

GARFIELD HEIGHTS BOARD OF EDUCATION
GARFIELD HEIGHTS, OHIO

RECORD OF PROCEEDINGS
Minutes – Regular Board Meeting
September 17, 2018

The Board of Education of the Garfield Heights City School District met special session on Monday, September 17, 2018 at the Garfield Heights Board of Education Offices, 5640 Briarcliff Drive, Garfield Heights, Ohio 44125 at 6:00 p.m. with Mr. Gary Wolske, President of the Board, presiding.

ROLL CALL

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

RECOMMEND ADOPTION OF AGENDA AS PRESENTED

Moved by Mr. Juby, seconded by Mr. Kitson to approve the agenda as adopted.

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

MOMENT OF SILENT REFLECTION & PLEDGE OF ALLEGIANCE

READING & APPROVAL OF MINUTES

Moved by Mr. Juby, seconded by Mrs. Kitson to approve the minutes from August 20, 2018.

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

BOARD PRESIDENT’S REPORT

Good evening everyone and welcome to the September School Board meeting. Last year at this time, I spoke about the State Report Card; I will leave that to Mr. O this year. What I would like to do at this time is ask everyone to observe a moment of silence for two proud Bulldogs who were murdered two weeks ago. So if everyone would please stand and join me in a moment of silence for Giselle Lopez class of 2017 and Manny Lopez class of 2018. Thank you.

COMMITTEE REPORTS:

Cuyahoga Valley Career Center – Christine A. Kitson

Student Activities - Joseph Juby

Fall sports are approaching midseason. Top records are varsity football 4-0, JV football 3-1 and varsity volleyball 9-1. Varsity volleyball just won the eight team Bulldog Invitational.

Athlete of the week honors have gone out to girls soccer player Jade Salters with 5 goals in 3 games, varsity football player Ethan Boufford with 11 tackles and a defensive touchdown, and varsity football player Marlon Jordan with 197 yards passing and 3 touchdown passes.

Major recent purchases include: soccer socks, volleyball tournament fee, new footballs for high school and middle school, football belts, scorebooks, athletic office cash box and passes, and athletic training room supplies.

Legislative Liaison – Gary Wolske

City Liaison – Robert A. Dobies Sr.

Policy Liaison – Christine A. Kitson & Joan Chamberlin

PRESENTATION

Mr. Dale Krzynowek, Athletics and Student Services Coordinator, gave the Board an overview on the Athletic Department, each sport team's needs and proposed budget for this coming school year.

RECOGNITIONS/COMMENDATIONS

Mr. Hanke introduced Laurie Nenadovich who is on the agenda to for approval as Interim Cafeteria Manager at the Middle School.

SUPERINTENDENT'S REPORT

Mr. Olszewski started his report by giving up to date student enrollment numbers including the number of new enrollees' as well as those who have withdrawn from the district. He gave an update on the student report card as well as highlighted surrounding district's report card grades.

In addition, the month of September is an exciting time in the Garfield Heights City Schools, as students and staff are officially back into the swing of the educational year... learning... and providing opportunities for our Bulldogs. Special thanks to the many families that participated in this year's 4th annual Fall Family Fun Night. Years ago, when this event was being planned, the District hoped to create an event that brought families together to have fun in the name of Garfield Heights School Spirit. We provided food, activities, bounces houses...and the outcome has been real camaraderie and support for our fellow Bulldogs. Congratulations to our raffle winners and to the finalists of our Punt-Pass-Kick competition. Thank you to everyone who attended and participated in this yearly event.

In the very near future, parents will be given an opportunity to participate in an online survey to ask for feedback on a variety of important topics in the District. The Garfield Heights City Schools asks parents to check the website between now and next Friday, September 28, 2018, to participate in this 10-question survey, which should take you no longer than 10 minutes to complete. Once again, we value your input, ask for your participation and express our gratitude in-advance, so that we can continually improve and enhance the overall educational experience in the Garfield Heights City Schools.

Thank you also goes out to the parents who took the time to participate in our Open Houses throughout the District over the last month. Your involvement is critical to supplement the instructional time invested by our teachers and staff in the classroom. Please continue to stay involved, check Progressbook and reach out to your teachers or building administrators any time.

