER USES OF FUNDS					
Total Expenditures:					
Increase (Decrease) for Period	\$ 0.00		\$ 0.00		
Fund Balance, End of Period	\$ 7,776.74		\$ 7,776.74		
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 7,776.74		\$ 7,776.74		

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IDEA PRESCHOOL-HANDICAPPED (587)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 46,441.99-		\$ 5.86		
Revenue:					
RESTRICTED GRANTS-IN-AID	\$ 9,029.00	\$ 38,989.00	\$ 38,987.01		
TRANSFERS-IN	\$ 9,340.00	\$ 19,579.00	\$ 9,340.00		
ADVANCES-IN	\$ 1,432.00	\$ 1,432.00	\$ 1,432.00		
Total Revenues:	\$ 19,801.00	\$ 60,000.00	\$ 49,759.01		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 13,087.40-	\$ 32,529.00	\$ 32,492.21		\$ 36.79
FRINGE BENEFITS	\$ 13,554.61-	\$ 1,400.00	\$ 460.46-	\$.46	\$ 1,860.00
TOTAL PERSONNEL:	\$ 26,642.01-	\$ 33,929.00	\$ 32,031.75	\$ 0.46	\$ 1,896.79
PURCHASED SERVICES		\$ 3,322.00	\$ 3,332.10		\$ 10.10-
SUPPLIES AND MATERIALS					
OTHER USES OF FUNDS		\$ 14,400.00	\$ 14,400.00		
Total Expenditures:	\$ 26,642.01-	\$ 51,651.00	\$ 49,763.85	\$.46	\$ 1,886.69
Increase (Decrease) for Period	\$ 46,443.01		\$ 4.84-		
Fund Balance, End of Period	\$ 1.02		\$ 1.02		
Current Encumbrances	\$ 0.46		\$ 0.46		
Unencumbered Cash Balance	\$ 0.56		\$ 0.56		

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IMPROVING TEACHER QUALITY (590)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 16,715.87-		\$ 1,216.99		
Revenue:					
RESTRICTED GRANTS-IN-AID	\$ 12,130.19	\$ 107,116.00	\$ 113,061.37		
TRANSFERS-IN					
ADVANCES-IN	\$ 20,600.00	\$ 29,768.00	\$ 20,600.00		
REFND OF PRIOR YEAR EXPENDITUR					
Total Revenues:	\$ 32,730.19	\$ 136,884.00	\$ 133,661.37		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 11,283.66	\$ 103,052.00	\$ 91,744.45		\$ 11,307.55
FRINGE BENEFITS	\$ 4,356.41	\$ 29,181.77	\$ 40,813.13	\$ 10.63	\$ 11,641.99-
TOTAL PERSONNEL:	\$ 15,640.07	\$ 132,233.77	\$ 132,557.58	\$ 10.63	\$ 334.44-
PURCHASED SERVICES		\$ 2,807.79	\$ 1,000.00	\$ 183.23	\$ 1,624.56
SUPPLIES AND MATERIALS	\$ 338.95	\$ 3,000.00	\$ 1,285.48	\$ 3,000.00	\$ 1,285.48-
MISCELLANEOUS OBJECTS					
OTHER USES OF FUNDS					
Total Expenditures:	\$ 15,979.02	\$ 138,041.56	\$ 134,843.06	\$ 3,193.86	\$ 4.64
Increase (Decrease) for Period	\$ 16,751.17		\$ 1,181.69-		
Fund Balance, End of Period	\$ 35.30		\$ 35.30		
Current Encumbrances	\$ 3,193.86		\$ 3,193.86		
Unencumbered Cash Balance	\$ 3,158.56-		\$ 3,158.56-		

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MISCELLANEOUS FED. GRANT FUND (599)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Fund Balance, Beg. of Period	\$ 4,044.18		\$ 4,044.18		
Revenue:					
RESTRICTED GRANTS-IN-AID					
ADVANCES-IN					
REFND OF PRIOR YEAR EXPENDITUR					

Total Revenues:					
Expenditures:					
PERSONNEL:					
SALARIES					
FRINGE BENEFITS					
TOTAL PERSONNEL:	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PURCHASED SERVICES					
SUPPLIES AND MATERIALS					
CAPITAL OUTLAY					
CAPITAL OUTLAY					
MISCELLANEOUS OBJECTS					
OTHER USES OF FUNDS					

Total Expenditures:					
Increase (Decrease) for Period	\$ 0.00		\$ 0.00		
Fund Balance, End of Period	\$ 4,044.18		\$ 4,044.18		
=====					
Current Encumbrances	\$ 0.00		\$ 0.00		
Unencumbered Cash Balance	\$ 4,044.18		\$ 4,044.18		
=====					

GARFIELD HTS. BOARD OF EDUC.
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Aggregate of Funds

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Total Fund Balance, Beg. of Period	\$ 7,933,032.61		\$ 7,117,439.15		
Revenue:					
TAXES		\$ 19,779,500.00	\$ 19,806,677.09		
TUITION	\$ 121,029.09	\$ 490,000.00	\$ 434,534.72		
TRANSPORTATION FEES	\$ 531.00	\$ 70,000.00	\$ 62,803.19		
EARNINGS ON INVESTMENTS	\$ 4,599.68	\$ 52,500.00	\$ 59,648.22		
FOOD SERVICES	\$ 3,554.80	\$ 215,000.00	\$ 215,543.67		
EXTRA CURRIC (STUDENT) ACTIVIT	\$ 42,086.21	\$ 285,387.00	\$ 273,249.44		
CLASSROOM MATERIALS AND FEES	\$ 11,462.54	\$ 25,000.00	\$ 27,599.68		
MISC. RECEIPTS - LOCAL SOURCES	\$ 80,794.96	\$ 846,500.00	\$ 461,910.16		
OTHER RECEIPTS - LOCAL SOURCES		\$ 2,000.00	\$ 19,722.82		
UNRESTRICTED GRANTS-IN-AID					
RESTRICTED GRANTS-IN-AID	\$ 4,641.63	\$ 161,000.00	\$ 81,832.21		
UNRESTRICTED GRANTS-IN-AID	\$ 1,756,550.02	\$ 25,588,600.00	\$ 25,566,834.97		
RESTRICTED GRANTS-IN-AID	\$ 186,332.00	\$ 2,213,149.00	\$ 2,056,167.27		
REVENUE FOR/ON BEHALF SCL DIST					
RESTRICTED GRANTS-IN-AID	\$ 306,587.68	\$ 5,062,343.00	\$ 3,764,946.66		
TRANSFERS-IN	\$ 176,864.21	\$ 961,505.00	\$ 932,214.12		
ADVANCES-IN	\$ 170,312.00	\$ 1,054,002.00	\$ 645,732.00		
REFND OF PRIOR YEAR EXPENDITUR	\$ 4,078.16		\$ 4,078.16		
Total Revenues:	\$ 2,869,423.98	\$ 56,806,486.00	\$ 54,413,494.38		
Expenditures:					
PERSONNEL:					
SALARIES	\$ 1,967,556.34	\$ 26,377,511.74	\$ 25,566,834.16		\$ 810,677.58
FRINGE BENEFITS	\$ 743,768.11	\$ 9,287,387.39	\$ 8,899,018.53	\$ 1,150.62	\$ 387,218.24
TOTAL PERSONNEL:	\$ 2,711,324.45	\$ 35,664,899.13	\$ 34,465,852.69	\$ 1,150.62	\$ 1,197,895.82
PURCHASED SERVICES	\$ 617,870.38	\$ 11,705,217.24	\$ 10,643,754.02	\$ 482,259.59	\$ 579,203.63
SUPPLIES AND MATERIALS	\$ 137,234.09	\$ 2,581,881.98	\$ 2,262,652.53	\$ 161,721.25	\$ 157,508.20
CAPITAL OUTLAY	\$ 41,709.65	\$ 1,238,169.93	\$ 721,109.14	\$ 23,734.12	\$ 493,326.67
OBJECT CODE 0700 INVALID					
MISCELLANEOUS OBJECTS	\$ 596,314.69	\$ 5,597,268.13	\$ 5,224,299.29	\$ 39,350.74	\$ 333,618.10
OTHER USES OF FUNDS	\$ 347,176.21	\$ 1,958,955.00	\$ 1,862,438.74		\$ 96,516.26
Total Expenditures:	\$ 4,451,629.47	\$ 58,746,391.41	\$ 55,180,106.41	\$ 708,216.32	\$ 2,858,068.68
Increase (Decrease) for Period	\$ 1,582,205.49-		\$ 766,612.03-		
Total Fund Balance, End of Period	\$ 6,350,827.12		\$ 6,350,827.12		

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Aggregate of Funds (cont'd)

	June Activity	Annual Budget	FYTD Activity	Encumbrances	Unencumbered Balance
Total Current Encumbrances	\$ 708,216.32		\$ 708,216.32		
Total Unencumbered Cash Balance	\$ 5,642,610.80		\$ 5,642,610.80		

CHECKS PAID FOR MONTH

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GARFIELD HTS. BOARD OF EDUC.
SORT BY ISSUE DATE
CHECK DATES BETWEEN 06/01/2017 AND 06/30/2017
WARRANT CHECKS

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CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
021851	W	07/13/2016	JENGER SCHMERSAL	832381	VOID: 06/21/2017	1	100.00
100953	W	07/21/2016	COLEEN LLOYD	500912	VOID: 06/21/2017	1	250.00
101016	W	07/21/2016	RACHEL GAINER	500909	VOID: 06/21/2017	1	250.00
101342	W	08/31/2016	PETER BATCHELLER	703211	VOID: 06/21/2017		40.00
101721	W	10/10/2016	BRIDGET CHASE	833048	VOID: 06/21/2017	1	139.00
101770	W	10/11/2016	STEPHANIE CZECH	832272	VOID: 06/21/2017	1	38.56
102349	W	11/30/2016	STOLLER ENTERPRISE	831305	VOID: 06/21/2017		195.60
102421	W	12/12/2016	BRIDGET CHASE	833048	VOID: 06/21/2017	1	147.96
102525	W	12/27/2016	NORTHEAST OHIO YOUTH WRESTLING LEAGUE	803400	VOID: 06/21/2017		500.00
102838	W	02/07/2017	JONATHAN RANSOM	702846	VOID: 06/21/2017		70.00
102847	W	02/07/2017	MELVIN PARKER	702703	VOID: 06/21/2017		70.00
062117	W	04/10/2017	RILEY LAW FIRM, LLC David J. Riley	160281	VOID: 06/21/2017	1	910.00
999998	W	04/12/2017	KATHRYN MAYFIELD	703014	VOID: 06/21/2017		35.00
999997	W	04/13/2017	BRIAN WALKER	703111	VOID: 06/21/2017		135.00
999995	W	04/26/2017	RACHEL WHILE	703280	VOID: 06/21/2017		250.00
999996	W	04/26/2017	MELISSA HAMED	703281	VOID: 06/21/2017		250.00
999994	W	05/10/2017	CARLY PESKAR	703288	VOID: 06/21/2017		40.00
999993	W	05/19/2017	LAMAR OSBORNE	703196	VOID: 06/21/2017		65.00
999992	W	05/30/2017	HEATHER STRNISA	070329	VOID: 06/21/2017		50.00
103958	W	05/31/2017	RYAN SCHUMAN	832920	VOID: 06/07/2017	1	25.74
103959	W	05/31/2017	SEAN PATTON	832426	VOID: 06/07/2017	1	166.93
999991	W	05/31/2017	CHRIS WOOLEY	832712	VOID: 06/21/2017		125.30
022316	W	06/08/2017	BOBBIE MARKSBERRY	831533	RECONCILED:06/09/2017	1	750.00
022317	W	06/08/2017	CHRISTOPHER EPPLEY	832441	RECONCILED:06/09/2017	1	153.24
022318	W	06/08/2017	DEBBIE WOLSKE	040123	RECONCILED:06/09/2017	1	750.00

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022319	W	06/08/2017	DONALD MEDER	832527	RECONCILED:06/09/2017	1	109.84
022320	W	06/08/2017	HEATHER SALUAN	832764	RECONCILED:06/09/2017	1	80.19
022321	W	06/08/2017	JEANNE TURK	100137	RECONCILED:06/09/2017	1	719.80
022322	W	06/08/2017	KELLI BUTTOLPH	110220	RECONCILED:06/09/2017	1	62.50
022323	W	06/08/2017	KEN CARDAMAN	110121	RECONCILED:06/09/2017	1	78.17
022324	W	06/08/2017	LAUREN DIFRANCO	832278	RECONCILED:06/09/2017	1	38.86
022325	W	06/08/2017	MARCIA UNGER	006280	RECONCILED:06/09/2017	1	125.00
022326	W	06/08/2017	MARY ANN MARSHALL	130204	RECONCILED:06/09/2017	1	120.00
022327	W	06/08/2017	MARYANN RYAN	832316	RECONCILED:06/09/2017	1	125.00
022328	W	06/08/2017	SHARON REGAN	505290	RECONCILED:06/09/2017	1	290.00
104007	W	06/08/2017	AMERICAN READING COMPANY	830732	RECONCILED:06/12/2017		500.00
104008	W	06/08/2017	APPLE TEXTBOOKS NUSTAR, LLC	831428	RECONCILED:06/14/2017		4,852.61
104009	W	06/08/2017	CDW GOVERNMENT, INC.	020237	RECONCILED:06/09/2017	1	956.85
104010	W	06/08/2017	DAMON INDUSTRIES, INC.	040052	RECONCILED:06/09/2017	1	120.65
104011	W	06/08/2017	DELISA LANDER	832732	RECONCILED:06/12/2017		300.00
104012	W	06/08/2017	DIVERSITY INITIATIVES, INC.	832472	RECONCILED:06/26/2017		1,500.00
104013	W	06/08/2017	DUNKIN DONUTS TURNERY DONUTS, LLC	832549	RECONCILED:06/19/2017	1	166.60
104014	W	06/08/2017	EDGE DOCUMENT SOLUTIONS, LLC.	050142	RECONCILED:06/12/2017	1	1,604.00
104015	W	06/08/2017	EDUCATION ALTERNATIVES	050166	RECONCILED:06/12/2017	1	3,900.00
104016	W	06/08/2017	FOLLETT SCHOOL SOLUTIONS, INC.	832550	RECONCILED:06/12/2017		1,289.30
104017	W	06/08/2017	GPS FIRE EQUIPMENT CO., INC.	832189	RECONCILED:06/09/2017	1	252.00
104018	W	06/08/2017	HAJOCA CORPORATION	080109	RECONCILED:06/13/2017	1	78.57
104019	W	06/08/2017	HOUGHTON MIFFLIN HARCOURT	803373	RECONCILED:06/16/2017		1,094.29
104020	W	06/08/2017	J.W. PEPPER & SON, INC.	100283	RECONCILED:06/09/2017		555.29
104021	W	06/08/2017	K12 SCHOOL CONSULTANTS, LLC	832024	RECONCILED:06/09/2017	1	845.00

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104022	W	06/08/2017	KELLY BETLEJEWSKI	830524	RECONCILED:06/13/2017	1	3,475.00
104023	W	06/08/2017	LOWE'S CREDIT SERVICES	120271	RECONCILED:06/14/2017	1	720.15
104024	W	06/08/2017	NASCO	140110	RECONCILED:06/13/2017		116.17
104025	W	06/08/2017	NCS PEARSON, INC	831588	RECONCILED:06/12/2017		5,053.00
104026	W	06/08/2017	PSI	160275	RECONCILED:06/13/2017	(Multi-bank check)	12,048.79
104027	W	06/08/2017	RE-ED ACCESS, LLC	832850	RECONCILED:06/09/2017	1	25,354.00
104028	W	06/08/2017	REPUBLIC SERVICES OF CLEVELAND BROWNING-FERRIS IND OF OHIO	832829	RECONCILED:06/09/2017	1	1,067.84
104029	W	06/08/2017	RYAN SCHUMAN	832920	RECONCILED:06/09/2017	1	25.74
104030	W	06/08/2017	SAM ASH MUSIC CORP.	830633	RECONCILED:06/19/2017		549.99
104031	W	06/08/2017	SCHOOL HEALTH CORPORATION	190142	RECONCILED:06/13/2017		552.87
104032	W	06/08/2017	SEAN PATTON	832426	RECONCILED:06/09/2017	1	166.93
104033	W	06/08/2017	STATE SHARPENING, INC.	832896	RECONCILED:06/19/2017	1	84.17
104034	W	06/08/2017	STEPHANIE SEICHKO	190615	RECONCILED:06/19/2017		50.00
104035	W	06/08/2017	STEVE'S SPORTS, INC	190000	RECONCILED:06/12/2017		1,050.00
104036	W	06/08/2017	TROPHY SHOP	200152	RECONCILED:06/19/2017		257.70
104037	W	06/08/2017	UNIVERSAL OIL, INC	210114	RECONCILED:06/14/2017	1	10,422.29
104038	W	06/08/2017	W.B. MASON CO., INC.	831162	RECONCILED:06/13/2017		48.96
104039	W	06/08/2017	WINDOWS ON THE RIVER PBR ACQUISITION LLC	230339	RECONCILED:06/09/2017		20,195.58
104040	W	06/09/2017	CHRISTINE KITSON	030273	RECONCILED:06/12/2017	1	134.82
104041	W	06/09/2017	CHRISTOPHER HANKE	030361	RECONCILED:06/12/2017	1	150.00
104042	W	06/09/2017	GARY WOLSKE	831790	RECONCILED:06/12/2017	1	475.00
104043	W	06/09/2017	JUNE GERACI	100265	RECONCILED:06/12/2017	1	150.00
104044	W	06/09/2017	LESLIE ROTATORI-TRANTER	832851	RECONCILED:06/12/2017	1	50.00
104045	W	06/09/2017	MARY ANN MARSHALL	130204	RECONCILED:06/12/2017	1	30.44
104046	W	06/09/2017	ROBERT A. DOBIES, SR.	180263	RECONCILED:06/12/2017	1	25.36

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104047	W	06/09/2017	ROBIN SHAMBLIN	180298	RECONCILED:06/12/2017	1	19.89
104048	W	06/09/2017	SHARI BAILEY	190233	RECONCILED:06/12/2017	1	150.00
104049	W	06/09/2017	TAMMY HAGER	832215	RECONCILED:06/12/2017	1	300.00
104050	W	06/09/2017	TERRANCE OLSZEWSKI C/O GARFIELD HTS.	200129	RECONCILED:06/12/2017	1	19.48
104051	W	06/12/2017	OHIO SCHOOLS COUNCIL-LIFE	150183	RECONCILED:06/13/2017	1	2,047.46
104052	W	06/12/2017	SUBURBAN HEALTH CONSORTIUM HUNTINGTON BANK	180322	RECONCILED:06/13/2017	1	416,067.88
104053	W	06/12/2017	THE PLAIN DEALER	160215	RECONCILED:06/20/2017		25.60
103422	W	06/21/2017	RILEY LAW FIRM, LLC David J. Riley	160281		1	910.00
103454	W	06/21/2017	KATHRYN MAYFIELD	703014			35.00
103475	W	06/21/2017	BRIAN WALKER	703111			135.00
103619	W	06/21/2017	MELISSA HAMED	703281			250.00
103621	W	06/21/2017	RACHEL WHILE	703280			250.00
103754	W	06/21/2017	CARLY PESKAR	703288			40.00
103891	W	06/21/2017	LAMAR OSBORNE	703196	RECONCILED:06/22/2017		65.00
103936	W	06/21/2017	HEATHER STRNISA	070329			50.00
103990	W	06/21/2017	CHRIS WOOLEY	832712			125.30
104054	W	06/23/2017	THE LEUKEMIA & LYMPHOMA SOCIETY	130117	RECONCILED:06/28/2017	1	1,500.00
022329	W	06/26/2017	EVELYN SINDYLA	070376	RECONCILED:06/27/2017	1	375.00
022330	W	06/26/2017	KARYN MAZZOLINI	832674	RECONCILED:06/27/2017	1	115.64
022331	W	06/26/2017	KELLI BUTTOLPH	110220	RECONCILED:06/27/2017	1	62.50
022332	W	06/26/2017	KYLE KOVACH	702687	RECONCILED:06/27/2017	1	89.34
022333	W	06/26/2017	LAUREN DIFRANCO	832278	RECONCILED:06/27/2017	1	62.50
022334	W	06/26/2017	LISA MILLER	014933	RECONCILED:06/27/2017	1	125.00
022335	W	06/26/2017	LORI FRANK	832359	RECONCILED:06/27/2017	1	515.40

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022336	W	06/26/2017	MELISSA DESALVO	832384	RECONCILED:06/27/2017	1	562.50
022337	W	06/26/2017	ROSE ARMELLI	832454	RECONCILED:06/27/2017	1	37.08
022338	W	06/26/2017	STACEY WIELGUS	831808	RECONCILED:06/27/2017	1	250.00
104055	W	06/26/2017	BRANDON THOMAS	832769	RECONCILED:06/26/2017		450.00
104056	W	06/26/2017	CHRISTIAN NICHOLS	708305	RECONCILED:06/26/2017		540.00
104057	W	06/26/2017	KEMET OJO	832178	RECONCILED:06/27/2017		940.00
104058	W	06/26/2017	THOMAS WARE	832970	RECONCILED:06/27/2017		540.00
104059	W	06/27/2017	ABA OUTREACH SERVICES	832909			1,192.50
104060	W	06/27/2017	ACADEMY OF NUTRITION AND DIETETICS	803511		1	105.00
104061	W	06/27/2017	AMY TOMON	830743		1	923.16
104062	W	06/27/2017	AUDREY ROALOFS	010544			883.23
104063	W	06/27/2017	BREWER-GARRETT	832931	RECONCILED:06/28/2017		4,657.83
104064	W	06/27/2017	CDW GOVERNMENT, INC.	020237	RECONCILED:06/29/2017		3,751.00
104065	W	06/27/2017	CLEVELAND COCA-COLA BOTTLING COMAPNY	030384	RECONCILED:06/30/2017	1	115.96
104066	W	06/27/2017	COMDOC, INC. SUPPLIES, OVERAGE, SERVICE	030550	RECONCILED:06/30/2017		1,016.00
104067	W	06/27/2017	COURTYARD BY MARRIOT ATLANTA CUMBERLAND CENTER	803472			1,098.72
104068	W	06/27/2017	DARICE	010275	RECONCILED:06/30/2017	1	431.41
104069	W	06/27/2017	DARRELL COPELAND	040098			139.00
104070	W	06/27/2017	EDUCATIONAL SERVICE CENTER OF CUYAHOGA COUNTY	050183	RECONCILED:06/28/2017		1,098.00
104071	W	06/27/2017	FASTSIGNS APEX SIGNS, INC.	060095	RECONCILED:06/30/2017		108.33
104072	W	06/27/2017	GAME CRAZE LLC	832562		1	688.00
104073	W	06/27/2017	HOUGHTON MIFFLIN HARCOURT	803373			4,805.54
104074	W	06/27/2017	HOUGHTON MIFFLIN	080141	RECONCILED:06/29/2017		13,363.39

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HARCOURT PUBLISHING CO.							
104075	W	06/27/2017	LEIGH ANN PUSTAI	120391	RECONCILED:06/29/2017		139.00
104076	W	06/27/2017	LITERACY RESOURCES	803408	RECONCILED:06/30/2017		1,073.86
104077	W	06/27/2017	MARY BAILEY	803417			173.83
104078	W	06/27/2017	MICHAEL THOMAS	803462	RECONCILED:06/30/2017		139.00
104079	W	06/27/2017	NEDAB MARK MCGUIRE, TREASURER	830786	RECONCILED:06/29/2017		3,261.06
104080	W	06/27/2017	BEDFORD CITY SCHOOL DISTRICT ATTN: SHERMAN C. MICSAK, SUPT.	020243	VOID: 06/28/2017		350.00
104081	W	06/27/2017	NOWAK TOURS	831779	RECONCILED:06/30/2017	1	18,040.00
104082	W	06/27/2017	OHIO BUREAU OF WORKERS' COMPENSATION	020441			14,674.22
104083	W	06/27/2017	PAR PSYCHOLOGICAL ASSESS RES., INC	831788			2,501.60
104084	W	06/27/2017	PEARSON	803463			1,507.58
104085	W	06/27/2017	PSI	160275	RECONCILED:06/30/2017		28,249.37
104086	W	06/27/2017	SCHOLASTIC MAGAZINES	190133	RECONCILED:06/30/2017		259.05
104087	W	06/27/2017	SCHOOL HEALTH CORPORATION	190142	RECONCILED:06/30/2017		88.11
104088	W	06/27/2017	SCHOOLBELLES, INC. KIP CRAFT, INC.	832635			3,482.20
104089	W	06/27/2017	STEPHAN BENJAMIN	190456	RECONCILED:06/29/2017	1	5,971.19
104090	W	06/27/2017	STEVE'S SPORTS, INC	190000	RECONCILED:06/29/2017		211.50
104091	W	06/27/2017	TOOLS 4 READING	803451	RECONCILED:06/29/2017		1,100.00
104092	W	06/27/2017	TRINITY HIGH SCHOOL C/O ATHLETIC DEPARTMENT	200288	RECONCILED:06/29/2017		250.00
104093	W	06/27/2017	TYLER JASTERBOWSKI	832972	RECONCILED:06/28/2017		465.00
104094	W	06/27/2017	VARSITY ATHLETIC APPAREL C/O MARJORIE PADILLA	832890			339.00
104095	W	06/27/2017	VEC, INC	832015	RECONCILED:06/29/2017		256.00
104096	W	06/27/2017	WOODRIDGE HIGH SCHOOL	803512			275.00

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ATTN; ATHLETICS DEPARMENT							
104097	W	06/28/2017	ACCURATE REFRIGERATION SERVICE CORP.	010109		1	259.50
104098	W	06/28/2017	CINTAS CORPORATION	832680		1	397.60
104099	W	06/28/2017	CLEVELAND COCA-COLA BOTTLING COMAPNY	030384		1	459.40
104100	W	06/28/2017	DAIRYMENS/ BORDEN DAIRY OF OHIO	040073		(Multi-bank check)	8,518.15
104101	W	06/28/2017	GORDON FOOD SERVICE ATTN: CREDIT DEPARTMENT	070448		(Multi-bank check)	43,061.52
104102	W	06/28/2017	JOSHEN PAPER & PACKAGING	100209		1	1,439.63
104103	W	06/28/2017	NICKLES BAKERY	140329		1	645.85
104104	W	06/29/2017	ASCD	010518			338.95
104105	W	06/29/2017	B & H PHOTO-VIDEO REMITANCE PROCESSING CENTER	020209			117.46
104106	W	06/29/2017	BIO CORPORATION	831833			145.89
104107	W	06/29/2017	CASTLE GLASS, INC.	832719			2,940.00
104108	W	06/29/2017	CITIZENS BANK	830608	RECONCILED:06/29/2017	1	612.61
104109	W	06/29/2017	DIVERSITY INITIATIVES, INC.	832472			7,150.00
104110	W	06/29/2017	GWEN ABRAHAM	070582			40.55
104111	W	06/29/2017	INSTINCT ATHLETICS	832636			929.05
104112	W	06/29/2017	J.W. PEPPER & SON, INC.	100283		(Multi-bank check)	1,582.03
104113	W	06/29/2017	LIFETOUCH	832715		1	540.00
104114	W	06/29/2017	PBS DISTRIBUTION	803466			224.90
104115	W	06/29/2017	PROM NITE	160273			3,408.85
104116	W	06/29/2017	PSI	160275			3,741.00
104117	W	06/29/2017	QUILL CORPORATION	170111			37.99
104118	W	06/29/2017	RANDOLPH CONTINENZA	831720			211.94
104119	W	06/29/2017	RED EYE PHOTO BOOTHS	832968		1	250.00

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RED EYE EXTRAVAGANZA, INC.							
104120	W	06/29/2017	VAR RESOURCES	832646			1,287.87
104121	W	06/30/2017	OHIO BUREAU OF WORKERS' COMPENSATION	020441			14,674.22
104122	W	06/30/2017	CDW GOVERNMENT, INC.	020237			55,900.00
104123	W	06/30/2017	DAMON INDUSTRIES, INC.	040052		1	15,128.77
104124	W	06/30/2017	DOMINION EAST OHIO	050110		1	919.79
104125	W	06/30/2017	JARED LUNDGREN	080440			500.00
V VOIDED CHECKS			23	CHECK TOTALS		4,204.09	
R RECONCILED CHECKS			99	CHECK TOTALS		613,190.50	

W WARRANT CHECKS			173	CHECK TOTALS		812,975.29	
M MEMO CHECKS			0	CHECK TOTALS		0.00	
B REFUND CHECKS			0	CHECK TOTALS		0.00	
I INVESTMENT CHECKS			0	CHECK TOTALS		0.00	
T TRANSFER CHECKS			0	CHECK TOTALS		0.00	
D DISTRIBUTION CHECKS			0	CHECK TOTALS		0.00	
C PAYROLL CHECKS			0	CHECK TOTALS		0.00	
MISSING CHECKS			0				
** TOTAL CHECKS (LESS VOIDED)			150	** TOTAL NET		808,771.20	
*** TOTAL CHECKS WRITTEN			173	*** GRAND TOTALS		812,975.29	

SCHEDULE OF INVESTMENTS

Schedule of Investments
June 2017

<u>FINANCIAL INSTITUTION</u>	<u>INVESTMENT TYPE</u>	<u>COST</u>		<u>MARKET VALUE</u>	<u>YIELD RATE</u>	<u>MATURITY DATE</u>
Citizens Bank	Public Super NOW	\$ 9,354.35		\$ 9,354.35	0.00	N/A
Citizens Bank	Municipal Money Market	\$ 80,861.94		\$ 80,861.94	0.00	N/A
Independence Bank	Certificate of Deposit	\$ 100,000.00		\$ 100,000.00	0.50	24-Oct-17
Huntington	Money Mkt Sweep	\$ 88,223.51		\$ 88,223.51	0.00	N/A
PNC Bank	Business Perf Money Market	\$ 4,033.72		\$ 4,033.72	0.15	N/A
Red Tree Investment	Money Mkt Fund	\$ 5,031.46	1	\$ 5,031.46	0.00	N/A
Red Tree Investment	Agency Note	\$ 69,930.00	1	\$ 69,837.67	1.02	30-Apr-18
Red Tree Investment	Agency Note	\$ 90,000.00	1	\$ 89,678.61	1.00	27-Jul-18
Red Tree Investment	Agency Note	\$ 90,000.00	1	\$ 89,599.32	1.30	24-May-19
Red Tree Investment	Agency Note	\$ 94,672.25	1	\$ 93,867.88	1.00	19-Jul-19
Red Tree Investment	Agency Note	\$ 90,000.00	1	\$ 87,601.59	1.42	27-Jul-20
Red Tree Investment	Agency Note	\$ 100,000.00	1	\$ 97,655.40	1.50	28-Aug-20
Red Tree Investment	Certificate of Deposit	\$ 129,805.00	2	\$ 130,030.68	1.23	23-Oct-17
Red Tree Investment	Certificate of Deposit	\$ 135,000.00	2	\$ 135,204.93	1.56	22-Oct-18
Red Tree Investment	Certificate of Deposit	\$ 99,700.00	2	\$ 101,303.80	2.07	13-Oct-20
Red Tree Investment	Certificate of Deposit	\$ 109,890.00	2	\$ 111,124.75	2.27	28-Oct-20
Red Tree Investment	Certificate of Deposit	\$ 75,000.00	3	\$ 73,982.70	1.76	17-Jun-21
Red Tree Investment	Agency Discount Note	\$ 168,196.16	2	\$ 168,575.74	1.08	20-Mar-18
Red Tree Investment	Agency Discount Note	\$ 118,560.90	2	\$ 118,710.84	1.24	16-May-18
Red Tree Investment	Accrued Interest	\$ -		\$ 931.08	1.08	
STAROhio	State Pool	\$ 4,344,609.22		\$ 4,344,609.22	1.02	N/A

Total Investment Amount

\$ 6,002,868.51

\$ 6,000,219.19

	<u>Cost</u>	<u>Market Value</u>	<u>Percentage of</u>
	<u>Totals by Type</u>	<u>Totals by Type</u>	<u>Portfolio</u>
Money Mkt/NOW/Checking	\$ 183,471.26	\$ 183,471.26	3.06%
Certificate of Deposits	\$ 649,395.00	\$ 651,646.86	10.82%
U. S. Treasury Note	-	-	0.00%
Agency Notes*	821,359.31	815,527.05	13.68%
Business Perf Money Market	4,033.72	4,033.72	0.07%
Agency Discount Note	-	-	0.00%
Commercial Paper	-	-	0.00%
Accrued Interest	-	931.08	
State Pool	4,344,609.22	4,344,609.22	72.38%
	\$ 6,002,868.51	\$ 6,000,219.19	100.00%

1. Agency Notes consist of Federal Home Loan Bank and Mtg Assoc.

2. Certificates of Deposit include Firstbank of Puerto Rico, PR, Comenity Capital Bank, UT, American Express Centurion Bank, Capital One Nation Assoc.

3. Wells Fargo Bank, SD

SM2

SCHOOL DISTRICT: GARFIELD HTS. BOARD OF EDUC. IRN # 044040 COUNTY: CUYAHOGA FISCAL YEAR: 2017 MONTH: 06
June 2017

	MONTHLY ESTIMATE	MONTHLY ACTUAL	MONTHLY DIFFERENCE	FISCAL YTD ESTIMATE	FISCAL YTD ACTUAL	FISCAL YTD DIFFERENCE
REVENUES						
01.010 General Property (Real Estate)	0	0	0	14,379,800	14,756,958	377,158
01.020 Tangible Personal Property Tax	0	0	0	784,225	805,561	21,336
01.030 Income Tax	0	0	0	0	0	0
01.035 Unrestricted Grants-in-Aid	1,758,000	1,756,550	1,450-	21,935,725	21,933,260	2,465-
01.040 Restricted Grants-in-Aid	98,000	93,260	4,740-	1,249,122	1,242,608	6,514-
01.045 Restricted Grants-in-Aid - SFSF	0	0	0	0	0	0
01.050 Property Tax Allocation	0	0	0	2,830,366	2,853,084	22,718
01.060 All Other Operating Revenue	110,169	171,653	61,484	935,800	1,211,032	275,232
01.070 Total Revenue	1,966,169	2,021,463	55,294	42,115,038	42,802,503	687,465
OTHER FINANCING SOURCES						
02.010 Proceeds from Sale of Notes	0	0	0	0	0	0
02.020 State Emergency Loans & Advancements (Approved)	0	0	0	0	0	0
02.040 Operating Transfers-In	0	0	0	0	0	0
02.050 Advances-In	0	0	0	475,420	475,420	0
02.060 All Other Financing Sources	0	1,320	1,320	0	1,320	1,320
02.070 Total Other Financing Sources	0	1,320	1,320	475,420	476,740	1,320
02.080 Total Revenues and Other Financing Sources	1,966,169	2,022,783	56,614	42,590,458	43,279,243	688,785
EXPENDITURES						
03.010 Personal Services	1,842,083	1,731,870	110,213-	23,407,140	23,422,145	15,005
03.020 Employees' Retirement/Insurance Benefits	700,035	666,884	33,151-	8,411,464	8,323,861	87,603-
03.030 Purchased Services	650,000	397,466	252,534-	8,084,801	8,933,584	848,783
03.040 Supplies and Materials	22,000	26,409	4,409	1,026,302	946,747	79,555-
03.050 Capital Outlay	0	146,450-	146,450-	352,136	304,665	47,471-
03.060 Intergovernmental	0	0	0	0	0	0
04.010 Debt Service: All Principal (Historical)	0	0	0	0	0	0
04.020 Debt Service: Principal - Notes	0	0	0	0	0	0
04.030 Debt Service: Principal - State Loans	0	0	0	0	0	0
04.040 Debt Service: Principal - State Advancements	0	0	0	0	0	0
04.050 Debt Service: Principal - HB 264 Loans	0	0	0	0	0	0
04.055 Debt Service: Principal - Other	0	0	0	365,162	282,814	82,348-
04.060 Debt Service: Interest and Fiscal Charges	0	0	0	0	0	0
04.300 Other Objects	5,000	6,263	1,263	616,041	638,003	21,962
04.500 Total Expenditures	3,219,118	2,682,442	536,676-	42,263,046	42,851,819	588,773
OTHER FINANCING USES						
05.010 Operating Transfers - Out	132,500	150,941	18,441	200,000	218,441	18,441
05.020 Advances - Out	300,000	170,312	129,688-	300,000	170,312	129,688-
05.030 All Other Financing Uses	0	0	0	0	0	0
05.040 Total Other Financing Uses	432,500	321,253	111,247-	500,000	388,753	111,247-
05.050 Total Expenditure and Other Financing Uses	3,651,618	3,003,695	647,923-	42,763,046	43,240,572	477,526
06.010 Excess Rev & Oth Financing Sources over(under) Exp &	1,685,449-	980,912-	704,537	172,588-	38,671	211,259
07.010 Beginning Cash Balance	2,325,162	1,831,884	493,278-	812,301	812,301	0
07.020 Ending Cash Balance	639,713	850,972	211,259	639,713	850,972	211,259
08.010 Outstanding Encumbrances	0	524,648	524,648	0	524,648	524,648

**APPROPRIATIONS
AMENDMENT REQUEST #2
Resolution #2017-09**

	Original Est Resource Appropriation Amount	Amended Est Resource Appropriation Amount	Difference Increase (Decrease)
GENERAL FUND (001)			
1900 OTHER INSTRUCTION	\$ 7,607,700.00	\$ 7,622,700.00	\$ 15,000.00
2100 SUPPORT SERVICES - PUPILS	\$ 2,926,200.00	\$ 2,912,200.00	\$ (14,000.00)
2200 SUPPORT SERVICES - INSTRUCTIONAL STAFF	\$ 2,066,575.00	\$ 2,117,575.00	\$ 51,000.00
2700 SUPPORT SERVICES - OPERATION/MAINTENANCE	\$ 3,590,600.00	\$ 3,540,600.00	\$ (50,000.00)
6100 DEBT SERVICE	\$ 365,000.00	\$ 365,300.00	\$ 300.00
7200 TRANSFERS OUT	\$ 200,000.00	\$ 220,000.00	\$ 20,000.00
7400 ADVANCES OUT	\$ 300,000.00	\$ 277,700.00	\$ (22,300.00)
TOTAL GENERAL FUND APPROPRIATION/FUNCTION	\$ 43,912,790.00	\$ 43,912,790.00	\$ -
PURCHASED SERVICES	\$ 9,250,500.00	\$ 9,161,500.00	\$ (89,000.00)
SUPPLIES AND MATERIALS	\$ 1,006,740.00	\$ 1,029,740.00	\$ 23,000.00
CAPITAL OUTLAY - NEW	\$ 242,000.00	\$ 304,000.00	\$ 62,000.00
DEBT SERVICE/LEASE PURCHASE	\$ 365,000.00	\$ 365,300.00	\$ 300.00
OTHER OBJECTS	\$ 628,300.00	\$ 634,300.00	\$ 6,000.00
OTHER FINANCING SOURCES	\$ 500,000.00	\$ 497,700.00	\$ (2,300.00)
TOTAL GENERAL FUND APPROPRIATION/OBJECT	\$ 43,912,790.00	\$ 43,912,790.00	\$ -
CLASSROOM FACILITIES FUND (010)	\$ 931,000.00	\$ 931,252.00	\$ 252.00
OTHER GRANT FUND (019)	\$ 265,300.00	\$ 326,300.00	\$ 61,000.00
DISTRICT ROTARY FUND (022)	\$ 24,450.00	\$ 27,490.00	\$ 3,040.00
STUDENT MANAGED ACTIVITY FUND (200)	\$ 110,020.00	\$ 90,020.00	\$ (20,000.00)
AUXILIARY SERVICES FUND (401)	\$ 584,342.00	\$ 649,342.00	\$ 65,000.00
IDEA PART B GRANT FUND (516)	\$ 968,730.00	\$ 1,183,559.00	\$ 214,829.00
TITLE I DISADVANTAGED CHILDREN FUND (572)	\$ 2,092,284.00	\$ 2,467,344.00	\$ 375,060.00
IMPROVING TEACHER QUALITY FUND (590)	\$ 128,118.00	\$ 134,858.00	\$ 6,740.00
TOTAL ALL OTHER FUNDS APPROPRIATIONS	\$ 13,634,198.00	\$ 14,340,119.00	\$ 705,921.00