Finally, on behalf of the Garfield Heights City Schools, I want to communicate that dealing with a tragic incident that involves a member of our school family such as the one that recently occurred is never an easy thing for anyone. We express our continued condolences to the family and other individuals closely associated with the matter. The Garfield Heights City Schools will continue to post resources online, help those in need, and build up our school family whenever and wherever possible. After all, we are Bulldogs, we stick together, and we rely on the mutual support from one another during times of need.

That's what it means to be a real Bulldog. Thank you.

REMARKS FROM THE PUBLIC REGARDING AGENDA ITEMS

REPORTS & RECOMMENDATIONS OF THE TREASURER:

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the financials for August 2018, as presented in Exhibit "A".

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve Resolution No. 2018-24, a Resolution adopting the 2018-2019 Estimated Revenues/Permanent Appropriation Measure (Budget for the period July 1, 2018 through June 30, 2019), as presented in Exhibit "B"

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve Resolution No. 2018-25, a resolution approving the return of advances to the General Fund from the following funds: Students of Promise/019-916A \$53,524, Public School Preschool/439-9018 \$33,800, Title VI-B/516-9018 \$140,000, Title I Sub A/536-918I \$76,800, Preschool Handicap/587-9018 \$3,000 and Title II-A/590-9018 \$21,200.

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

RECOMMENDATIONS OF THE BOARD OF EDUCATION:

RECOMMENDATIONS OF THE SUPERINTENDENT TO THE BOARD:

PERSONNEL:

Moved by Mr. Juby, seconded by Mrs. Kitson to approve the Employee Leaves as presented in Exhibit "C".

Ayes: Juby, Chamberlin, Dobies, Wolske
Nays: Kitson

Moved by Mr. Juby, seconded by Mrs. Chamberlin to accept the resignation of Bridget Chase, Social Studies Teacher at the Middle School effective September 21, 2018.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to accept the resignation of J. Renae Bolton, Secretary of Special Projects at the Board Office, effective August 24, 2018.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to accept the resignation of Kimberly Gilbert, Bus Aide at the Bus Garage effective May 25, 2018

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to terminate the probationary contract for Thornetta Jones, Bus Aide at the Bus Garage effective May 24, 2018.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to accept the resignation of Pearl Parker, Bus Aide at the Bus Garage effective September 7, 2018.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to accept the resignation of Marsha Carrington, Bus Driver at the Bus Garage effective September 11, 2018.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to accept terminate the classified contract of Chetney Zanders, General Cafeteria at William Foster, effective September 14, 2018 due to job abandonment.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the supplemental resignation of Dan Bobeczko as Noon Intramural Supervisor at William Foster effective August 20, 2018.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to accept the resignation of Reginald Lewis, Intervention Manager at Elmwood, effective September 12, 2018.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the exempt contract for the 2018-2019 school year as follows:

<u>Name</u>	<u>Position</u>	<u>Hours</u>	<u>Days</u>	<u>Exp.</u>
Carol Schillero (eff: 9/20/18)	Secretary of Special Projects - CO	4	210	0

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the certified contract(s) for the 2018-2019 school year as follows:

<u>Name</u>	<u>Position</u>	<u>Degree</u>	<u>Step</u>
Michael Banyasz	Guidance Counselor - MS	M+0	4
Michael Banyasz (eff: 9/4/18)	Guidance Counselor MS (10 extra days)	M+0	4
Chelsi Baxter (eff: 9/5/18)	Early Literacy (SSIP) Coach - ML	M+0	6

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the following classified transfer/change of assignments for the 2018-2019 school year as follows:

<u>Name</u>	<u>Previous Position</u>	<u>New Position</u>	<u>Step</u>
Arleen Fogle (eff: 9/18/18)	Instructional Asst. 2B - WF	Special Ed Attendant (3B) - WF 15	
Laurie Nenadovich (temporary transfer due to medical leave eff: 9/18/18)	General Cafeteria 1C - MS	Cafeteria Manager (4C) - MS	8