Transfers

Fund To	Fund From	Amount
Uniform School Supplies (009)	General Fund (001)	\$ 32,600.00
Classroom Facilities (010)	General Fund (001)	\$ 966.00
Alternative Education (463-9017)	General Fund (001)	\$ 4,200.00
Public School Preschool (439-9017)	General Fund (001)	\$ 6,620.00
Miscellaneous State Grant Fund (499-909G)	General Fund (001)	\$ 6,015.00
Athletic Fund (300-926A)	General Fund (001)	\$ 10,300.00
Other Grant Head Start (019-916H)	General Fund (001)	\$ 31,600.00
Other Grant Head Start (019-917H)	General Fund (001)	\$ 49,300.00
Preschool Handicap Grant (587-9017)	General Fund (001)	\$ 9,340.00
	Total Transfers	\$ 150,941.00

Initial Advances - Out

Fund To	Fund From	Amount
Sudent of Promise (019-916A)	General Fund (001)	\$ 69,200.00
Employee Benefits (024)	General Fund (001)	\$ 24,710.00
Alternative Education (463-9017)	General Fund (001)	\$ 1,975.00
Public School Preschool (439-9017)	General Fund (001)	\$ 39,195.00
Title I Sub A (536-917I)	General Fund (001)	\$ 13,200.00
Early Childhood (587-9875)	General Fund (001)	\$ 1,432.00
Improving Teacher Quality (590-9017)	General Fund (001)	\$ 20,600.00
	Total Advances	\$ 170,312.00

**RESOLUTION EMPLOYING JODY SAXTON AS TITLE I AND
PROFESSIONAL DEVELOPMENT COORDINATOR EFFECTIVE
AUGUST 1, 2017, AND AUTHORIZING AMENDMENT TO JUNE 14,
2016, ADMINISTRATOR CONTRACT OF JODY SAXTON**

The Board of Education of the Garfield Heights City School District, Cuyahoga County, Ohio, met in regular session on the 17th day of July, 2017, at the offices of said Board, with the following members present:

The Treasurer advised the Board that the notice requirements of R.C. §121.22 and the implementing rules adopted by the Board pursuant thereto were complied with for the meeting.

_____ moved the adoption of the following Resolution:

RESOLUTION

WHEREAS, the Board and Ms. Saxton entered into an administrator contract pursuant to R.C. 3319.02 on or about June 14, 2016, effective August 1, 2016, through July 31, 2019 ("JS Contract"); and

WHEREAS, the Board posted for the Title I and Professional Development Coordinator position, an administrator position open and available for the 2017-2018 school year;

WHEREAS, Ms. Saxton applied for the Title I and Professional Development Coordinator position, was determined the most qualified candidate by the Superintendent, and was recommended for employment to this administrator position for the 2017-2018 school year, effective August 1, 2017;

WHEREAS, the Board desires to hire Ms. Saxton as the District's Title I and Professional Development Coordinator, effective August 1, 2017;

WHEREAS, the JS Contract provides the Board and Ms. Saxton an opportunity to acknowledge and memorialize her hiring and transition to the District's Title I and Professional Development Coordinator position through amending the contract under Article X; and,

WHEREAS, an Amendment to the June 14, 2016, Administrator Contract of Jody Saxton (attached as Exhibit 1), has been presented to the Board for review and consideration.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Garfield Heights Schools, County of Cuyahoga, State of Ohio, that:

Section 1: The Board resolves to hire Jody Saxton as the District's Title I and Professional Development Coordinator, effective August 1, 2017.

Section 2: The Board authorizes the Treasurer, Superintendent, and Board President to execute the Amendment to June 14, 2016, Administrator Contract of Jody Saxton in a form substantially similar to Exhibit 1.

Section 3: It is found and determined that all formal actions of the Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of the Board, and that all deliberations of the Board and any of its committees that resulted in such formal action were in meetings in compliance with all legal requirements, including R.C. §121.22.

_____ seconded the motion and upon roll call, the vote was as follows:

CERTIFICATION

I hereby certify that the foregoing is a true, accurate, and correct excerpt from the minutes of the regular meeting of the Board of Education of the Garfield Heights City School District held on the 17th day of July, 2017, showing the adoption of the Resolution hereinabove set forth.

Date

Al Sluka, Treasurer
Garfield Heights City School District

**RESOLUTION EMPLOYING JEAN RIZI AS A PRINCIPAL
ELEMENTARY (PS TO GRADE 5) EFFECTIVE AUGUST 1, 2017, AND
AUTHORIZING AMENDMENT TO JULY 21, 2016, ADMINISTRATOR
CONTRACT OF JEAN RIZI**

The Board of Education of the Garfield Heights City School District, Cuyahoga County, Ohio, met in regular session on the 17th day of July, 2017, at the offices of said Board, with the following members present:

The Treasurer advised the Board that the notice requirements of R.C. §121.22 and the implementing rules adopted by the Board pursuant thereto were complied with for the meeting.

_____ moved the adoption of the following Resolution:

RESOLUTION

WHEREAS, the Board and Ms. Rizi entered into an administrator contract pursuant to R.C. 3319.02 on or about July 21, 2016, effective August 1, 2016, through July 31, 2019 (“JR Contract”); and

WHEREAS, the Board posted for a Principal Elementary (PS to Grade 5) position, an administrator position open and available for the 2017-2018 school year;

WHEREAS, Ms. Rizi applied for a Principal Elementary (PS to Grade 5) position, was determined the most qualified candidate by the Superintendent, and was recommended for employment to this administrator position for the 2017-2018 school year, effective August 1, 2017;

WHEREAS, the Board resolved at its July 17, 2017, meeting to hire Ms. Rizi as a District Principal Elementary (PS to Grade 5), effective August 1, 2017, and authorized this Amendment to the JR Contract;

WHEREAS, the JR Contract provides the Board and Ms. Rizi an opportunity to acknowledge and memorialize her hiring and transition to the new position through amending the contract under Article X; and,

WHEREAS, an Amendment to the July 21, 2016, Administrator Contract of Jean Rizi (attached as Exhibit 1), has been presented to the Board for review and consideration.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Garfield Heights Schools, County of Cuyahoga, State of Ohio, that:

Section 1: The Board resolves to hire Ms. Rizi as a District Principal Elementary (PS to Grade 5), effective August 1, 2017.

Section 2: The Board authorizes the Treasurer, Superintendent, and Board President to execute the Amendment to July 21, 2016, Administrator Contract of Jean Rizi in a form substantially similar to Exhibit 1.

Section 3: It is found and determined that all formal actions of the Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of the Board, and that all deliberations of the Board and any of its committees that resulted in such formal action were in meetings in compliance with all legal requirements, including R.C. §121.22.

_____ seconded the motion and upon roll call, the vote was as follows:

CERTIFICATION

I hereby certify that the foregoing is a true, accurate, and correct excerpt from the minutes of the regular meeting of the Board of Education of the Garfield Heights City School District held on the 17th day of July, 2017, showing the adoption of the Resolution hereinabove set forth.

Date

Al Sluka, Treasurer
Garfield Heights City School District

Employee Leaves

<i>Last</i>	<i>First</i>	<i>Bldg</i>	<i>Type</i>	<i>Date Out</i>	<i>Date Back</i>	<i>Notes</i>
Graham	Romie	HS	Paternity LOA	08/17/17	09/05/17	Paternity LOA (FMLA)

ADMINISTRATION OF FEDERAL GRANT FUNDS

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the Ohio Department of Education (ODE) or other applicable pass-through entity.

The Board directs the Treasurer to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of Federal law and regulation, including the Uniform Guidance issued by the U.S. Office of Budget and Management and any applicable state requirements, and shall be based on best practices.

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

The financial management systems and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the financial management systems and internal controls will address the following areas:

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is:

- A. reasonable and necessary for the program;
- B. in compliance with applicable laws, regulations, and grant terms;
- C. allocable to the grant;
- D. adequately documented and
- E. consistent with District policies and procedures that apply to both federally-funded and non-federally funded activities.

Internal controls will be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Controls will include time and effort reporting in accordance with Uniform Guidance and the requirements of ODE or other applicable pass-through-entity.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw-down of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of ODE or other applicable pass-through-entity.

3. Procurement

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

4. Conflict of Interest and Mandatory Disclosures

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Treasurer. The Treasurer discloses in writing any potential conflict of interest to ODE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict will not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Treasurer discloses in writing to ODE or other applicable pass-through-entity in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially effecting any federal award. The Treasurer fully addresses any such violations promptly and notifies the Board accordingly.

5. **Equipment and Supplies Purchased with Federal Funds**

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

6. **Accountability and Certifications**

All fiscal transactions must be approved by the Treasurer/designee who can attest that the expenditure is allowable and approved under the federal program. The Treasurer submits all required certifications.

7. **Monitoring and Reporting Performance**

The Treasurer ~~shall~~ will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District ~~will~~ submits all reports as required by federal or state authorities.

[Adoption date:]

LEGAL REFS.: ORC 9.314
117.101; 117.43
3313.33; 3313.46
3319.04
5705.39; 5705.41; 5705.412
2 C.F.R. Part 200

CROSS REFS.: BBFA, Board Member Conflict of Interest
BCC, Qualifications and Duties of the Treasurer
DI, Fiscal Accounting and Reporting
DID, Inventories
DJ, Purchasing
DJC, Bidding Requirements
DJF, Purchasing Procedures
DK, Payment Procedures
EF/EFB, Food Services Management/Free and Reduced-Price Food Services
GBCA, Staff Conflict of Interest
IGBJ, Title I Programs

NOTE: The Uniform grant guidance (Uniform Guidance) issued by the U.S. Office of Budget and Management (OBM) effects certain federal funds districts receive. The guidance replaces requirements found in eight previous OMB circulars. The new rules are in effect for new or noncompeting continuation grants awarded by OBM on or after December 26, 2014.

Districts are required to have written policies and/or procedures for the management of funds subject to the Uniform Guidance. The new rules are outlined in the Code of Federal Regulations (CFR) 200 and emphasize the need for strong financial management systems and other internal controls aimed at controlling fraud, waste and abuse. Internal controls should be in compliance with guidance in the Standards for Internal Control in the Federal Government issued by the comptroller general of the United States or the Internal Control Integrated Framework issued by the Committee of Sponsoring Organizations of the Treadway Commission.

This policy is intended to establish the board's expectations and standards for financial management and other internal controls necessary to meet its obligations when receiving federal grant awards. This policy is not sufficient, alone, to serve as the written controls required by the Uniform Guidance. It must be supplemented with written procedures that should be developed by the Treasurer.

FISCAL ACCOUNTING AND REPORTING

The District's accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of school districts-, **federal funds also are accounted for in conformance with the Uniform Guidance issued by the U.S. Office of Budget and Management and any applicable state requirements.** The Treasurer is responsible for receiving and properly accounting for all funds of the District.

The financial records must be adequate to:

1. guide the making or deferring of purchases, the expansion or curtailing of programs and the controlling of expenses;
2. ensure that current data are immediately available and in such form that routine summaries can be readily made;
3. serve as a guide to budget estimates for future years and to hold expenditures to the amounts appropriated and
4. show that those in charge have handled funds within limitations established by law and in accordance with Board policy.

The Board receives monthly financial statements from the Treasurer, which show receipts, disbursements, appropriations, encumbrances and balances. The Treasurer makes all other financial reports required by law or by state or federal agencies and submits them to the proper authorities.

The Treasurer provides the Board with any other financial management reports that the Board determines necessary.

Financial records are permanent. The supporting documents may be destroyed only in compliance with the provisions of State law and in compliance with specifications of the District's records commission, the Auditor of State and the Ohio Historical Society.

[Adoption date:]

LEGAL REFS.: ORC 117.101; 117.38; 117.43
149.01 through 149.43
3301.07
3313.29; 3313.32
3315.04
Chapter 1347
Chapter 5705
2 C.F.R. Part 200

**CROSS REFS.: DECA, Administration of Federal Grant Funds
EHA, Data and Records Retention**

NOTE: In 2013, the biennium budget, House Bill (HB) 59, made changes to financial reporting requirements for schools; these changes are found in Ohio Revised Code Section (RC) 3301.07. The first significant change extended the reporting requirements to new entities. The financial reporting requirements now apply not only to each district board of education and each governing board of an educational service center, but also to each governing authority of a community school established under RC 3314, each governing body of a STEM school established under RC 3328 and each board of trustees of a college-preparatory boarding school established under RC 3328. The new format must show, both at the district and at the school building level, revenue by source, expenditures for salaries, wages and benefits of employees, showing such amounts separately for classroom teachers, other employees required to hold licenses issued pursuant to RC 3319.22 through 3319.31 and all other employees, expenditures other than for personnel, by category, including utilities, textbooks and other educational materials, equipment, permanent improvements, pupil transportation, extracurricular athletics, and other extracurricular activities and per pupil expenditures. New requirements include information on total revenue and expenditures, per pupil revenue and expenditures for both classroom and non-classroom purposes, as defined in RC 3302.20, in the aggregate and for each subgroup of students, as defined by RC 3317.40, that receives services provided for by state or federal funding.

HB 59 also places a new requirement on the Ohio Department of Education (ODE). Once all required financial information has been reported, ODE must make these reports available in such a way that allows for comparison between financial information included in these reports and financial information included in reports produced prior to July 1, 2013. Further, ODE must post these reports in a prominent location on its website and must notify each school when the reports are made available.

Federal funds must be accounted for in conformance with the Uniform Guidance issued by the U.S. Office of Budget and Management. Districts are required to have written policies and/or procedures for the management of funds subject to the Uniform Guidance. The rules are outlined in the Code of Federal Regulations (CFR) 200 and emphasize the need for strong financial management systems and other internal controls aimed at controlling fraud, waste and abuse. Internal controls should be in compliance with guidance in the Standards for Internal Control in the Federal Government issued by the comptroller general of the United States or the Internal Control Integrated Framework issued by the Committee of Sponsoring Organizations of the Treadway Commission.

INVENTORIES (Fixed Assets)

The Board, as steward of this District's property, recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records.

The District conducts a complete inventory every five years, by physical count, of all District-owned equipment and supplies. For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or articles that retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. **For purpose of items purchased with federal funds, equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year with an acquisition cost of \$5,000 or more per unit.**

This District maintains a fixed asset accounting system. The fixed asset system maintains sufficient information to permit:

1. preparation of year-end financial statements in accordance with generally accepted accounting principles;
2. adequate insurance coverage and
3. control and accountability.

Each building and additions to buildings are identified by location or name and are described in detail (e.g., size, number of floors, square footage, type of construction, etc.) with the value shown for all individual structures.

Fixed equipment is inventoried by building, floor and room name or number; each item is to be listed individually. (Leased equipment that the District will eventually own must be inventoried.)

Movable equipment is inventoried by building, floor and room name or number; each item is to be listed individually. Any item that has a model number or serial number has that number noted in the description for full identification. All items assigned to a building are the building administrator's responsibility.

All equipment purchased, after the initial inventory, as capital outlay or replacement with a cost of \$1,000 or more and with an estimated useful life of five years or more is tagged and made part of the equipment inventory. For fixed asset reporting purposes, all equipment in excess of \$1,500 is used. **Property records and inventory systems are sufficiently maintained to account for and track equipment acquired with federal funds.**

File: DID

A listing of all equipment is maintained for each building and department. This listing is updated annually by the close of the school year, or not later than the second Friday in June of each year. This updated listing is then submitted to the Treasurer's office for audit purposes.

A physical inventory of supplies is taken at the building level at the close of the school year, or not later than the second Friday in June of each year. This updated listing is then submitted to the Treasurer's office for audit purposes.

The Treasurer shall be assisted by principals, directors, supervisors and professional and support staffs in the performance of this function.

[Adoption date:]

LEGAL REFS.: ORC 117.38
3313.20; 3313.41
2 C.F.R. Part 200

CROSS REF.: DECA, Administration of Federal Grant Funds

NOTE: The Uniform Grant Guidance (Uniform Guidance) outlined in 2 CFR 200 sets forth the requirements for management of equipment purchased with federal funds. Districts should ensure district procedures for inventory accurately track items purchased with federal funds.

THIS IS A REQUIRED POLICY

PURCHASING PROCEDURES

Monies under the jurisdiction of the Board may not be expended except upon a warrant drawn against a specific appropriation and against a specific fund. Therefore, no contract or purchase order for the expenditure of money will be made unless there is attached to it a certificate of the Treasurer certifying that the amount required to meet the contract or purchase order has been appropriated and is in the treasury, or is in the process of collection, and is free from previous encumbrance.

Any contract or purchase order issued without such a certificate attached is void, except as the law allows later issuance within 30 days of the certificate and except that, if the amount involved is less than \$3,000, the Treasurer may authorize it to be paid without the ratification or affirmation of the Board. Under certain conditions, the law also allows the Treasurer to issue blanket certification, subject to limitations of time and amount as set by law.

Purchasing procedures are designed to ensure the best possible price for the desired products and services. Procedures for purchasing are developed to require that all purchases are made on properly approved purchase orders and that, for items not put up for bid, price quotations are solicited.

Special arrangements may be made for ordering perishable and emergency supplies.

All purchases for property and services made using federal funds are conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

[Adoption date:]

LEGAL REFS.: ORC 3313.46
3327.08
5705.41(D)(1); 5705.412; 5705.44
2 C.F.R. Part 200

CROSS REFS.: **DECA, Administration of Federal Grant Funds**
DJ, Purchasing
DJC, Bidding Requirements

SCHOOL PROPERTIES DISPOSAL

The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the District.

The Board recognizes that most unused property of the District has value and that it may be practical to retain such property for a period of time. Once property is no longer needed for school purposes currently or in the future, it should be slated for disposal at the Superintendent's discretion. State law governs the retention and method of disposal of the Board's property. **Property and goods purchased with federal funds also are subject to the disposal requirements outlined in the Uniform Guidance issued by the U.S. Office of Budget and Management.** Therefore, the Board follows the procedures required by the various statutes governing the disposal of real or personal property.

The Board follows the procedures set forth in **State and Federal** law for the disposal of real or personal property at the minimum dollar value set forth in the statute on the date the Board decides to dispose of the property. The Board is required to offer its real property for sale to all community schools and college-preparatory boarding schools for the period of time set forth in law. High-performing community schools as defined by State law, are given first priority. If a high-performing community school is not interested in buying the property, the Board will then proceed with offers to purchase from other start-up community schools operating in the District and college-preparatory boarding schools located within the territory of the District. If no community school or college-preparatory boarding school is interested in buying the property, the Board can sell its real or personal property at a public auction and follow specific statutory requirements if the property exceeds \$10,000 in value. If this amount is changed by the legislature, the Board and administration's responsibility changes automatically to reflect the new minimum statutory dollar value.

The Board directs the periodic review of all District property and authorizes the disposition by sale, donation, trade or discard of any property not required for school purposes.

The District complies with State law regarding the sale or lease of unused District property to high-performing community schools, community schools and college-preparatory boarding schools.

Disposal of Property Valued at Less Than the Dollar Value Set Forth in State Law

For the disposal of property that is not governed by **Federal** law, the Ohio Revised Code or administrative regulations, the administration is required to follow these procedures:

1. The Superintendent determines that the value of the property is less than the value set forth in **State and Federal** law **when applicable**. The property is valued pursuant to a reasonable method as determined by the Superintendent.

2. The Board is notified when real or personal property is no longer needed for school purposes and directs that the property be sold.
3. The Superintendent sells the property to a start-up community school or by bids, general sale, negotiated sale or by trade as determined by the Superintendent or the Board on an individual basis.

[Adoption date:]

LEGAL REFS.: ORC 131.09
3313.17; 3313.37; 3313.40; 3313.41; 3313.411; 3313.413
3314.051
5705.10
2 C.F.R. Part 200

CROSS REFS.: **DECA, Administration of Federal Grant Funds**
FL, Retirement of Facilities

NOTE: Senate Bill (SB) 316 (2012) added language to the House Bill (HB) 153 (2011) (budget bill) language below. SB 316 added boards of trustees of college-preparatory boarding schools to the right of first refusal and sale/lease requirements below. SB 316 also adds that any appraisals required by State law must be not more than one year old. The SB 316 sale/lease provisions also require that intent to purchase or lease the property must be provided to the treasurer. Only qualified parties who have provided intent to purchase or lease to the treasurer may participate in any resulting auctions or lotteries.

Finally, SB 316 permits, but does not require, boards to offer unused school facilities for sale or lease to the governing authorities of community schools with plans, stipulated in their contracts entered into under State law, to either relocate their operations to the territory of the district or to add facilities to be located within the territory of the district.

HB 153 makes changes to the property disposal requirements regarding community schools and college-preparatory boarding schools. HB 153 removes the requirement that real property be suitable for use as a classroom space in order for the districts to be required to offer it to a community school and college-preparatory boarding schools within the district prior to selling it under other applicable law.

HB 438 (2016) makes additional changes and streamlines the process by which a school district board of education must offer real property and unused facilities for sale or lease to the governing authorities of community schools.

If the district decides to dispose of real property that exceeds \$10,000 in value, the district must offer to sell it to all community schools and college-preparatory boarding schools for one period of 60 days. No later than 60 days after the district board makes the offer, interested governing authorities and boards of trustees must notify the district treasurer of the intent to purchase. High-performing community schools as defined by State law are given first priority. If more than one governing authority of a high-performing community school notifies the district treasurer of its intention to purchase the property, the board must conduct a public auction. Only the schools that notified the district treasurer are eligible to bid at the auction. If a high-performing community school is not interested in buying the property within 60 days of the offer, the Board is then required to proceed with offers from all other start-up community schools and college-preparatory boarding schools within the district. The sale must be for fair market value, as determined by a property appraisal not more than one year old. If more than one community school or college-preparatory boarding school notifies the district treasurer of its intention to purchase within 60 days, the district will conduct a public auction. Only entities that notified the district treasurer of its intent to purchase are eligible to bid at the auction. If no community schools or college-preparatory boarding schools notify the district treasurer of its intention to purchase the property within 60 days, the district may dispose of the real property in compliance with State law.

HB 64 (15) prohibits community schools and college-preparatory boarding schools that have purchased property from districts from, within five years, selling any property purchased under the requirement that districts first offer unused school facilities to them. The provision goes on to add the exception that such property may be sold within five years, only if it is sold or transferred to another community school or college-preparatory boarding school located within the territory of the district that initially made the sale.

There are specific requirements in regard to “unused school facilities.” Unused school facilities are facilities that have been used by the district for school operations since July 1, 1998, but have not been used in that capacity for two years. HB 64 (15) adds requirements for the offer of unused school facilities to high-performing community schools. Districts also must offer these facilities to all community schools and college-preparatory boarding schools within the district for sale or lease for one period of 60 days. First priority is to be given to the governing authorities of high-performing community schools that are located within the territory of the district.

If, within 60 days, a high-performing community school notifies the district treasurer in writing of the intention to purchase the district must sell the real property to that community school for fair market value. If, within 60 days, more than one high-performing community school states its intention to purchase by notifying the treasurer, the district must hold a public auction for the real property, but it is important to note that the district is not required to accept a bid for less than the appraised fair market value of the property, as determined by a property appraisal that is not more than one year old. Only qualified parties who notified the treasurer of their intent to purchase the property are eligible to bid at auction. If no high-performing community schools are interested in the property, the district must then proceed with offers from other start-up community schools and college-preparatory boarding schools.

If, within 60 days, a high-performing community school notifies the district treasurer of its intention to lease unused facilities, the district must lease to that community school for the fair market value of a lease on the real property. Fair market value is determined by a property appraisal that is not more than one year old. If, within 60 days more than one high-performing community school within the district sends a written intention to lease the property to the treasurer, the district must conduct a lottery to determine to which community school the district will award the lease. Only qualified parties who have notified the treasurer of their intent to lease the property will be eligible for participation in the lottery. If no high-performing community schools are interested in the property, the district treasurer must then proceed with offers from other start-up community schools and college-preparatory boarding schools. It is important to note that districts that have outstanding leases with entities other than community schools or college-preparatory boarding schools may renew those leases. Nothing in the statute affects current lease agreements between the district and other entities.

If, within 60 days, no community school or college-preparatory boarding school accepts the offer to lease or buy the property, the district may offer it to any other entity, in accordance with State law. SB 316 extends the list of eligible entities to include nonprofit institutions of higher education that have certificates of authorization under State law and governing authorities of chartered nonpublic schools.

HB 59 (13) (budget bill) added language requiring proceeds from the sale of real property disposed of under Ohio Revised Code Section 3313.41 to be used to retire any debt incurred in connection with that real property. Excess proceeds may be paid into the Capital and Maintenance Fund and used for costs of nonoperating capital expenses related to technology infrastructure and equipment to be used for instruction and assessment. HB 483 (14) adds another option for handling this revenue. Boards may choose to use the money for payment into a special fund for the construction or acquisition of permanent improvements. This provision applies to proceeds received on or after September 29, 2013.

FOOD SERVICES MANAGEMENT/ FREE AND REDUCED-PRICE FOOD SERVICES

The Board operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs. The food services supervisor reviews and recommends to the Board the types of foods to be sold.

The food services staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to Board approval, except for a la carte food prices. The food services supervisor sets these prices without Board approval.

As required for participation in the National Child Nutrition Programs, the Board agrees that:

1. breakfast and a "Type A" lunch are made available to students, provided at least one-fifth of the students are eligible under Federal law for free meals;
2. breakfast is made available in every school in which the parents of at least one-half of the children enrolled have requested that the breakfast program be established;
3. students who qualify receive free or reduced-price meals;
4. all meals must meet USDA nutritional standards;
5. the management of food services complies with all federal, state and local regulations and
6. a summer meal program is provided to students attending a state-mandated summer remedial program.

All students are expected to eat lunch at school and may not leave school grounds during the lunch hour, except when permission has been granted by the principal. Students are permitted to bring their lunches from home and to purchase milk and incidental items.

School lunch funds and other food service funds are kept in a special account.

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

Meal Charges

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date:]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et
seq.
Rehabilitation Act of 1973; 29 USC 794
ORC 3313.719; 3313.81; 3313.812; 3313.813; 3313.815
3314.18
OAC 3301-91-01 through 3301-91-09

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
EFF, Food Sale Standards
EFG, Student Wellness Program
EFH, Food Allergies
JHCD, Administering Medicines to Students
JN, Student Fees, Fines and Charges

NOTE: *Each board of education participating in the National School Lunch Program shall report monthly the number of free lunches served by the district each month. The monthly report shall be submitted not later than the 10th of each month following the month being reported.*

House Bill (HB) 1 (2009) requires all school districts, community schools and STEM schools to establish a written policy with respect to protecting students with peanut or other food allergies. In developing the policy, administrators must consult with parents, school nurses and other school employees, school volunteers, students and community members.

The United States Department of Agriculture (USDA) memo SP 46-2016 requires all districts participating in the National School Lunch Program and School Breakfast Program to have a written and clearly communicated meal charge policy. Districts should develop a district level policy meeting the requirements of the USDA memo. Considerations for the policy include but are not limited to clearly setting forth the district process regarding whether the district allows meals to be charged, whether alternate meals are provided and how unpaid meal charges are handled, including the collection of delinquent meal charge debt. The policy must be provided in writing to all households at the start of each school year and to households that transfer to a school during the school year. The meal charge policy must also be provided to all school or district level staff responsible for policy enforcement.

File: EF/EFB

Details on food services management may be included in the Support Services Manual, Food Service section.

When a policy covers two topics that appear consecutively in the classification system, the terms and codes can be combined as illustrated on this page.

THIS IS A REQUIRED POLICY

PROGRAMS FOR ~~GIFTED AND TALENTED~~ STUDENTS WHO ARE GIFTED

In accordance with the belief that all ~~children~~ **students** are entitled to education commensurate with their particular needs, ~~children~~ **students** in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these ~~children~~ **students** require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

~~Children~~ **Students** who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for the ~~children~~ **students** who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies ~~children~~ **students** of the District, in grades kindergarten through 12, ~~as-gifted-children~~ **as students who are gifted** who perform at remarkably high levels of accomplishment when compared to other ~~children~~ **students** of the same age, experience and environment, as identified under State law. Accordingly, a ~~child~~ **student** can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - 1) mathematics;
 - 2) science;
 - 3) reading, writing or a combination of these skills and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of ~~children~~ **students** who are gifted.
3. **A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.**

District Plan for Identifying Gifted Students Who are Gifted

The ~~District Board~~ adopts and submits to ODE a plan for the ~~screening, assessment and identification of identifying~~ **children students** who are gifted. Any revisions to the District plan are submitted to the ODE for approval. **A copy of this policy is provided at time of submission.** The identification plan includes the following:

1. the criteria and methods the District uses to screen and select ~~children~~ **students** for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. **a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;**
3. **procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;**
- 4.2. the sources of assessment data the District uses to select ~~children~~ **students** for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify ~~children~~ **students** who are gifted;
- 5.3. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment ~~by for all District children students, culturally and linguistically diverse children including minority and disadvantaged students, students children from low socioeconomic backgrounds, children with disabilities and children for whom English learner children students; for whom English is a second language;~~
- 6.4. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of ~~children~~ **students**, who are gifted, **including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;**
- 7.5. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of ~~children~~ **students** for assessment or the placement of a student in any program or for receipt of services;
- 8.6. procedures for the assessment of ~~children~~ **students** who transfer into the District **no later than 90 days after the transfer at request of the parent;**
- 9.7. at least two opportunities a year for assessment in the case of ~~children~~ **students** requesting assessment or recommended for assessment by teachers, parents or other ~~children~~ **students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and**

- 10.8:** an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all ~~children~~ students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of ~~children~~ students from District gifted programs or services, ~~and~~ for reassessment of ~~children~~ students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

The services likely to be provided to a student based on the nature of their identification are: *(Insert a detailed list of services likely to be provided by the District)*

The gifted services currently available within the District and the criteria for receiving these services are: *(Insert a detailed District specific list of services currently available and criteria for receiving the services)*

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) **developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.**

The WEP, ~~which~~ is provided to parents of gifted students and educators responsible for providing gifted education services, **and** includes:

1. a description of the services provided, including goals for the student in each service specified, **including but not limited to measurable academic goals;**
2. **methods and performance measurements** for evaluating progress toward achieving the goals specified;
3. ~~and~~ **methods and schedule for reporting progress to students and parents;**
4. ~~The WEP also specifies~~ staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a “no services” letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. ~~Where differentiated a general education teacher is designated as the provider of gifted services, instruction is provided in a regular classroom, the teacher is either licensed in gifted education or has~~ **meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.**

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODE.

The District submits, as required, a gifted education data audit to ODE.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

[Adoption date:]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: **IKEB, Acceleration**
JB, Equal Educational Opportunities

NOTE: New rules for identifying and serving students who are gifted become effective July 1, 2017, as outlined in Ohio Administrative Code 3301-51-15. The rules require each board to adopt a policy on gifted identification and submit this policy to the Ohio Department of Education with the gifted identification plan. The rules now require the policy to include a detailed list of the services likely to be provided to a student, based on the nature of a student's identification, and of all gifted services that are currently available within the school district including the criteria for receiving those services. This policy must be updated to include your detailed, district specific lists prior to adoption. For assistance developing the lists, districts should refer to Ohio Revised Code 3324.07 and OAC 3301-51-15. The policy will need to be reviewed on a regular basis to ensure it is reflective of current offerings and criteria.

THIS IS A REQUIRED POLICY

~~LIMITED ENGLISH PROFICIENCY~~ ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who ~~have limited English proficiency~~ are **English learners** are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to ~~limited English proficient~~ **English learner** students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all **English learner** students ~~with limited English proficiency~~ to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

~~Limited English proficient~~ **English learner** students who have been enrolled in U.S. schools for less than one full year ~~are~~ **may be exempt** from one administration of the reading/language arts assessment administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

The District provides parents with notice of and information regarding the instructional program as required by law. ~~Parental~~ **and family** involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date:]

LEGAL REFS.: 42 USC 2000d
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGBL, ~~Parental~~ **Parent and Family** Involvement in Education
JB, Equal Educational Opportunities
JK, Employment of Students

NOTE: THIS IS A REQUIRED POLICY

TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes **parental and family** involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written **parental and family** involvement policy and guidelines. The written **parental and family** involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parental and family involvement includes, but is not limited to, **parental and family** contribution to the design and implementation of programs under this title, **development of support and improvement plans**, participation by **parents and family members** in school activities and programs, and training and materials that build **parents' and family members'** capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the **parents and family members** of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains **parents and family members** to work with their children to attain instructional objectives;
3. trains teachers and other staff involved in programs under this title to work effectively with the **parents and family members** of participating students;
4. develops partnerships by consulting with **parents and family members** regularly;
5. provides opportunities for **parents and family members** to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of **parents and family members** who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, ~~Limited English Proficiency~~ **English Learners**
IGBL, ~~Parental~~ **Parent and Family** Involvement in Education
JB, Equal Educational Opportunities

***NOTE:** Pursuant to Title I, Sections 1118(a)(2) and 1118(c), the written parent and family involvement policy must describe how the local educational agency will involve parents in the joint development of the plan and process of school review and improvement. With respect to the written parent and family involvement policy, each district shall convene an annual meeting to explain the requirements and rights of the parents involved; offer a flexible meeting schedule; involve parents and family members in an organized, ongoing and timely manner to plan, review and improve the policy; provide parents and family members with timely information describing and explaining the curriculum and submit parent comments to the district. The Ohio Department of Education has mandated that each written parent involvement policy include the School-Parent Compact. The compact must describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, methods of communication between teachers and parents and each parent's responsibilities for supporting their children's learning.*

On May 29, 2012, Ohio was granted a waiver from some of the provisions of the Elementary and Secondary Education Act (ESEA). This waiver removed the requirements for Public School Choice and Supplemental Educational Services. Students who are already taking advantage of Public School Choice must be permitted to remain at the school of their choice until they have completed the highest grade level in that school.

~~PARENTAL~~ **PARENT AND FAMILY INVOLVEMENT IN EDUCATION**
(Version 2)

The Board recognizes that a student's education is a shared responsibility by the school, the student and the family. Research indicates that involvement of parents **and families** in support of their children's education increases student achievement. Schools and parents **and families** must work as partners if the District is to meet its goal of effectively educating students.

The Board directs the administration and teaching staff to promote parental **and family** involvement by:

1. supporting meaningful two-way communication between school and home;
2. promoting responsible parenting;
3. encouraging parents **and family members** to play an integral role in assisting student learning;
4. assisting parents **and family members** in their efforts to support, reinforce and extend their children's learning;
5. providing opportunities for parental **and family** input in school programs and curriculum;
6. respecting parents **and family members** as partners in decisions affecting children and families;
7. welcoming parents **and families** as visitors to the schools;
8. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other learning goals, individual instructional needs and student welfare issues;
9. communicating with parents **and family members** about Board policies and regulations;
10. encouraging parents **and family members** to volunteer in the schools and school-related activities;
11. encouraging parental **and family** involvement through parent groups and Board and school advisory committees;

File: IGBL

12. supporting appropriate professional development opportunities that enable staff members to increase the effectiveness of ~~parental~~ **and family** involvement strategies;
13. encouraging school administrators to set expectations and create a climate conducive to ~~parental~~ **and family** participation;
14. developing methods to accommodate and support ~~parental~~ **and family** involvement for parents with special needs, such as **those who lack literacy skills or whose native language is not limited English proficiency** and
15. assessing the effectiveness of ~~parental~~ **and family** involvement efforts.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, ~~Limited-English-Proficiency~~ **English Learners**
IGBJ, Title I Programs
Student Handbooks

NOTE: THIS IS A REQUIRED POLICY

STUDENT FEES, FINES AND CHARGES

Materials Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the rotary operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. Any fees charged to students eligible for free lunch under the National School Lunch Act or Child Nutrition Act will be charged in compliance with State and Federal law. This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. This provision does not apply to extracurricular activities and student enrichment programs that are not courses of instruction.

Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is reasonable, seeking only to compensate the school for the expense or loss incurred. Free lunch eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the General Fund of the Board.

Unpaid Meal Charges

Unpaid meal charges are considered delinquent debt when payment is past due. The administration will establish procedures for the collection of unpaid meal charges.

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, except where required by State law. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

Collection Process

1. The principal will advise parents of fees due at the beginning of the school year.
2. The first week of October, the principal will send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines.
3. A payment schedule may be arranged at the building level with full payment to be received by June 15.

[Adoption date:]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751
Child Nutrition Act of 1966, 42 USC 1771
ORC 3313.642
3329.06

CROSS REFS.: **EF/EFB, Food Services Management/Free and Reduced-Price Food**
IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)

NOTE: Under the Ohio Revised Code, districts may charge free lunch eligible students fees under two exceptions:

- 1. for any materials needed to enable the student to fully participate in extracurricular activities or any pupil enrichment program that is not part of a course of instruction and*
- 2. for any tools, equipment and materials necessary for workforce-readiness training with a career-technical education program that, to the extent the tools, equipment and materials are not consumed, may be retained by the student upon course completion.*

These two exceptions do not require districts to charge such fees; they simply give them the permission to charge the fees if they so choose.

THIS IS A REQUIRED POLICY

BIDDING REQUIREMENTS

Contracts for construction or demolition of buildings or for any improvements or repairs that exceed \$50,000 are let only after bids are solicited and received in compliance with law. However, if the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

If feasible, all purchases over \$2500 but under \$50,000 will be based on price quotations submitted by at least three vendors. These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.

Director of Business Services assembles the proper specifications and makes the necessary arrangements for public bidding and price quotations. The Treasurer receives the bids and price quotations and records them. The Business Manager makes his/her recommendations to the Board. Upon approval by the Board, he/she processes purchase orders to those bidders awarded contracts and notifies the other bidders of the results of the bidding.

Purchases made through the use of federal funds are made in compliance with the requirements of State and Federal law, including the applicable bidding requirements.

[Adoption date:]

LEGAL REFS.: ORC 9.314
153.01; 153.12 through 153.14; 153.50 through 153.56
3313.372; 3313.373; 3313.46
3319.04

CROSS REFS.: DJ, Purchasing
DJF, Purchasing Procedures
ECF, Energy Conservation
FA, Facilities Development Goals
FEF, Construction Contracts Bidding and Awards

NOTE: In a district lacking a business manager, the superintendent normally acts in that capacity.

Beginning September 12, 2008, the second required notice for competitive bidding will change to allow advertising for bids in trade or other publications and by electronic means, such as posting on the district's website.

Districts must continue to comply with State law regarding competitive bidding, including the requirement that school districts place the first notice in a newspaper of general circulation.

Senate Bill 3 (2016) increased the bidding threshold from \$25,000 to \$50,000.