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to amend the hours of Michael McQueen, Building Assistant (1B) at Elmwood from 3 hours per day to 6 hours per day effective August 14, 2018 due to student needs.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the following grant funded Title I certified tutors effective September 27, 2018 as follows:

William Foster	Elmwood	Maple Leaf
Laura Thornton	Lisa Gibbons	Kate Abbey
Heather Corporan	Kimberly Russ	Tonia Byers
	Christina Zarrelli	Rebecca Kamp

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the Athletic/Student Activities Supplemental Positions as presented below:

Lucas Novak - Assistant Soccer Coach (Boys) - HS
 Michael McQueen - Assistant Football Coach - HS
 Scott Mingus - Head Cross Country Coach (Boys) - HS
 William Ritter - Head Football Coach (Grade 8) – MS
 C. Brad Farmer - Head Girls Softball Coach (2017-2018) – MS

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

Moved by Mrs. Kitson, seconded by Mr. Dobies to amend agenda to remove Shari Gallagher from the Academic Supplemental Positions.

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

Moved by Mr. Juby, seconded by Mrs. Kitson to approve the Academic Supplemental Positions as presented below:

Joni Wanderstock - NHS Advisor - HS
 Melissa Francis - Computer Coordinator - HS
 Devlin Pope - Band Director - MS
 Reiko Carey - Vocal Music Director/Music Express - MS
 Paula Kijowski - Mentor (1 Teacher)
 Christy Walcoff - Mentor (1 Teacher)
 Bethany Guzoski - Mentor (3 Teachers)
 Matt Mihalyov - Mentor (2 Teachers)
 Maria Kolodziej - Mentor (1 Teacher)
 Lori Frank - Mentor (1 Teacher)
 Candice Booher - Mentor (1 Teacher)
 Stacey Mather - Mentor (1 Teacher)

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

Moved by Mr. Juby, seconded by Mrs. Kitson to approve Jon Peterson Scholarship and Autism Scholarship IEP development at an hourly stipend of \$25.51/hour curriculum rate for the 2018-19 school year to be paid out of the IDEA-B grant money.

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

Moved by Mr. Juby, seconded by Mrs. Kitson to approve an hourly stipend at the curriculum rate of \$25.51 for Home Instruction for the 2018-19 school year to be paid out of the IDEA-B Grant money.

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

Moved by Mr. Juby, seconded by Mrs. Kitson to approve an hourly stipend at the curriculum rate of \$25.51 for Ashlyn Santurri to provide clinical fellowship for the new district SLP, a license requires supervised professional experience with conditional license SLP up to 18 hour in the 2018-19 school year to be paid out of the IDEA-B Grant money.

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

POLICY:

Moved by Mrs. Chamberlin, seconded by Mrs. Kitson to approve the first reading of the proposed board policies as presented in Exhibit "D".

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

CONTRACTS:

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve a service agreement between the Garfield Heights City Schools and Christie Walkem for the 2018-19 school year for Remedial/Title I Teacher services for non-public schools, to be paid from Title funds.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve service agreements between the Garfield Heights City Schools and PSI Associates Inc. for the 2018-19 school year for Remedial/Title I Teacher Services for non-public schools, to be paid from Title funds.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the service agreement between the Garfield Heights City Schools and McKeon Education Group for the 2018-19 school year for Remedial/Title I Teacher Services for non-public schools, to be paid from Title funds.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the agreement between the Garfield Heights City Schools and Head Start (The Council for economic opportunities in Greater Cleveland) for the 2018-19 school year.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve a service contract for Elements Counseling for providing programs for Family Engagement Literacy Night at William Foster School in September and April to be paid for from Title I grant funds.

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

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve service agreements between the Garfield Heights City Schools and PSI Associates Inc. for the 2018-2019 school year for nursing, speech, intervention, gifted, and psychological services for the non-public schools.

Ayes: Juby, Chamberlin, Dobies, Kitson, Wolske

Nays: None

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the revised Interdistrict Service Area Contract for the 2018-2019 school year with the Educational Service Center of Cuyahoga County.