PURCHASING PROCEDURES

General

1. The Board designates the Superintendent as the purchasing agent.
2. No person may commit the District to a purchase without the appropriate certificate of the availability of funds.
3. The materials, equipment, supplies and/or services to be purchased are of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner and the Superintendent.
4. It is the responsibility of the requisitioner to provide an adequate description of the item(s) purchased so that the purchasing agent may be able to prepare the specifications and to procure most expeditiously and economically the desired commodity and/or service. A source of supply should be included on requisitions for specialty or unusual items.
5. No requisitioner shall knowingly restrict competition or otherwise preclude the most economical purchase of the required items.
6. When a low bidder proposes an alternate as equal to that specified, it is the responsibility of the Treasurer to determine whether the proposed substitution is, in fact, an equal. Such decision is based on his/her evaluation and that of the requisitioner. In the case of disagreement between the requisitioner and the Treasurer, either party may refer the matter to the Superintendent.

Requisitions

1. The District establishes a standardized requisition procedure to allow authorized representatives to submit requests for the purchase of materials and supplies.
2. The following are designated as "requisitioner"; that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations: the Superintendent, administrative assistants, directors, supervisors and building principals. Each requisitioner is responsible for limiting his/her requisitions to the appropriate amounts.
3. Only District-approved methods or forms are used for requisitioning.

4. A requisition, to be considered appropriate for processing, meets the following requirements:
 - A. contains adequate information and
 - B. is approved by and bears the signature of an authorized requisitioner.
5. All approved requisitions are submitted to the Treasurer.
6. After a purchase order has been issued by the Treasurer's office, the number of the purchase order is recorded on the requisition.
7. After processing, the original copy of the requisition is filed in the office of the Treasurer.

Purchase Orders

1. Purchase orders are prepared by the appropriate person and at a minimum include the following essentials:
 - A. a specification that adequately describes to the supplier the characteristics and the quality standards of the item required;
 - B. a firm, quoted, net-delivered price, whenever possible (unit prices are shown);
 - C. clear delivery instructions, including place and time;
 - D. appropriate account code number or appropriation code and
 - E. the Treasurer's certificate of available revenue and appropriation.
2. Purchase orders use an identifiable tracking system established by the District and contain the appropriate number of copies to meet District needs.
3. Verbal confirmation orders subject to subsequent confirmation by a written purchase order may be issued only in cases in which a bona fide emergency situation exists that can be handled only by this procedure:
 - A. whenever possible, a purchase order number should be given to the supplier and
 - B. a confirming requisition is issued immediately, marked "confirmation" indicating the purchase order number, if one was given.

(Approval date:)

NOTE: Most boards wish to review and give their official stamp of approval to procedural regulations involving purchasing, but a board would not be expected to develop such a regulation—only to review and approve it.

The Uniform Grant Guidance (Uniform Guidance) outlined in 2 CFR 200 outlines the requirements for purchases made through the use of federal funds. Districts should ensure district procedures for purchasing items with federal funds are in compliance with the Uniform Guidance requirements. Districts may customize this regulation to reflect district practice for purchases made with federal funds.

EMERGENCY MANAGEMENT AND SAFETY PLANS

The Board acknowledges that the safety and well-being of students and staff are high priorities. Although emergencies cannot be predicted, effective prevention and management strategies are used to minimize the effects of emergency situations arising in the District.

An emergency is defined as an event that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies include, but are not limited to, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

Comprehensive Emergency Management and School Safety Plans and Drills

The Board directs the Superintendent/designee to prepare emergency/safety plans for use by staff and students. The plans are posted in each classroom and other areas accessible to staff and students.

The comprehensive emergency management plan sets a protocol for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students.

State law determines the type and number of drills the District must conduct in order to adequately prepare staff and students for emergency situations. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur.

A copy of each school building's current comprehensive emergency management plan and blueprint is filed with the Ohio Department of Education, the law enforcement agency that has jurisdiction over the school building and, upon request, the fire department and emergency medical service organization that serves the political subdivision in which the school building is located. The floor plan is used solely by first responders responding to an emergency in the building and is not a public record.

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. When the comprehensive emergency management plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from all stakeholders.

Although the plan is reviewed annually, State law requires the District's comprehensive emergency management plan to be updated every three years and whenever a major modification to an individual school building requires changes in that building's procedures or whenever information on the emergency contact information sheet changes.

[Adoption date:]

LEGAL REFS.: ORC 149.433
2305.235
2923.11
3301.56
3313.20; 3313.536; 3313.717; 3313.719
3314.03; 3314.16
3701.85
3737.73; 3737.99
OAC 3301-35-06

CROSS REFS.: EBAA, Reporting of Hazards
EBBA, First Aid
EBBC, Bloodborne Pathogens
ECA, Buildings and Grounds Security
ECG, Integrated Pest Management
EEAC, School Bus Safety Program
EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFH, Food Allergies
GBE, Staff Health and Safety
JHCD, Administering Medicines to Students
JHF, Student Safety
KBCA, News Releases
KK, Visitors to the Schools
Emergency Management and Safety Plans Handbook

NOTE: THIS IS A REQUIRED POLICY

**EMERGENCY MANAGEMENT AND SAFETY PLANS
(Administrative Rules/Protocols)**

The Board directs the Superintendent/designee to prepare and maintain comprehensive emergency management and safety plans and administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office in a secure location.

Administrative Rules/Protocols

1. A list of dangerous or recalled products.
2. Radon rules or protocols including evidence that each school has been built radon resistant or has been tested for radon within the past five years.
3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.
4. A schoolwide safety or crisis management plan, which provides a protocol for responding to any emergency events and a protocol providing for immediate notification to the appropriate fire department and board of health in the event of any spill or release of a hazardous substance on school grounds.
5. Guidance regarding bloodborne pathogen risk reduction.
6. Procedures for administering medications to students.
7. A written comprehensive safety plan addressing:
 - A. safety management accountabilities and strategies;
 - B. safe work practices;
 - C. accident analysis procedures;
 - D. job safety analysis procedures;
 - E. safety committees and employee involvement strategies;

- F. employee safety and health training;
 - G. treatment of sick or injured workers;
 - H. safety and health hazard audits;
 - I. ergonomics;
 - J. transportation safety;
 - K. identification and control of physical hazards;
 - L. substance abuse;
 - M. school violence prevention and
 - N. personal protective equipment.
8. A written chemical hygiene plan, which sets forth procedures, equipment, personal protective equipment and work practices that are capable of protecting employees and students from the health hazards of chemicals in the school.
 9. Safety data sheets for every hazardous chemical used in each school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the main office of each building.)
 10. Protocols on staff and student hand washing.
 11. No-smoking signs.
 12. The District's integrated pest management policy.
 13. Protocols for using automated external defibrillators (AEDs).
 14. Protocols for responding to in-school crises, including student crime, suicide, death of a student or employee, acts of violence (including bomb threats and school intruders), trauma, accidents and/or terrorism.
 15. Protocols for the management of students with life-threatening allergies.

(Approval date:)

SCHOOL DISTRICT LEGAL STATUS

The United States Constitution grants the individual states responsibility for public education.

The Ohio General Assembly is under mandate by the Ohio Constitution to provide for the organization, administration and control of the public school system supported by public funds. The Ohio Constitution also mandates a State Board of Education (SBOE) and a Superintendent of Public Instruction, the respective powers and duties of which are prescribed by State law.

The Ohio General Assembly has also established a State Department of Education (through which policies and directives of the SBOE and Superintendent of Public Instruction are administered) and has established specific types of school districts.

(Select one of the following paragraphs.)

The _____ City School District is classified as a city school district governed by a locally elected Board of Education.

The _____ Local School District is classified as a local school district governed by a locally elected Board of Education.

The _____ Exempted Village School District is classified as an exempted village school district governed by a locally elected Board of Education.

The _____ is classified as a joint vocational school district governed by a Board of Education comprised of members appointed by participating districts.

[Adoption date:]

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05
3311.16 through 3311.19

CROSS REFS.: BBA, School Board Powers and Duties
BBB, School Board Elections
LBB, Cooperative Educational Programs

NOTE: *A statement under this code would usually be statutory and informational, not a "policy" in the strict sense of the word. The statement above presents statutory information relating to Ohio school districts.*

A local district should cite Ohio Revised Code Section (RC) 3311.03; a city district should cite RC 3311.02; an exempted village school district should cite RC 3311.04. Joint vocational school districts (JVSD) should refer to RC 3311.16 through 3311.19, and educational service centers should refer to RC 3311.05.

Senate Bill (SB) 3 (2016) revised several of the requirements made by House Bill 59 (2013), effective September 29, 2013, impacting revised the governance structure of JVSD boards. Members are to be appointed to a JVSD board for a three-year term and no longer are limited to two consecutive terms. SB 3 also removed specific qualifications board members must meet. A member must be appointed by the appointing district in accordance with the JVSD plan and the member may be:

- a current elected board member of a JVSD member school board or***
- an individual who has experience or knowledge regarding the labor needs of the state and region with an understanding of the skills, training and education needed for current and future employment opportunities in the state.***

~~*Members must be appointed to the JVSD board by the participating districts in accordance with the JVSD plan. No member may be appointed unless they meet the following qualifications:*~~

~~*– have experience serving as chief financial officers, chief executive officers, human resources managers, or other business, industry or career counseling professions;*~~

~~*– are qualified to discuss the labor needs of the region with respect to the regional economy;*~~

~~*– represent employers in the region served by the JVSD and*~~

~~*– are qualified to consider the state's workforce need with an understanding of the skills, training and education needed for current and future employment opportunities in the state.*~~

File: AA

~~*JVSD board members must be appointed to a three-year term and are limited to two consecutive three-year terms. Terms are considered consecutive unless separated by three or more years. Preference may be given to qualified individuals who have served on a JVSD business advisory committee. SB 3 also allows any JVSD board to submit an application to the State Superintendent of Public Instruction for approval to revise its membership plan to stagger the members' terms of office. It is recommended that when members are appointed to a JVSD board, the resolution state how the individual meets the qualifications.*~~

HB 59 also removed some of the supervisory tasks an ESC previously managed for a local school district.

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF (Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 24, 2012.

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed evaluators chosen from ODE's list.

Effectiveness Rating

(Choose if evaluating under 50/50 framework)

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures.

(Choose if evaluating under alternative framework)

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 35% student growth measures. Student growth will be determined through multiple measures. The remaining 15% will be based on one or any combination of the following components, as determined by the Board: student surveys, teacher self-evaluations, peer review evaluations, student portfolios or any other component determined appropriate by the Board except that the Board may not use the teacher performance or student growth measures.

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures. When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

If a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions. The Board may administer ODE-approved assessments and/or local measures of student growth using state-designed criteria and guidance for teachers of subjects where value-added scores from state assessments are not available. Evaluations for teachers of grade levels and subject areas for which the value-added progress dimension is applicable, and where no other measure is available to determine student academic growth, shall be based solely on teacher performance.

Students with 45 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective student growth levels.

Professional Growth and Improvement Plans

Teachers with a final summative rating of Accomplished must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers with a final summative rating of Skilled must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list and will have input on their credentialed evaluator.

Teachers with a final summative rating of Developing must develop professional growth plans with their credentialed evaluators. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final summative rating of Ineffective must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluator.

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

(Permissive – add if want to evaluate Accomplished teachers every three years.)

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every three years. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

(Permissive – add if want to evaluate Skilled teachers biennially.)

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

File: AFC-1 (Also GCN-1)

(Permissive – add if want to evaluate Accomplished teachers with one evaluation and a project.)

The Board evaluates teachers receiving effectiveness ratings of Accomplished on their most recent evaluations via one formal observation when those teachers complete projects approved by the Board to demonstrate their continued growth and practice at the level of Accomplished. Teachers must submit project proposals to the Superintendent no later than _____ for submission to and approval by the Board.

Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date:]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: By July 1, 2013, the board of each district, in consultation with teachers employed by the board, must adopt a standards-based teacher evaluation policy that conforms with the Ohio Department of Education (ODE) framework for evaluation of teachers developed under Ohio Revised Code Section (RC) 3319.112. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 24, 2012.

Districts that receive Race to the Top (RttT) funds should follow the teacher evaluation time line and guidelines set forth in their scopes of work.

Districts not receiving RttT funds whose bargaining agreement was entered into on or after September 24, 2012 must implement this policy by the 2013-2014 school year. Districts who entered into a bargaining agreement prior to September 24, 2012 must implement the evaluation system at the expiration of that bargaining agreement.

Unless using the alternative framework, 50% of the teacher's evaluation must be based on student growth measures. Student growth must be based on multiple measures, including value-added data where it is available. Local boards of education may administer assessments chosen from the ODE assessment list for teachers of subjects where value-added scores are not available, and/or local measures of student growth using state-designed criteria and guidance. The multiple measures designated by the board for teachers may vary based on subject level and grade taught and should be determined at the district level. The board-determined measures should be consistent for teachers teaching the same subject and/or grade level. The remaining 50% of the evaluation is based on teacher performance measured by the Ohio Standards for the teaching profession.

Districts may choose to use the alternative Ohio Teacher Evaluation System (OTES) framework. Under the alternative framework 50% of the teacher's evaluation is based on teacher performance, 35% is based on student growth measures and the remaining 15% will be based on one or any combination of the following components, as determined by the board: student surveys, teacher self-evaluations, peer review evaluations, student portfolios or any other component determined appropriate by the board except that the board may not use the teacher performance or student growth measures.

House Bill 64 (2015) prohibits the use of value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years for the student growth measure. Such data also cannot be used when making dismissal, retention, tenure or compensation decisions. The board may however, enter into a memorandum of understanding with the teachers' union to use such data.

In November 2015, the State Board of Education (SBOE) revised the OTES framework language on professional growth and improvement plans and the ability for teachers to choose their credentialed evaluator. These are now tied to a teacher's final summative rating. The SBOE framework also allows a district to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system subject to collective bargaining.

Evaluations conducted pursuant to these requirements must be carried out by a person who holds a credential established by ODE. The board adopts a list of approved credentialed evaluators chosen from the ODE's list.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on their most recent evaluations every three years and teachers receiving effectiveness ratings of Skilled on their most recent evaluations every two years. If the district chooses to do this, policy language should be included. Districts may choose to place limits on this language, for instance, limiting to only teachers on continuing contracts or teachers not in the last year of a limited contract. Districts should consult with board counsel when making this determination.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on the most recent evaluations through one formal observation and the completion of a board-approved project. If the district chooses to do this, policy language should be included.

Beginning with the 2014-2015 school year, boards also can elect to not evaluate teachers who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

Beginning with the 2017-2018 school year, boards also can elect to not evaluate a teacher who is participating in the teacher residency program for the year during which the teacher takes, for the first time, at least half of the performance-based assessment prescribed by the SBOE for resident educators.

File: AFC-1 (Also GCN-1)

The SBOE adopted a revised teacher evaluation framework in September 2014 that revised the student growth measure levels to five different levels. The revisions also removed the final summative rating grid. Final summative ratings are now calculated on a points system through eTPES.

Boards are required to use teacher evaluation results for promotion and retention decisions and for removing poorly performing teachers. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as AFC-1-R (also GCN-1-R).

Boards are required to allocate financial resources to support professional development. While ODE's model policy suggests that the allocation should appear in board policy, neither the law nor the framework requires the addition of such specific language. Boards wishing to do so may include the allocation of financial resources in the regulation language.

THIS IS A REQUIRED POLICY

EVALUATION OF SCHOOL COUNSELORS

Professional school counselors offer students access to high-quality services that support students' academic, career and social/emotional development. The Board evaluates school counselors in accordance with State law and the standards-based statewide counselor evaluation framework adopted by the State Board of Education (SBOE). The framework is aligned with the Ohio Standards for School Counselors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The policy becomes operative at the expiration of any collective bargaining agreement covering school counselors that is in effect on September 29, 2015. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 29, 2015.

Annually, the Board submits to the Ohio Department of Education (ODE) a report regarding implementation of this policy. The name of, or any personally identifiable information about, any counselor reported in compliance with this provision cannot be required.

Effectiveness Rating

School counselors are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and will include information from the school or school district's report card when appropriate.

Evaluation Time Line

District administrators evaluate school counselors annually except as otherwise appropriate for high performing school counselors. Annual evaluations include two formal observations of at least 30 minutes each and informal observations. Counselors will be provided with a written report of the evaluation.

(Permissive – add if want to evaluate Accomplished counselors every three years.)

The Board evaluates school counselors receiving effectiveness ratings of Accomplished on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every three years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

(Permissive – add if want to evaluate Skilled counselors biennially.)

The Board evaluates school counselors receiving effectiveness ratings of Skilled on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every two years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

Professional Growth and Improvement Plans

School counselors with a final summative rating of Accomplished must develop a professional growth plan.

School counselors with a final summative rating of Skilled must develop a professional growth plan collaboratively with their evaluator.

School counselors with a final summative rating of Developing must develop a professional growth plan with their evaluator. The Superintendent/designee approves the professional growth plan.

School counselors with a final summative rating of Ineffective must develop an improvement plan with their evaluator. The Superintendent/designee approves the improvement plan.

The District has discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions for school counselors beginning with the 2017-2018 school year. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Poorly Performing Counselors

The Board uses evaluation results for removing poorly performing counselors beginning with the 2017-2018 school year. The Board adopts procedures for removing poorly performing school counselors based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date:]

LEGAL REFS.: ORC 3319.113; 3319.61
3302.03
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: By September 30, 2016, the board must adopt a standards-based counselor evaluation policy that conforms to the State Board of Education (SBOE) framework for evaluation of counselors developed under Ohio Revised Code Section (RC) 3319.113. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 29, 2015. The SBOE framework is aligned with the standards for school counselors adopted under RC 3319.61. The policy must include implementation of the framework beginning with the 2016-2017 school year and procedures for using the evaluation results for decisions regarding retention and promotion of counselors and removal of poorly performing counselors beginning with the 2017-2018 school year.

The policy becomes operative at the expiration of any collective bargaining agreement covering schools counselors that is in effective on September 29, 2015 and must be included in any collective bargaining agreement renewal or extension.

Boards are required to use counselor evaluation results for promotion and retention decisions and for removing poorly performing counselors beginning with the 2017-2018 school year. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as AFCA-R (Also GCNA-R).

Beginning with the 2017-2018 school year, boards can elect to not evaluate school counselors who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

THIS IS A REQUIRED POLICY

SCHOOL BOARD LEGAL STATUS

(Add for local, city, exempted village school districts and educational service centers.)

The Ohio General Assembly has delegated responsibility for the conduct of public schools in each school district to a local board of education. Boards of education are political subdivisions of the state and members of a board are officials elected by the citizens of a district to represent them in the management of the public schools.

Legally, a board of education is a body politic and corporate, capable of suing and being sued; contracting and being contracted with; acquiring, holding, possessing and disposing of real and personal property; and taking and holding in trust for use of the district any grant or gift of land, money or other personal property.

The Board of the (official name) School District is composed of (number of) members elected by the citizens of the District. A regular term is four years.

(Add for joint vocational school districts.)

The Ohio General Assembly has delegated responsibility for the conduct of a Joint Vocational School District (JVSD) to a local board of education. Boards of education are political subdivisions of the state. Members of the Board are officials appointed by the participating districts.

Legally, a board of education is a body politic and corporate, capable of suing and being sued; contracting and being contracted with; acquiring, holding, possessing and disposing of real and personal property; and taking and holding in trust for use of the District any grant or gift of land, money or other personal property.

The Board of _____ Joint Vocational School District is composed of _____ members. Members are appointed to the JVSD Board by the participating districts in accordance with the JVSD plan. A member will not be appointed to the JVSD Board unless they meet the qualifications of State law. Members serve for three years. ~~Board members are limited to two consecutive terms. Terms are considered consecutive unless separated by three or more years.~~

[Adoption date:]

LEGAL REFS.: ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05; 3311.19
3313.01; 3313.02; 3313.09; 3313.17

CROSS REFS.: AA, School District Legal Status
BBA, School Board Powers and Duties
BBB, School Board Elections

NOTE: *A statement under this code is usually statutory and informational in nature, not a "policy" in the strict sense of the word. Included under this code are the number of board members and the length of a regular term.*

A local district should cite Ohio Revised Code Section (RC) 3311.03 and 3313.01; a city district should cite RC 3311.02 and 3313.02; an exempted village school district should cite RC 3311.04. Joint vocational school districts (JVSD) should refer to RC 3311.19, and educational service centers should refer to RC 3311.05 and 3313.01.

Senate Bill 3 (2016) revised several of the requirements made by House Bill (HB) 59 (2013), effective September 29, 2013, revised impacting the governance structure of JVSD boards. Members are to be appointed to a JVSD board for a three-year term and no longer are limited to two consecutive terms. SB 3 also removed specific qualifications board members must meet. A member must be appointed by the appointing district in accordance with the JVSD plan and the member may be:

- ***a current elected board member of a JVSD member school board or***
- ***an individual who has experience or knowledge regarding the labor needs of the state and region with an understanding of the skills, training and education needed for current and future employment opportunities in the state.***

~~*Members must be appointed to the JVSD board by the participating districts in accordance with the JVSD plan. No member may be appointed unless they meet the following qualifications:*~~

~~*–have experience serving as chief financial officers, chief executive officers, human resources managers, or other business, industry or career counseling professions;*~~

~~*–are qualified to discuss the labor needs of the region with respect to the regional economy;*~~

~~*–represent employers in the region served by the JVSD and*~~

~~*–are qualified to consider the state's workforce need with an understanding of the skills, training and education needed for current and future employment opportunities in the state.*~~

File: BB

~~*JVSD board members must be appointed to a three-year term and are limited to two consecutive three-year terms. Terms are considered consecutive unless separated by three or more years. Preference may be given to qualified individuals who have served on a JVSD business advisory committee. SB 3 also allows any JVSD board to submit an application to the State Superintendent of Public Instruction for approval to revise its membership plan to stagger the members' terms of office. It is recommended that when members are appointed to a JVSD board, the resolution state how the individual meets the qualifications.*~~

BOARD MEMBER QUALIFICATIONS

Under State law, a board member must be an elector residing in the District. To qualify as an elector, a person must be a citizen of the United States, 18 years of age or older, a resident of the state for at least 30 days prior to the election and a resident of the county and precinct in which he/she offers to vote for at least 30 days prior to the election.

A variety of other public positions, elected and appointed, have been determined by the General Assembly or the courts to be incompatible with board membership. Generally, offices are considered incompatible when one is subordinate to, or in any way provides a check upon, the other, or when it is physically impossible for one person to discharge the duties of both positions.

Before taking office, each person elected or appointed to the Board is required by law to take an oath of office.

(Add for joint vocational school districts.)

Members of the _____ Joint Vocational School District Board must be a **current elected member of a JVSD member board or an individual who has experience or knowledge regarding the labor needs of the state and region with an understanding of the skills, training and education needed for current and future employment opportunities in the state.**

- ~~1. have experience as chief financial officers, chief executive officers, human resources managers, or other business, industry, or career counseling professions;~~
- ~~2. be qualified to discuss the labor needs of the region with respect to the regional economy;~~
- ~~3. represent employers in the region served by the joint vocational school district and~~
- ~~4. be qualified to consider the state's workforce needs, with an understanding of the skills, training and education needed for current and future employment opportunities in the state.~~

[Adoption date:]

LEGAL REFS.: ORC 3311.19
3313.02; 3313.10; 3313.13; 3313.70
3503.01
Chapter 3517

CROSS REFS.: BBBB, Board Member Oath of Office
BBE, Unexpired Term Fulfillment (Board Vacancy)
BBFA, Board Member Conflict of Interest
LBB, Cooperative Educational Programs

NOTE: *Senate Bill (SB) 3 (2016) revised several of the requirements made by House Bill (HB) 59 (2013), effective September 29, 2013, revised impacting the governance structure of JVSD boards. A member must be appointed by the appointing district in accordance with the JVSD plan and the member may be:*

- *a current elected board member of a JVSD member school board or*
- *an individual who has experience or knowledge regarding the labor needs of the state and region with an understanding of the skills, training and education needed for current and future employment opportunities in the State.*

~~*Members must be appointed to the JVSD board by the participating districts in accordance with the JVSD plan. No member may be appointed unless they meet the following qualifications:*~~

~~*—have experience serving as chief financial officers, chief executive officers, human resources managers, or other business, industry or career counseling professions;*~~

~~*—are qualified to discuss the labor needs of the region with respect to the regional economy;*~~

~~*—represent employers in the region served by the JVSD and*~~

~~*—are qualified to consider the state's workforce need with an understanding of the skills, training and education needed for current and future employment opportunities in the state.*~~

~~*JVSD board members must be appointed to a three-year term and are limited to two consecutive three-year terms. Terms are considered consecutive unless separated by three or more years. Preference may be given to qualified individuals who have served on a JVSD business advisory committee. SB 3 also allows any JVSD board to submit an application to the State Superintendent of Public Instruction for approval to revise its membership plan to stagger the members' terms of office. It is recommended that when members are appointed to a JVSD board, the resolution state how the individual meets the qualifications.*~~

File: BBBA

“Boardmanship,” a handbook for school board members published by the Ohio School Boards Association, provides a listing of public positions that are and are not compatible with board membership.

BIDDING REQUIREMENTS

Contracts for construction or demolition of buildings or for any improvements or repairs that exceed ~~\$50,000~~ ~~\$25,000~~ are let only after bids are solicited and received in compliance with law. However, if the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

If feasible, all purchases over \$ _____ but under ~~\$50,000~~ ~~\$25,000~~ will be based on price quotations submitted by at least three vendors. These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.

The Business Manager assembles the proper specifications and makes the necessary arrangements for public bidding and price quotations. The Treasurer receives the bids and price quotations and records them. The Business Manager makes his/her recommendations to the Board. Upon approval by the Board, he/she processes purchase orders to those bidders awarded contracts and notifies the other bidders of the results of the bidding.

Purchases made through the use of federal funds are made in compliance with the requirements of State and Federal law, including the applicable bidding requirements.

[Adoption date:]

LEGAL REFS.: ORC 9.314
153.01; 153.12 through 153.14; 153.50 through 153.56
3313.372; 3313.373; 3313.46
3319.04

CROSS REFS.: DJ, Purchasing
DJF, Purchasing Procedures
ECF, Energy Conservation
FA, Facilities Development Goals
FEF, Construction Contracts Bidding and Awards

NOTE: In a district lacking a business manager, the superintendent normally acts in that capacity.

Beginning September 12, 2008, the second required notice for competitive bidding will change to allow advertising for bids in trade or other publications and by electronic means, such as posting on the district's website.

Districts must continue to comply with State law regarding competitive bidding, including the requirement that school districts place the first notice in a newspaper of general circulation.

Senate Bill 3 (2016) increased the bidding threshold from \$25,000 to \$50,000.

SCHOOL PROPERTIES DISPOSAL

The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the District.

The Board recognizes that most unused property of the District has value and that it may be practical to retain such property for a period of time. Once property is no longer needed for school purposes currently or in the future, it should be slated for disposal at the Superintendent's discretion. State law governs the retention and method of disposal of the Board's property. Therefore, the Board follows the procedures required by the various statutes governing the disposal of real or personal property.

The Board follows the procedures set forth in State law for the disposal of real or personal property at the minimum dollar value set forth in the statute on the date the Board decides to dispose of the property. The Board is ~~first~~ required to ~~offer sell~~ its real property ~~for sale to all community schools and college-preparatory boarding schools for the period of time set forth in law.~~ **High-performing community schools as defined by State law, are given first priority.** ~~and any newly established community schools implementing a community school model that has a track record of high-quality academic performance as determined by the Ohio Department of Education (ODE).~~ If a high-performing ~~or newly established ODE defined~~ community school is not interested in buying the property, the Board ~~is will then required to sell its real property to~~ **proceed with offers to purchase from other** start-up community schools operating in the District and college-preparatory boarding schools located within the territory of the District. If ~~the~~ **no** community school or college-preparatory boarding school is ~~not~~ interested in buying the property, the Board can sell its real or personal property at a public auction and follow specific statutory requirements if the property exceeds \$10,000 in value. If this amount is changed by the legislature, the Board and administration's responsibility changes automatically to reflect the new minimum statutory dollar value.

The Board directs the periodic review of all District property and authorizes the disposition by sale, donation, trade or discard of any property not required for school purposes.

The District complies with State law regarding the sale or lease of unused District property to high-performing community schools, community schools and college-preparatory boarding schools.

Disposal of Property Valued at Less Than the Dollar Value Set Forth in State Law

For the disposal of property that is not governed by the Ohio Revised Code or administrative regulations, the administration is required to follow these procedures:

1. The Superintendent determines that the value of the property is less than the value set forth in State law. The property is valued pursuant to a reasonable method as determined by the Superintendent.
2. The Board is notified when real or personal property is no longer needed for school purposes and directs that the property be sold.
3. The Superintendent sells the property to a start-up community school or by bids, general sale, negotiated sale or by trade as determined by the Superintendent or the Board on an individual basis.

[Adoption date:]

LEGAL REFS.: ORC 131.09
3313.17; 3313.37; 3313.40; 3313.41; 3313.411; 3313.413
3314.051
5705.10

CROSS REF.: FL, Retirement of Facilities

NOTE: Senate Bill (SB) 316 (2012) added language to the House Bill (HB) 153 (2011) (budget bill) language below. SB 316 added boards of trustees of college-preparatory boarding schools to the right of first refusal and sale/lease requirements below. SB 316 also adds that any appraisals required by State law must be not more than one year old. The SB 316 sale/lease provisions also require that intent to purchase or lease the property must be provided to the treasurer. Only qualified parties who have provided intent to purchase or lease to the treasurer may participate in any resulting auctions or lotteries.

Finally, SB 316 permits, but does not require, boards to offer unused school facilities for sale or lease to the governing authorities of community schools with plans, stipulated in their contracts entered into under State law, to either relocate their operations to the territory of the district or to add facilities to be located within the territory of the district.

HB 153 makes changes to the property disposal requirements regarding community schools and college-preparatory boarding schools. ~~First~~, HB 153 removes the requirement that real property be suitable for use as a classroom space in order for the districts to be required to offer it to a community school and college-preparatory boarding schools within the district prior to selling it under other applicable law.

HB 438 (2016) makes additional changes and streamlines the process by which a school district board of education must offer real property and unused facilities for sale or lease to the governing authorities of community schools.

If the district decides to dispose of real property that exceeds \$10,000 in value, the district must ~~first~~ offer to sell it to all community schools and college-preparatory boarding schools for one period of 60 days. No later than 60 days after the district board makes the offer, interested governing authorities and boards of trustees must notify the district treasurer of the intent to purchase. ~~High-~~ performing community schools as defined by State law are given first priority. ~~and any newly established community schools implementing a community school model that has a track record of high quality academic performance as determined by the Ohio Department of Education (ODE).~~ If more than one governing authority of a high-performing community school notifies the district treasurer of its intention to purchase the property, the board must conduct a public auction. Only the schools that notified the district treasurer are eligible to bid at the auction. If a high-performing ~~or newly established ODE defined~~ community school is not interested in buying the property within 60 days of the offer, the Board is then required to proceed with offers ~~sell its real property to~~ from all other start-up community schools and college-preparatory boarding schools within the district. The sale must be for fair market value, as determined by a property appraisal not more than one year old. If more than one community school or college-preparatory boarding school notifies the district treasurer of its intention to purchase ~~accepts the offer~~ within 60 days, the district will conduct a public auction. Only entities that notified the district treasurer of its intent to purchase are eligible to bid at the auction. ~~sell it to the community school or college-preparatory boarding school whose offer was received first in time.~~ If no community schools or college-preparatory boarding schools notify the district treasurer of its intention to purchase the property ~~accept the offer~~ within 60 days, the district may dispose of the real property in compliance with State law.

HB 64 (15) prohibits community schools and college-preparatory boarding schools that have purchased property from districts from, within five years, selling any property purchased under the requirement that districts first offer unused school facilities to them. The provision goes on to add the exception that such property may be sold within five years, only if it is sold or transferred to another community school or college-preparatory boarding school located within the territory of the district that initially made the sale.

~~HB 153 adds new~~ **There are specific requirements in regards to “unused school facilities.” Unused school facilities are facilities that have been used by the district for school operations since July 1, 1998, but have not been used in that capacity for two years. HB 64 (15) adds requirements for the offer of unused school facilities to high-performing community schools. Districts also must offer these facilities to all community schools and college-preparatory boarding schools within the district for sale or lease for one period of 60 days. First priority is to be given to the governing authorities of high-performing community schools that are located within the territory of the district.**

If, within 60 days, a high-performing community school notifies the district treasurer in writing of the intention to purchase ~~or college-preparatory boarding school within the district accepts the offer for sale,~~ the district must sell the real property to ~~the~~ that community school ~~or college-preparatory boarding school~~ for fair market value. If, within 60 days, more than one high-performing community school states its intention to purchase ~~or college-preparatory boarding school accepts the offer for sale~~ by notifying the treasurer, the district must hold a public auction for the real property, but it is important to note that the district is not required to accept a bid for less than the appraised fair market value of the property, as determined by a property appraisal that is not more than one year old. Only qualified parties who notified the treasurer of their intent to purchase the property are eligible to bid at auction. If no high-performing community schools are interested in the property, the district must then proceed with offers from other start-up community schools and college-preparatory boarding schools.

If, within 60 days, a high-performing community school notifies the district treasurer of its intention to lease unused facilities ~~or college-preparatory boarding school accepts the offer to lease the real property,~~ the district must lease to ~~the~~ that community school ~~or college-preparatory boarding school~~ for the fair market value of a lease on the real property. Fair market value is determined by a property appraisal that is not more than one year old. If, within 60 days, ~~two or more than one~~ high-performing community schools ~~or college-preparatory boarding schools~~ within the district sends a written intention to lease the property to the treasurer, the district must conduct a lottery to determine to which community school ~~or college-preparatory boarding school~~ the district will award the lease. Only qualified parties who have notified the treasurer of their intent to lease the property will be eligible for participation in the lottery. If no high-performing community schools are interested in the property, the district treasurer must then proceed with offers from other start-up community schools and college-preparatory boarding schools. It is ~~also~~ important to note that districts that have outstanding leases with entities other than community schools or college-preparatory boarding schools may renew those leases. Nothing in the statute affects current lease agreements between the district and other entities.

If, within 60 days, no community school or college-preparatory boarding school accepts the offer to lease or buy the property, the district may offer it to any other entity, in accordance with State law. SB 316 extends the list of eligible entities to include nonprofit institutions of higher education that have certificates of authorization under State law and governing authorities of chartered nonpublic schools.

HB 59 (13) (budget bill) added language requiring proceeds from the sale of real property disposed of under Ohio Revised Code Section 3313.41 to be used to retire any debt incurred in connection with that real property. Excess proceeds may be paid into the Capital and Maintenance Fund and used for costs of nonoperating capital expenses related to technology infrastructure and equipment to be used for instruction and assessment. HB 483 (14) adds another option for handling this revenue. Boards may choose to use the money for payment into a special fund for the construction or acquisition of permanent improvements. This provision applies to proceeds received on or after September 29, 2013.

EMERGENCY CLOSINGS

The Superintendent may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather, other emergencies that threaten the safety or health of students or staff members, law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary. It is understood that the Superintendent takes such action only after consultation with transportation and other necessary authorities.

Parents, students and staff members are informed early in each school year of the method of notification in the event of emergency closings or early dismissals.

[Adoption date:]

LEGAL REFS.: ORC 3313.48; 3313.482

CROSS REFS.: EBC, Emergency Management and Safety Plans
IC/ICA, School Year/School Calendar
ID, School Day

CONTRACT REFS.: Teachers' Negotiated Agreement
Support Staff Negotiated Agreement

NOTE: *House Bill (HB) 153 (Budget Bill) of 2011 gives districts the option of allowing students to make up a maximum of three days via online lessons and/or blizzard bags. Policy language is not required; however, if a district chooses to participate in the program, it may want to consider adding optional policy language as well as regulation language setting forth what is required to be in the district's plan. ~~that is submitted to the Ohio Department of Education.~~ The actual plan should not be included in the board policy manual, but regulation language setting forth what must be included in the plan may be useful for informational purposes. **Senate Bill 3 (2016) removed the requirement for plans to be submitted to the Ohio Department of Education.***

The changes to Ohio Revised Code Section (RC) 3313.48 are effective July 1, 2014, then the change to hours and removal of calamity days takes effect.

HB 59 (Budget Bill) of 2013 deleted the concept of "calamity days" from the Revised Code and the requirement that districts designate a certain number of days as "contingency days." The bill modified the definition of the "minimum school year" and required school districts to be open for a certain number of hours, instead of a certain number of days. A district is still able to schedule "make-up hours," but these hours are only legally required if a school closes enough that it will fall below the minimum number of hours required for the year. HB 59 also renumbered the statute governing online lessons and/or blizzard bags. The language now appears in RC 3313.482.

THIS IS A REQUIRED POLICY

STUDENT WELLNESS PROGRAM

~~In response to the reauthorization of the Child Nutrition and Women, Infants and Children Act,~~
The Board directs the Superintendent/designee to develop and maintain a student wellness program: plan in compliance with Federal law.

The student wellness program plan:

- 1. includes goals for nutrition promotion and education, physical activity and other school-based activities designed to promote student wellness that are developed with consideration of evidence-based strategies and techniques;**
- 2. includes nutrition guidelines for all foods provided, but not sold to students available in the District during the school day in order to promote student health and reduce childhood obesity;**
- 3. provides assurance that District guidelines for reimbursable school meals all food and beverages sold during the school day are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture(USDA) and that marketing of foods and beverages on the school campus during the school day is prohibited for foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations and**
- 4. establishes a plan of implementation and evaluation, including designating one or more persons within the District with the responsibility for ensuring that the District is compliant with Federal law.**

Development of the student wellness program plan must be a collaborative effort between parents, students, food service workers, physical education teachers, school health professionals, administrators, the Board and the public.

The District notifies the public of the wellness plan at least annually. The wellness plan is assessed at least once every three years and the results of the assessment are made available to the public.

[Adoption date:]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220
7 CFR 225
7 CFR 245
ORC 3313.814
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
IGAE, Health Education
IGAF, Physical Education
KJ, Advertising in the Schools

NOTE: In response to the Reauthorization of the Child Nutrition and Women, Infants and Children Act of 2004, districts are required to develop a "school wellness" policy. Components of the program are listed in the policy.

On July 29, 2016, the U.S. Department of Agriculture (USDA) Food and Nutrition Service finalized regulations to create a framework and guidelines for locally established written wellness policies. The final rule expands the existing requirements to strengthen policies and increase transparency. The final rule became effective August 29, 2016 and it requires districts to begin developing a revised local wellness policy during the 2016-2017 school year, with full compliance by June 30, 2017.

Districts that allow the marketing of food and beverages to students must have policies that allow marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

THIS IS A REQUIRED POLICY

STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the state of Ohio and the negotiated agreement, the policies of the Board and the administrative regulations designed to implement them.

The Board expects staff members to conduct themselves in a manner that not only reflects credit to the District, but also presents a model worthy of emulation by students. Unless otherwise permitted by law, staff members are not permitted to bring a deadly weapon or dangerous ordnance into a school safety zone.