Ayes: Juby, Chamberlin, Dobies, Kitson, Wolske

Nays: None

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the contract with Diversity Initiatives to be paid through Title I grant funds.

Ayes: Juby, Chamberlin, Dobies, Kitson, Wolske

Nays: None

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve an amendment to the original contract with PSI Affiliates Inc./PSI Associates Inc. to include additional Health Aide hours at Garfield Heights High School in the amount of \$2,053.00. The original contract was approved in August 2017.

Ayes: Juby, Chamberlin, Dobies, Kitson, Wolske

Nays: None

Moved by Mr. Juby, seconded by Mrs. Chamberlin to approve the contract between Frontline Technologies Group and Garfield Heights City Schools for absence and substitute management services for the district.

Ayes: Juby, Chamberlin, Dobies, Kitson, Wolske

Nays: None

RENTALS & FACILITY USAGES:

MISCELLANEOUS:

REMARKS FROM THE PUBLIC REGARDING MISCELLANEOUS SCHOOL ITEMS

ANNOUNCEMENT OF NEXT BOARD MEETINGS

Board of Education Regular Meeting – 6:00 P.M.

October 15, 2018

Maple Leaf Elementary School

5764 Turney Road

Garfield Heights, Ohio 44125

EXECUTIVE SESSION

Moved by Mr. Dobies, seconded by Mr. Juby to enter into executive session at 6:48 p.m. to discuss negotiations.

Ayes: Dobies, Juby, Chamberlin, Kitson, Wolske

Nays: None

Adjourned from executive session at 7:44 p.m.


Moved by Mr. Dobies, seconded by Mrs. Chamberlin to adjourn at 7:45 p.m.

Ayes: Dobies, Chamberlin, Juby, Kitson, Wolske

Nays: None



President

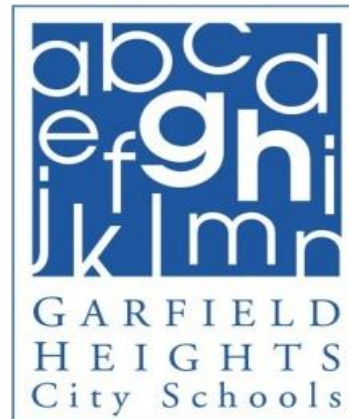


Treasurer

GARFIELD HEIGHTS CITY SCHOOLS

Financial Report

August 31, 2018



Garfield Heights City Schools

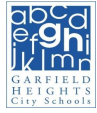


Forecast Comparison - General Operating Fund - August 2018



	August 2018 FCST Estimate	August 2018 Actuals	August 2017 Actuals	Variance-July 2018 Actuals to Estimate	Explanation of Material Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	\$ 2,870,700	\$ 2,870,732	\$ 4,560,764	\$ 32	
1.020 - Public Utility Property Tax	\$ 406,000	\$ 406,050	\$ 385,498	\$ 50	
1.035 - Unrestricted Grants-in-Aid	\$ 2,055,000	\$ 2,055,204	\$ 1,909,231	\$ 204	
1.040 - Restricted Grants-in-Aid	\$ 66,500	\$ 66,576	\$ 102,611	\$ 76	
1.050 - Property Tax Allocation	\$ -	\$ -	\$ -	\$ -	
1.060 - All Other Operating Revenues	\$ 179,700	\$ 179,716	\$ 115,617	\$ 16	
1.070 - Total Revenue	\$ 5,577,900	\$ 5,578,278	\$ 7,073,721	\$ 378	
Other Financing Sources:					
2.050 - Advances In	\$ 328,324	\$ 328,324	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ -	\$ -	\$ -	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 5,906,224	\$ 5,906,602	\$ 7,073,721	\$ 378	
Expenditures:					
3.010 - Personnel Services	\$ 2,660,000	\$ 2,658,098	\$ 1,742,401	\$ 1,902	
3.020 - Employees' Retirement/Insurance Benefits	\$ 810,000	\$ 808,108	\$ 704,169	\$ 1,892	
3.030 - Purchased Services	\$ 605,000	\$ 605,201	\$ 567,421	\$ (201)	
3.040 - Supplies and Materials	\$ 185,000	\$ 184,747	\$ 167,538	\$ 253	
3.050 - Capital Outlay	\$ 8,500	\$ 8,422	\$ 122,034	\$ 78	
4.055 - Debt Service Other	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 198,500	\$ 198,494	\$ 172,506	\$ 6	
4.500 - Total Expenditures	\$ 4,467,000	\$ 4,463,070	\$ 3,476,069	\$ 3,930	
Other Financing Uses:					
5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -	
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 4,467,000	\$ 4,463,070	\$ 3,476,069	\$ 3,930	
Surplus/(Deficit) for Month	\$ 1,439,224	\$ 1,443,532	\$ 3,597,652	\$ 4,308	