All staff members are expected to carry out their assigned responsibilities. Essential to the success of ongoing operations and the instructional program are the following specific responsibilities, which are required of all personnel:

1. faithfulness and promptness in attendance at work;
2. support and enforcement of policies of the Board and regulations of the administration;
3. diligence in submitting required reports promptly at the times specified;
4. care and protection of District property and
5. concern and attention toward their own and the District's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

[Adoption date:]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 7151
Gun-Free School Zones Act; 18 USC 922
ORC 124.34
2923.1210; 2923.1212; 2923.122
3319.081; 3319.16; 3319.31; 3319.36

CROSS REFS.: GBCA, Staff Conflict of Interest
GBCC, Staff Dress and Grooming
GBH, Staff-Student Relations (Also JM)
JFC, Student Conduct (Zero Tolerance)
JHF, Student Safety
KGB, Public Conduct on District Property

NOTE: ~~Senate Bill (SB) 184, effective September 9, 2008, made changes to Ohio's concealed-carry gun laws. SB 184 enables an individual with a valid concealed-carry license or temporary emergency license who is either a driver or passenger in a motor vehicle and who is dropping off or picking up a child in a school safety zone to have a loaded handgun if one of the following applies: (1) the loaded handgun is in a holster on the person's person; (2) the loaded handgun is in a closed case, bag, box or other container that is in plain sight and that has a lid, cover or closing mechanism with a zipper, snap or buckle, which lid, cover or closing mechanism must be opened for a person to gain access to the handgun; or (3) the loaded handgun is securely encased by being stored in a closed glove compartment or vehicle console or in a case that is locked.~~

Senate Bill 199 revisions to Ohio Revised Code Section (RC) 2923.122, effective March 19, 2017, now allow a person who has a valid concealed handgun license to leave the firearm in a motor vehicle while in a school safety zone, so long as he vehicle is locked.

In addition, new RC 2923.1210 states that a public or private employer may not establish, maintain, or enforce a policy that prohibits a person who has a valid concealed handgun license from transporting or storing a firearm or ammunition when both of the following conditions are met:

- **Each firearm and all of the ammunition remains inside the person's privately-owned motor vehicle while the person is physically present inside the motor vehicle, or each firearm and all of the ammunition is locked within the trunk, glove box, or other enclosed compartment or container within or on the person's privately-owned motor vehicle and**
- **The vehicle is in a location where it is otherwise permitted to be.**

EVALUATION OF PROFESSIONAL STAFF
(Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 24, 2012.

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed evaluators chosen from ODE's list.

Effectiveness Rating

(Choose if evaluating under 50/50 framework)

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures.

(Choose if evaluating under alternative framework)

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 35% student growth measures. Student growth will be determined through multiple measures. The remaining 15% will be based on one or any combination of the following components, as determined by the Board: student surveys, teacher self-evaluations, peer review evaluations, student portfolios or any other component determined appropriate by the Board except that the Board may not use the teacher performance or student growth measures.

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures. When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

If a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions. The Board may administer ODE-approved assessments and/or local measures of student growth using state-designed criteria and guidance for teachers of subjects where value-added scores from state assessments are not available. Evaluations for teachers of grade levels and subject areas for which the value-added progress dimension is applicable, and where no other measure is available to determine student academic growth, shall be based solely on teacher performance.

Students with 45 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective student growth levels.

Professional Growth and Improvement Plans

Teachers with a final summative rating of Accomplished must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers with a final summative rating of Skilled must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list and will have input on their credentialed evaluator.

Teachers with a final summative rating of Developing must develop professional growth plans with their credentialed evaluators. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final summative rating of Ineffective must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluator.

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

(Permissive – add if want to evaluate Accomplished teachers every three years.)

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every three years. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

(Permissive – add if want to evaluate Skilled teachers biennially.)

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

File: GCN-1 (Also AFC-1)

(Permissive – add if want to evaluate Accomplished teachers with one evaluation and a project.)

The Board evaluates teachers receiving effectiveness ratings of Accomplished on their most recent evaluations via one formal observation when those teachers complete projects approved by the Board to demonstrate their continued growth and practice at the level of Accomplished. Teachers must submit project proposals to the Superintendent no later than _____ for submission to and approval by the Board.

Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date:]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: By July 1, 2013, the board of each district, in consultation with teachers employed by the board, must adopt a standards-based teacher evaluation policy that conforms with the Ohio Department of Education (ODE) framework for evaluation of teachers developed under Ohio Revised Code Section (RC) 3319.112. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 24, 2012.

Districts that receive Race to the Top (RttT) funds should follow the teacher evaluation time line and guidelines set forth in their scopes of work.

Districts not receiving RttT funds whose bargaining agreement was entered into on or after September 24, 2012 must implement this policy by the 2013-2014 school year. Districts who entered into a bargaining agreement prior to September 24, 2012 must implement the evaluation system at the expiration of that bargaining agreement.

Unless using the alternative framework, 50% of the teacher's evaluation must be based on student growth measures. Student growth must be based on multiple measures, including value-added data where it is available. Local boards of education may administer assessments chosen from the ODE assessment list for teachers of subjects where value-added scores are not available, and/or local measures of student growth using state-designed criteria and guidance. The multiple measures designated by the board for teachers may vary based on subject level and grade taught and should be determined at the district level. The board-determined measures should be consistent for teachers teaching the same subject and/or grade level. The remaining 50% of the evaluation is based on teacher performance measured by the Ohio Standards for the teaching profession.

Districts may choose to use the alternative Ohio Teacher Evaluation System (OTES) framework. Under the alternative framework 50% of the teacher's evaluation is based on teacher performance, 35% is based on student growth measures and the remaining 15% will be based on one or any combination of the following components, as determined by the board: student surveys, teacher self-evaluations, peer review evaluations, student portfolios or any other component determined appropriate by the board except that the board may not use the teacher performance or student growth measures.

File: GCN-1 (Also AFC-1)

House Bill 64 (2015) prohibits the use of value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years for the student growth measure. Such data also cannot be used when making dismissal, retention, tenure or compensation decisions. The board may however, enter into a memorandum of understanding with the teachers' union to use such data.

In November 2015, the SBOE revised the OTES framework language on professional growth and improvement plans and the ability for teachers to choose their credentialed evaluator. These are now tied to a teacher's final summative rating. The SBOE framework also allows a district to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system subject to collective bargaining.

Evaluations conducted pursuant to these requirements must be carried out by a person who holds a credential established by ODE. The board adopts a list of approved credentialed evaluators chosen from the ODE's list.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on their most recent evaluations every three years and teachers receiving effectiveness ratings of Skilled on their most recent evaluations every two years. If the district chooses to do this, policy language should be included. Districts may choose to place limits on this language, for instance, limiting to only teachers on continuing contracts or teachers not in the last year of a limited contract. Districts should consult with board counsel when making this determination.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on the most recent evaluations through one formal observation and the completion of a board-approved project. If the district chooses to do this, policy language should be included.

Beginning with the 2014-2015 school year, boards also can elect to not evaluate teachers who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

Beginning with the 2017-2018 school year, boards also can elect to not evaluate a teacher who is participating in the teacher residency program for the year during which the teacher takes, for the first time, at least half of the performance-based assessment prescribed by the SBOE for resident educators.

The SBOE adopted a revised teacher evaluation framework in September 2014 that revised the student growth measure levels to five different levels. The revisions also removed the final summative rating grid. Final summative ratings are now calculated on a points system through eTPES.

File: GCN-1 (Also AFC-1)

Boards are required to use teacher evaluation results for promotion and retention decisions and for removing poorly performing teachers. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as AFC-1-R (also GCN-1-R).

Boards are required to allocate financial resources to support professional development. While ODE's model policy suggests that the allocation should appear in board policy, neither the law nor the framework requires the addition of such specific language. Boards wishing to do so may include the allocation of financial resources in the regulation language.

THIS IS A REQUIRED POLICY

EVALUATION OF SCHOOL COUNSELORS

Professional school counselors offer students access to high-quality services that support students' academic, career and social/emotional development. The Board evaluates school counselors in accordance with State law and the standards-based statewide counselor evaluation framework adopted by the State Board of Education (SBOE). The framework is aligned with the Ohio Standards for School Counselors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The policy becomes operative at the expiration of any collective bargaining agreement covering school counselors that is in effect on September 29, 2015. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 29, 2015.

Annually, the Board submits to the Ohio Department of Education (ODE) a report regarding implementation of this policy. The name of, or any personally identifiable information about, any counselor reported in compliance with this provision cannot be required.

Effectiveness Rating

School counselors are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and will include information from the school or school district's report card when appropriate.

Evaluation Time Line

District administrators evaluate school counselors annually except as otherwise appropriate for high performing school counselors. Annual evaluations include two formal observations of at least 30 minutes each and informal observations. Counselors will be provided with a written report of the evaluation.

(Permissive – add if want to evaluate Accomplished counselors every three years.)

The Board evaluates school counselors receiving effectiveness ratings of Accomplished on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every three years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

(Permissive – add if want to evaluate Skilled counselors biennially.)

The Board evaluates school counselors receiving effectiveness ratings of Skilled on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every two years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

Professional Growth and Improvement Plans

School counselors with a final summative rating of Accomplished must develop a professional growth plan.

School counselors with a final summative rating of Skilled must develop a professional growth plan collaboratively with their evaluator.

School counselors with a final summative rating of Developing must develop a professional growth plan with their evaluator. The Superintendent/designee approves the professional growth plan.

School counselors with a final summative rating of Ineffective must develop an improvement plan with their evaluator. The Superintendent/designee approves the improvement plan.

The District has discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions for school counselors beginning with the 2017-2018 school year. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Poorly Performing Counselors

The Board uses evaluation results for removing poorly performing counselors beginning with the 2017-2018 school year. The Board adopts procedures for removing poorly performing school counselors based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date:]

LEGAL REFS.: ORC 3319.113; 3319.61
3302.03
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: By September 30, 2016, the board must adopt a standards-based counselor evaluation policy that conforms to the State Board of Education (SBOE) framework for evaluation of counselors developed under Ohio Revised Code Section (RC) 3319.113. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 29, 2015. The SBOE framework is aligned with the standards for school counselors adopted under RC 3319.61. The policy must include implementation of the framework beginning with the 2016-2017 school year and procedures for using the evaluation results for decisions regarding retention and promotion of counselors and removal of poorly performing counselors beginning with the 2017-2018 school year.

The policy becomes operative at the expiration of any collective bargaining agreement covering schools counselors that is in effective on September 29, 2015 and must be included in any collective bargaining agreement renewal or extension.

Boards are required to use counselor evaluation results for promotion and retention decisions and for removing poorly performing counselors beginning with the 2017-2018 school year. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as AFCA-R (Also GCNA-R).

Beginning with the 2017-2018 school year, boards can elect to not evaluate school counselors who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

THIS IS A REQUIRED POLICY

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco; venereal disease; personal safety and assault prevention (grades K-6); dating violence prevention (grades 7-12); ~~and~~ prescription opioid abuse prevention; **and anatomical gifts.**

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

The health education program emphasizes a contemporary approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date:]

LEGAL REFS.: ORC 3313.60; 3313.666
3319.073
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
EFG, Student Wellness Program
IGAF, Physical Education
IGAG, Drugs, Alcohol and Tobacco Education
IGAH, Family Life Education
IGAI, Sex Education
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety
JHG, Reporting Child Abuse

NOTE: *According to State law, the study of health education must include instruction in:*

- 1. the nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health and the use and effects of food additives;*
- 2. the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages and tobacco;*
- 3. venereal disease education (students may be excused from this instruction with a written request by parents);*
- 4. personal safety and assault prevention for students in kindergarten through grade six (students may be excused from this instruction with a written request by parents);*
- 5. age-appropriate instruction in dating violence prevention for students in grades 7 through 12 that must include recognizing the warning signs of dating violence and the characteristics of healthy relationships; ~~and~~*
- 6. prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin; ~~and~~*
- 7. the process of making an anatomical gift, with an emphasis on the life-saving and life-enhancing effects of organ and tissue donation.*

In addition, upon written request to the building principal and within a reasonable amount of time, a parent of a student under 18 years old may examine the school's dating prevention materials at the school.

Although it is not required to do so, districts may want to include other topics in their comprehensive health education instruction program, such as first aid, cardiopulmonary resuscitation, bloodborne pathogens, etc. If adding these topics, add these policies in the cross-references:

EBBA, First Aid

EBBC, Bloodborne Pathogens

EBC, Emergency Management and Safety Plans

GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

File: IGCH-R (Also LEC-R)

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's established standards for admission and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.

File: IGCH-R (Also LEC-R)

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
 - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

File: IGCH-R (Also LEC-R)

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. **The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP.** The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date:)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
 - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
 - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
 - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including but not limited to:*
 - *the requirement for a counseling session prior to participation (Ohio Revised Code (RC) 3365.04).*
 - *a notice that states: "Students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with Section 3365.03 of the RC, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines."*

- **Student participation options:**
 - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
 - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
 - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
 - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Specific information pertaining to the student's opportunity to participate during the summer term and the responsibility of the student to notify the college and students prior high school prior to a transfer to a new school when participating in a summer term course.*
- *Deadlines pertinent to the student's participation, including all deadlines associated with summer term participation.*
- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Board of Regents and Ohio Department of Education.

While districts are required to apply any weighted grading policy in a similar manner for CCP courses, districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

Senate Bill 3 (2016) added RC 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school and STEM school students otherwise eligible to participate in extracurricular activities in the district cannot be denied the opportunity to participate in extracurricular activities in the district solely because of their participation in CCP. Students still must meet the district eligibility requirements.

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date:]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-11
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

NOTE: College Credit Plus replaces Postsecondary Enrollment opportunities beginning with the 2015-2016 academic year. All public school districts and public colleges and universities are required to participate in the program. While the accompanying regulation is not required, it outlines key program requirements.

THIS IS A REQUIRED POLICY

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (ODE) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows.

<u>District Minimum</u>		<u>Statutory Graduation Requirements</u>	
English Language Arts	4 units	English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit	History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies	2 units	Social Studies	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Math, including one unit of Algebra II or its equivalent **	4 units	Math, including one unit of Algebra II or its equivalent **	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives *	<u>5 units</u>	Electives *	<u>5 units</u>
Total	20 units	Total	20 units

The statutory graduation requirements also include:

1. student electives* of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
2. **students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course **approved by ODE** as an alternative to Algebra II;
3. units earned in social studies shall be integrated with economics and financial literacy and
4. passing all state-required examinations.

Summer School

Summer school credits are accepted toward graduation, provided that administrative approval has been given prior to registration for the course.

Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

College Credit Plus and Postsecondary Enrollment Options

Credit is awarded for courses successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus, or where applicable the former Postsecondary Enrollment Options Program, counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.

2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools that have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

(Permissive language)

Course Work Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Junior Reserve Officer Training Corps (JROTC) Exemption

A student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Community Service

The District offers community service education, which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Graduation Requirements Opt Out

(Choose one of the following two paragraphs.)

The District offers students entering the ninth grade on or after July 1, 2010, and before July 1, 2016, the ability to opt out of the graduation requirements in compliance with Board policy and regulations and all procedural requirements stipulated by the school.

OR

The District does not offer students the ability to participate in the Opt Out program.

[Adoption date:]

LEGAL REFS.: ORC 3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC 3301-35-04
3301-16-05

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, College Credit Plus (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

NOTE: Although the minimum requirements for graduation are listed in the policy as 20 units of credit, boards are permitted to require more than 20 units in order for its students to graduate from high school and should edit this policy accordingly. District requirements should be reflected in the district minimum column.

Senate Bill (SB) 311, passed in 2006, permits boards to adopt a policy that excuses from high school physical education those students who have participated in interscholastic athletics, cheerleading or marching band for at least two full seasons. However, excused (exempted) students must complete one-half unit of at least 60 hours of instruction in another course of study in order to graduate from high school.

House Bill (HB) 290, passed in 2009, adds participation in Junior Reserve Officer Training Corps (JROTC) programs approved by the United States Congress to the list of permitted electives within the Ohio Core curriculum. Boards may also excuse (exempt) participating students from high school physical education courses if participation in JROTC is for at least two full years.

In addition, under HB 290, boards are permitted to grant high school credit for two full years of participation in JROTC without the student having to take another course of study in order to graduate from high school.

HB 487 in 2014 sets forth three diploma pathways in addition to the regular curriculum requirements. These diploma pathways appear in RC 3313.618, and apply to students entering ninth grade for the first time on or after July 1, 2014. In order to qualify for a high school diploma, eligible students must satisfy at least one of the following conditions: 1) be remediation-free on each of the nationally standardized assessments in English, mathematics and reading; 2) attain a cumulative score of 18 points on the seven end-of-course examinations or 3) attain a score that demonstrates workforce readiness and employability on a nationally recognized job skills assessment and obtain either an industry-recognized credential or license issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license.

HB 64 required the State Board of Education (SBOE) to adopt new rules permitting students who began ninth grade before July 1, 2014 who are subject to the Ohio Graduation Test requirements, graduation choices that incorporate these new graduation options. The SBOE adopted Ohio Administrative Code 3301-16-05, effective January 1, outlining additional assessment options for these students.

THIS IS A REQUIRED POLICY

STUDENT ABSENCES AND EXCUSES

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor schoolwork; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused include, but are not limited to:

1. personal illness of the student;
2. illness in the student's family;
3. needed at home to perform necessary work directly and exclusively for parents or legal guardians (applies to students over 14 years of age only);
4. death in the family;
5. quarantine for contagious disease;
6. religious reasons;
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to ~~four days~~ **24 school hours**) or
8. as determined by the Superintendent.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness.

The Board does not believe that students should be excused from school for vacations or other nonemergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

The Board authorizes the Superintendent to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than ~~10~~ **60 consecutive days** ~~hours~~ **during a school month** or a total of at least ~~15 days~~ **90 hours** during a ~~semester or term~~ **school year**.

[Adoption date:]

LEGAL REFS.: ORC 3313.609
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.19; 3321.38
4510.32

CROSS REFS.: IGAC, Teaching About Religion
IKB, Homework
JEDB, Student Dismissal Precautions
JHC, Student Health Services and Requirements
JHCC, Communicable Diseases

NOTE: In 2009, the Ohio General Assembly enacted House Bill (HB) 1, which directed school districts to count – up to ~~four days~~ 24 school hours as excused absences – time that a student is absent from school for the sole purpose of traveling out of state to a board-approved enrichment activity or an extracurricular activity. The student is required to make up all missed classroom assignments.

In addition, if the student will be out of the state for ~~four~~ 24 or more consecutive school ~~days~~ hours for a board-approved enrichment activity or extracurricular activity, a classroom teacher employed by the board must accompany the student to provide instructional assistance.

THIS IS A REQUIRED POLICY

STUDENT RIGHTS AND RESPONSIBILITIES

Students, like all citizens, have civil rights guaranteed by the Constitution of the United States. The First Amendment, which ensures the freedom of religion, speech, press, assembly and petition, and the Fourteenth Amendment, which guarantees due process and equal protection, apply in school environments.

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way rights are exercised and must accept the consequences of actions and recognize the boundaries of rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students and the responsibilities that are inseparable from these rights, which include the right to:

1. equal educational opportunity and freedom from discrimination and the responsibility not to discriminate against others;
2. attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. due process of law with respect to suspension and expulsion;
4. free inquiry and expression and the responsibility to observe rules regarding these rights and
5. privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make rules and delegate authority to its staff to make rules necessary for the orderly operation of the schools.

A copy of the school discipline code is posted in each of the schools and given to each student. This code describes in detail the offenses ~~such as truancy, tardiness, property damage, etc.~~, for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date:]

LEGAL REFS.: U.S. Const. Amend. I
U.S. Const. Amend. XIV, Section 1
ORC 3313.20; 3313.66; 3313.661; 3313.662; **3313.668**

CROSS REFS.: ABC, Student Involvement in Decision Making (Also JFB)
IGDB, Student Publications
JFC, Student Conduct (Zero Tolerance)
JFG, Interrogations and Searches
Student Handbooks

NOTE: House Bill 410 (2016) prohibits districts from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.

STUDENT CONDUCT (Zero Tolerance)

Students are expected to conduct themselves in a way that exhibits respect and consideration for the rights of others. Students of the District must conform with school regulations and accept directions from authorized school personnel. The Board has “zero tolerance” of violent, disruptive, harassing, intimidating, bullying or any other inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. Students are also subject to discipline, as outlined in the student code of conduct for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations that establish strategies ranging from prevention to intervention to address student misbehavior, and provides continuing instruction in dating violence prevention in health education courses in grades 7 through 12.

Students and parents receive, at the beginning of each school year or upon enrolling in the District schools during the year, written information on the rules and regulations to which they are subject while in school or participating in any school-related activity or event. The information includes the types of conduct that are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the student code of conduct and the fact that any violations of the student code of conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the student code of conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state of Ohio and local ordinances.

A student may be expelled for up to one year if he/she commits an act that inflicts serious physical harm to persons or property if it was committed at school, on other school property or at a school activity, event or program.

The Superintendent is authorized to expel a student 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 provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

The student code of conduct is made available to students and parents and is posted in a central location within each building.

[Adoption date:]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554,
HR 4577, 2000, 114 Stat 2763)
ORC 3313.20; 3313.534; 3313.66; 3313.661; 3313.662; **3313.668**

CROSS REFS.: AC, Nondiscrimination
EBC, Emergency Management and Safety Plans
ECAB, Vandalism
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFCA, Student Dress Code
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JFCK, Use of Electronic Communication Equipment by Students
JG, Student Discipline
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JM, Staff-Student Relations (Also GBH)
Student Handbooks

NOTE: In accordance with State law, all boards of education are required to have a "zero tolerance" policy. Although this policy satisfies the provision of law, administrators are encouraged to develop a comprehensive list of rules for students – the actual codes of conduct – with corresponding disciplinary sanctions for violations.

House Bill (HB) 410 (2016) removed the requirement for districts to include excessive truancy in zero tolerance policies. HB 410 also prohibits districts from extending a suspension into the next school year if there are less than 10 days remaining in the current school year. The superintendent may instead require the student to complete community service or another alternative consequence determined appropriate. Districts also are prohibited from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.

The Children's Internet Protection Act added a requirement that effective July 1, 2012, all school districts participating in the E-Rate program must include language in their Internet safety policy regarding the education of minors concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Districts must also develop an educational plan to implement the program. Helpful resources for educational plan development are available at OnGuardOnline.gov.

This list of rules should be published in student handbooks, made available to parents, reviewed and revised yearly and approved by the board. When approved by the board, provisions in student handbooks carry the same legal status as board policies.

THIS IS A REQUIRED POLICY

STUDENT DISCIPLINE

Effective discipline, which requires respect for the rights of others, is necessary if all students are to attain a quality education. The Board delegates to school officials the authority to enforce District policies, regulations and school rules governing student conduct.

A complete statement governing or describing all the relationships and processes involved in student discipline would be very extensive. The most important part of such a statement would be the relationship of the teacher and the principal in matters of discipline. Teachers must feel free to consult and work closely with the building principal in dealing with any problem with which the teacher might need guidance. This working relationship is one key to desirable discipline and a quality instructional environment.

The Board also believes that the teacher-student relationship in the classroom, halls and on school property is important and should be one of mutual respect at all times. The teacher is recognized as the person in authority at all times in the classroom, halls, buildings, school grounds and at school-related events.

Each case of unsatisfactory behavior by a student is handled individually. The classroom teacher may take the steps that he/she believes are justified in each case. If the student does not respond to these measures, the teacher then refers the student to the principal.

In terms of the relationship of the teacher and principal in discipline matters, the Board expects that whenever a discipline problem appears to extend beyond the classroom, the teacher discuss the problem with the principal. The teacher(s) and the principal work together in attempting to control or correct the problem.

A student's failure to comply with the requirements for conduct outlined in the student handbooks may result in the student being disciplined. **A student cannot be suspended, expelled or removed from school solely because of unexcused absences.** The student may lose all rights to participate in school-related social events or extracurricular activities for a period of time determined by the principal. Depending on the seriousness of the offense committed by the student, suspension or expulsion may also result. Discipline is always administered in a reasonable manner.

If several methods of discipline have been used in an effort to solve a problem and it appears necessary, in the judgment of the principal and Superintendent, to discipline or withdraw privileges from a large group, this action may be taken. Any punishment technique involving an entire class or large group is used only as a last resort.

(Permissive language)

The Board requires a parent of a student who is suspended or expelled from school or who is truant or habitually absent from school to attend a parental education or training program. If the parent fails to attend the program, he/she may be charged with a misdemeanor of the fourth degree, punishable by a maximum fine of \$250 and imprisonment of up to 30 days.

[Adoption date:]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661; 3313.662; **3313.668**
3319.41
OAC 3301-32-09
3301-37-10

CROSS REFS.: ECAB, Vandalism
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Handbooks

NOTE: House Bill 410 (2016) prohibits districts from extending a suspension into the next school year if there are less than 10 days remaining in the current school year. The superintendent may instead require the student to complete community service or another alternative consequence determined appropriate. Districts also are prohibited from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.

STUDENT SUSPENSION

The Superintendent, principals, assistant principals and other designated administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. **A student cannot be suspended from school solely because of unexcused absences.** No period of suspension is for more than 10 school days. ~~Suspensions may extend beyond the current school year if~~ **If**, at the time a suspension is imposed, fewer than 10 days remain in the school year, ~~the Superintendent may~~ **cannot** apply any or all of the period of suspension to the following year.

The Superintendent may **instead** require a student to perform community service or **another alternative consequence for the number of hours remaining in the student's suspension.** **The Board directs the Superintendent to develop a list of alternative consequences that may be used, in conjunction with or in place of a suspension.** **If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break.** **If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out of school suspension at the beginning of the following school year.** ~~The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the suspension into the following school year.~~

The guidelines listed below are followed for all out-of-school suspensions.

1. The student is informed in writing of the potential suspension and the reasons for the proposed action.
2. The student is provided an opportunity for an informal hearing to challenge the reason for the intended suspension and explain his/her actions.
3. An attempt is made to notify the parent(s) by telephone if a suspension is issued.
4. Within 24 hours, a letter is sent to the parent(s) stating the specific reasons for the suspension and including notice of the right to appeal such action.
5. Notice of this suspension is sent to the:
 - A. Superintendent;
 - B. Treasurer and
 - C. student's school record (not for inclusion in the permanent record).

6. Permanent Exclusion — If the offense is one for which the District may seek permanent exclusion, the notice contains that information.

Appeal Procedure

Should a student or a student's parent(s) choose to appeal the principal's suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. If dissatisfied with the Superintendent's decision, an appeal may be made to the Board. At the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, appeal of the Board's or its designee's decision may be made to the Court of Common Pleas.

[Adoption date:]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGE, Student Expulsion

NOTE: House Bill 410 (2016) prohibits districts from extending a suspension into the next school year if there are less than 10 days remaining in the current school year. The superintendent may instead require the student to complete community service or another alternative consequence determined appropriate. Districts also are prohibited from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.

THIS IS A REQUIRED POLICY

STUDENT EXPULSION

At times, the behavior of a student can be considered so serious as to justify total removal from the educational program for a prolonged period of time. Actions meriting expulsion are outlined in the student code of conduct. **A student cannot be expelled from school solely because of unexcused absences.** Only the Superintendent may expel a student. Expulsion is the removal of a student for more than 10 days, but not more than one year. An expulsion can extend beyond the end of the school year if there are fewer school days than expulsion days remaining. The Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

The Superintendent may require a student to perform community service in conjunction with or in place of an expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

The Superintendent shall give the student and parent(s) written notice of the intended expulsion, including reasons for the intended expulsion. The student and parent(s) or representative have the opportunity to appear on request before the Superintendent/designee to challenge the action or to otherwise explain the student's actions. This notice shall state the time and place to appear, which must not be fewer than three days nor more than five days after the notice is given.

Within 24 hours of the expulsion, the Superintendent shall notify the parent(s) of the student and the Treasurer.

The notice shall include the reasons for the expulsion, the right of the student or parent(s) to appeal to the Board or its designee, the right to be represented at the appeal and the right to request that the hearing be held in executive session.

The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent has held the hearings or made the decision to expel the student.

Permanent Exclusion

If the offense is one for which the District may seek permanent exclusion, the notice shall contain that information.

Appeal to the Board

A student or a student's parent(s) may appeal the expulsion by the Superintendent to the Board or its designee. The expulsion appeal must be within 14 calendar days after the notice of intent to expel was provided to the student, parent, guardian or custodian. The appeal request shall be in writing to the Treasurer and at the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. The student may be represented in all such appeal proceedings and is granted a hearing before the Board or its designee. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, the decision of the Board may be further appealed to the Court of Common Pleas.

Any student who is expelled from school for more than 20 days or into the following semester or school year is referred to an agency that works towards improving the student's attitudes and behavior. The Superintendent provides the student and his/her parent(s) with the names, addresses and telephone numbers of the public and private agencies providing such services.

[Adoption date:]

LEGAL REFS.: ORC Chapter 2506
3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: ECAB, Vandalism
IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGDA, Emergency Removal of Student

NOTE: House Bill 410 (2016) prohibits districts from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.

THIS IS A REQUIRED POLICY

PUBLIC CONDUCT ON DISTRICT PROPERTY

All persons on District grounds are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations.

No person on District property may assault, strike, threaten, menace or use improper, indecent or obscene language toward a teacher, instructor, other District employees or students at any time. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

Unless otherwise permitted by law, no person is permitted to bring deadly weapons or dangerous ordnances into a school safety zone.

No person may disrupt, disturb or interfere with the teaching of any class of students or any other activity conducted in a school building or upon the campus or grounds at any time.

Whoever violates this policy and/or building regulations will be asked to leave the property by whoever is in charge. Should that person refuse, law enforcement officials will be called. If the offender should be a student, the person in charge should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state and local ordinances.

Good Conduct and Sportsmanship

The Board recognizes the value of cocurricular and extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

[Adoption date:]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751
Gun-Free School Zones Act; 18 USC 922
ORC 2903.13; 2903.22
2911.21
2917.11
2923.1212; 2923.122
3313.20(A)

CROSS REFS.: GBCB, Staff Conduct
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
KG, Community Use of School Premises (Equal Access)
KGC, Smoking on District Property
KK, Visitors to the Schools

NOTE: Ohio Revised Code Section (RC) 3313.20(A) grants all school districts the authority to “make any rules necessary for the government of all persons entering upon school grounds or premises.” These rules must “be posted conspicuously at or near the entrance to the school grounds or premises or near the perimeter of the school grounds or premises, if there are no formal entrances, and at the main entrance to each school building.”

Because of the unsportsmanlike behavior exhibited by some spectators, districts may want to implement specific rules and regulations for spectators. Rules and regulations should include offenses and consequences for violations.

Senate Bill 184, effective September 9, 2008, made changes to Ohio’s concealed-carry gun laws. ~~SB 184~~ Ohio’s concealed carry gun laws enables an individual with a valid concealed-carry license or temporary emergency license who is either a driver or passenger in a motor vehicle ~~and who is dropping off or picking up a child~~ in a school safety zone to have a loaded handgun if one of the following applies: (1) the loaded handgun is in a holster on the person’s person; (2) the loaded handgun is in a closed case, bag, box or other container that is in plain sight and that has a lid, cover or closing mechanism with a zipper, snap or buckle, which lid, cover or closing mechanism must be opened for a person to gain access to the handgun; or (3) the loaded handgun is securely encased by being stored in a closed glove compartment or vehicle console or in a case that is locked.

Senate Bill 199 revisions to RC 2923.122, effective March 19, 2017, now allow a person who has a valid concealed handgun license to leave the firearm in a motor vehicle while in a school safety zone, so long as the vehicle is locked.

ADVERTISING IN THE SCHOOLS

General Guidelines

1. Any materials received or distributed as part of a public-private partnership must be age appropriate and in the best interest of students.
2. If the economic benefit from a partnership exceeds \$2,500 to a school or the District, the agreement must be in writing and approved by the Board.
3. If the agreement requires a contract, the contract may not be for longer than _____ years, or provide for automatic renewals or extensions, nor may it subject the District to payment during periods beyond the length of the contract or in excess of the prorated benefit in the event of early termination.
4. **Marketing related to food and beverages must comply with the provisions of the District's student wellness policy, which allows the marketing and advertising of only those foods and beverages meeting applicable U. S. Department of Agriculture requirements.**

Exclusive Vending Agreements

1. The District will enter into no agreements with vendors to provide exclusive Districtwide soft drink access to student customers for soft drinks or snack foods purchased by students in school.
2. No students will be used as agents for any Districtwide vendors in an exclusive arrangement to sell products or services to the community at large.
3. School supply lists are brand neutral and do not endorse any individual merchant.

Sponsored Educational Materials and Advertising in the Curriculum

Sponsored educational materials, whether purchased or provided free of charge by the sponsor, are not used in the classroom unless the District has reviewed them and found them to meet the following standards:

1. **Accuracy:** Statements are consistent with established fact or prevailing expert opinion.
2. **Objectivity:** Points of view are fairly represented. If the subject is controversial, arguments are balanced. Any sponsor bias is clearly stated and references to differing views are made.

3. **Completeness:** The materials contain all relevant information and do not deceive or mislead by omission.
4. **Language:** Materials are both interesting and readable.

Logo Advertising on School Grounds

1. All company logos appearing on school property, including non-cash donations provided by sponsors, are for identification purposes only.
2. Logos are not permitted inside or on the outside of school buses.
3. Public signs expressing the District's appreciation of an enterprise's support for education are permitted if approved by the Superintendent/designee.
4. Students are not required to wear the logo of any manufacturer for any school activity.

Advertising in Electronic Media

1. Except for courses of study that have specific lessons related to advertising, District students are not required to observe, listen to or read commercial advertising in the classroom.
2. The District will not enter into any contract to obtain electronic equipment or software that obligates the District to expose students to advertising directed at young people during school time.
3. The District will not post information about school procedures or events on electronic media that contain advertising directed at students or where personal information including, but not limited to, names, home addresses and telephone numbers is collected from students by service providers.

(Approval date:)

ADVERTISING IN THE SCHOOLS
(Version 1)

Notices, advertisements or written matter of any nature on behalf of persons or organizations not officially connected with the District shall not be distributed or displayed in any school building or on District property without permission of the Superintendent. All notices, including those by personnel, shall be approved by the building principal and, in case of doubt, by the Superintendent. Appeal of the Superintendent's decision may be made to the Board.

[Adoption date:]

LEGAL REFS.: ORC 3313.20; 3313.47
7 CFR, Subtitle B, Chapter 11, Part 210

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
EFG, Student Wellness Program
IGDB, Student Publications
IIBH, District Websites

NOTE: On July 29, 2016, the U. S. Department of Agriculture (USDA) Food and Nutrition Service finalized regulations to create a framework and guidelines for locally established written wellness policies. The final rule expands the existing requirements to strengthen policies and increase transparency. The final rule became effective August 29, 2016 and it requires districts to begin developing a revised local wellness policy during the 2016-2017 school year, with full compliance by June 30, 2017.

Districts that allow the marketing of food and beverages to students must have policies that allow marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in Schools nutrition standards.

COOPERATIVE EDUCATIONAL PROGRAMS

State law permits the establishment of joint vocational school districts to provide career-technical programs for students from participating districts. The District participates in programs conducted under the auspices of the _____ (name) _____ Joint Vocational School District (JVSD).

A board of education composed of representatives appointed by the boards of education of the participating districts governs the JVSD. The term of office for each member of the JVSD board of education is three years. ~~JVSD board members are limited to two consecutive terms. Terms are considered consecutive unless separated by three or more years.~~ Members are appointed to the JVSD board by participating districts in accordance with the JVSD plan. A member will not be appointed to the JVSD board unless he/she meets the qualifications set forth by State law.

The Board also participates in various programs of the _____ (name) _____ Educational Service Center, which assists this District in providing special services to the students enrolled in our schools.

[Adoption date:]

LEGAL REFS.: Ohio Const. Art. VI, Section 2
ORC 3311.19; 3311.191
3313.841; 3313.843
3315.09
3323.09

NOTE: Policies in this category are usually specific in naming the special cooperatives and special agencies with which the district is associated to provide special services and programs.

A city, exempted village or local school district with an average daily student enrollment of 16,000 or less as reported on the most recent state report card is required to enter into an agreement with an educational service center (ESC). Services provided will be specified in the agreement.

A city, exempted village or local school district with an average daily student enrollment of more than 16,000 may choose to enter into an agreement with an ESC. Services provided will be specified in the agreement. A joint vocational school district (JVSD) may also enter into an agreement directly with an ESC for the provision of services specified in the agreement.

Senate Bill (SB) 3 (2016) revised several of the requirements made by House Bill (HB) 59 (2013), effective September 29, 2013, revised impacting the governance structure of JVSD boards. A member must be appointed by the appointing district in accordance with the JVSD plan and the member may be:

- *a current elected board member of a JVSD member school board or*
- *an individual who has experience or knowledge regarding the labor needs of the state and region with an understanding of the skills, training and education needed for current and future employment opportunities in the state.*

Members must be appointed to the JVSD board by the participating districts in accordance with the JVSD plan. No member may be appointed unless they meet the following qualifications:

- ~~*-have experience serving as chief financial officers, chief executive officers, human resources managers, or other business, industry or career counseling professions;*~~
- ~~*-are qualified to discuss the labor needs of the region with respect to the regional economy;*~~
- ~~*-represent employers in the region served by the JVSD and*~~
- ~~*-are qualified to consider the state's workforce need with an understanding of the skills, training, and education needed for current and future employment opportunities in the state.*~~

JVSD board members must be appointed to a three-year term and are limited to two consecutive three-year terms. Terms are considered consecutive unless separated by three or more years. Preference may be given to qualified individuals who have served on a JVSD business advisory committee. SB 3 also allows any JVSD board to submit an application to the State Superintendent of Public Instruction for approval to revise its membership plan to stagger the members' term of office. It is recommended that when members are appointed to a JVSD board, the resolution state how the individual meets the qualifications.

HB 64, effective September 29, 2015, provides that if a JVSD has an even number of member districts each appointing a member to the JVSD board, and the JVSD's plan on file with Ohio Department of Education provides for one additional board member appointed on a rotating basis by one of the appointing boards, that additional member's term shall be for one year. The board member must also meet the same state law requirements for JVSD school board members.

File: LBB

~~Additional JVSD board members appointed on or after September 29, 2013, but prior to September 29, 2015, may continue in office until the expiration of their current term. If such member vacates the office for any reason prior to expiration of the term, a new additional member shall be appointed according to the rotational basis prescribed by the district's plan, and that member shall serve for the remainder of the vacating member's term.~~

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

File: LEC-R (Also IGCH-R)

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's established standards for admission and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.

File: LEC-R (Also IGCH-R)

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
 - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. **The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP.** The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date:)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
 - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
 - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
 - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including but not limited to:*
 - *the requirement for a counseling session prior to participation (Ohio Revised Code (RC) 3365.04).*
 - *a notice that states: "Students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with Section 3365.03 of the RC, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines."*

- *Student participation options:*
 - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
 - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
 - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
 - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Specific information pertaining to the student's opportunity to participate during the summer term and the responsibility of the student to notify the college and students prior high school prior to a transfer to a new school when participating in a summer term course.*
- *Deadlines pertinent to the student's participation, including all deadlines associated with summer term participation.*
- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Board of Regents and Ohio Department of Education.

While districts are required to apply any weighted grading policy in a similar manner for CCP courses, districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

Senate Bill 3 (2016) added RC 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school and STEM school students otherwise eligible to participate in extracurricular activities in the district cannot be denied the opportunity to participate in extracurricular activities in the district solely because of their participation in CCP. Students still must meet the district eligibility requirements.

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date:]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-11
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

NOTE: College Credit Plus replaces Postsecondary Enrollment opportunities beginning with the 2015-2016 academic year. All public school districts and public colleges and universities are required to participate in the program. While the accompanying regulation is not required, it outlines key program requirements.

THIS IS A REQUIRED POLICY