Garfield Heights City Schools



Forecast Comparison - General Operating Fund - July to June 2019



Revenue:

- 1.010 - General Property Tax (Real Estate)
- 1.020 - Public Utility Property Tax
- 1.035 - Unrestricted Grants-in-Aid
- 1.040 - Restricted Grants-in-Aid
- 1.050 - Property Tax Allocation
- 1.060 - All Other Operating Revenues
- 1.070 - Total Revenue**

FYTD 19 FCST Estimate	FYTD 19 Actuals	FYTD 18 Actuals	Variance- Current FYTD Actual to FCST Estimate	Explanation of Material Variance
\$ 6,813,700	\$ 6,813,732	\$ 6,879,764	\$ 32	
\$ 406,000	\$ 406,050	\$ 385,498	\$ 50	
\$ 4,015,000	\$ 4,015,297	\$ 3,715,231	\$ 297	
\$ 132,500	\$ 133,167	\$ 206,191	\$ 667	
\$ -	\$ -	\$ -	\$ -	
\$ 211,700	\$ 212,417	\$ 331,096	\$ 717	
\$ 11,578,900	\$ 11,580,663	\$ 11,517,780	\$ 1,763	

Other Financing Sources:

- 2.050 - Advances In
- 2.060 - All Other Financing Sources
- 2.080 Total Revenue and Other Financing Sources**

\$ 328,324	\$ 328,324	\$ 170,312	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ 11,907,224	\$ 11,908,987	\$ 11,688,092	\$ 1,763	

Expenditures:

- 3.010 - Personnel Services
- 3.020 - Employees' Retirement/Insurance Benefits
- 3.030 - Purchased Services
- 3.040 - Supplies and Materials
- 3.050 - Capital Outlay
- 4.055 - Debt Service Other
- 4.300 - Other Objects
- 4.500 - Total Expenditures**

\$ 4,553,000	\$ 4,550,614	\$ 3,612,350	\$ 2,386	
\$ 1,550,000	\$ 1,548,036	\$ 1,396,277	\$ 1,964	
\$ 1,408,000	\$ 1,407,822	\$ 1,528,382	\$ 178	
\$ 397,000	\$ 396,249	\$ 224,916	\$ 751	
\$ 8,500	\$ 8,422	\$ 168,523	\$ 78	
\$ -	\$ -	\$ -	\$ -	
\$ 280,500	\$ 281,454	\$ 183,982	\$ (954)	
\$ 8,197,000	\$ 8,192,597	\$ 7,114,430	\$ 4,403	

Other Financing Uses:

- 5.010 - Operating Transfers-Out
- 5.020 - Advances Out
- 5.050 - Total Expenditures and Other Financing Uses**

\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ 8,197,000	\$ 8,192,597	\$ 7,114,430	\$ 4,403	

Surplus/(Deficit) FYTD

\$ 3,710,224	\$ 3,716,390	\$ 4,573,662	\$ 6,166	
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Garfield Heights City Schools



Revenue Analysis Report - General Operating Fund Only - FY19



2018-2019	Local Revenue				Federal	State Revenue			Non-Operating*	Total Revenue
	Taxes		Interest	Other Local		Unrestricted Grants-in-Aid	Property Tax Allocation	Restricted Grants-in-Aid		
	Real Estate	Personal Property								
July	3,943,000	-	9,207	23,494	-	1,960,093	-	66,591	-	6,002,385
August	2,870,732	406,050	5,255	174,462		2,055,203		66,576	328,324	5,906,602
September										
October										
November										
December										
January										
February										
March										
April										
May										
June										
Totals	\$6,813,732	\$406,050	\$14,462	\$197,956	\$0	\$4,015,296	\$0	\$133,167	\$328,324	\$11,908,987
% of Total	57.22%	3.41%	0.12%	1.66%	0.00%	33.72%	0.00%	1.12%	2.76%	

*Non-Operating Revenue includes advances in, and refund of prior year expenditures.

Garfield Heights City Schools



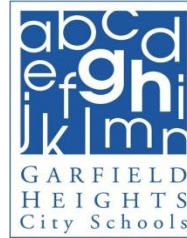
Expenditure Analysis Report - General Operating Fund - FY19



2017-2018	Salaries	Benefits	Services	Supplies	Equipment	Other	Non-Operating*	Total Expenses
July	1,892,516	739,928	802,621	211,502	-	82,960	-	3,729,527
August	2,658,098	808,108	605,201	184,747	8,422	198,494		4,463,070
September								-
October								-
November								-
December								-
January								-
February								-
March								-
April								-
May								-
June								-
TOTALS	\$4,550,614	\$1,548,036	\$1,407,822	\$396,249	\$8,422	\$281,454	\$0	\$8,192,597
% of Total	55.55%	18.90%	17.18%	4.84%	0.10%	3.44%	0.00%	

**Non-Operating expenses include advances and transfers out.*

Garfield Heights City Schools

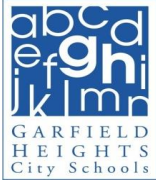


August 31, 2018

FINSUMM Financial Summary

Fund	Fund Name	Beginning Balance 7/1/2018	Monthly Receipts	Fiscal Year To Date Receipts	Monthly Expenditures	Fiscal Year To Date Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
001	General Fund	\$1,078,458.00	\$5,906,602.00	\$11,908,987.00	\$4,463,071.00	\$8,192,599.00	\$4,794,846.00	\$2,378,661.00	\$2,416,185.00
002	Bond Retirement	\$3,283,865.00	\$735,438.00	\$1,650,438.00	\$9,950.00	\$9,950.00	\$4,924,353.00	\$0.00	4,924,353.00
003	Permanent Improvement	\$186,224.00	\$27,898.00	\$61,608.00	\$25,088.00	\$25,088.00	\$222,744.00	\$24,905.00	197,839.00
004	Building Fund	\$103,558.00	\$2,725.00	\$5,450.00	\$0.00	\$26,025.00	\$82,983.00	\$0.00	82,983.00
006	Food Service	\$1,458,612.00	\$17,796.00	\$20,878.00	\$84,754.00	\$135,510.00	\$1,343,980.00	\$749,172.00	594,808.00
007	Special Trust	\$25,001.00	\$500.00	\$500.00	\$4,000.00	\$9,000.00	\$16,501.00	\$6,862.00	9,639.00
008	Endowment Trust	\$100,665.00	\$175.00	\$349.00	\$0.00	\$0.00	\$101,014.00	\$0.00	101,014.00
009	Uniform Supplies	(\$7.00)	\$2,002.00	\$2,180.00	\$4,835.00	\$4,939.00	(\$2,766.00)	\$51,093.00	(53,859.00)
014	Rotary - Internal Services	\$75,364.00	\$50.00	\$50.00	\$0.00	\$0.00	\$75,414.00	\$0.00	75,414.00
018	Public School Support	\$6,311.00	\$678.00	\$1,434.00	\$921.00	\$3,721.00	\$4,024.00	\$10,997.00	(6,973.00)
019	Other Grants	\$55,897.00	\$0.00	\$2,050.00	\$73,145.00	\$85,469.00	(\$27,522.00)	\$118.00	(27,640.00)
022	District Agency	\$22,184.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,184.00	\$0.00	22,184.00
024	Employee Benefits Self Insurance	\$186,407.00	\$0.00	\$0.00	(\$16,673.00)	(\$150,168.00)	\$336,575.00	\$1,315,303.00	(978,728.00)
034	Classroom Facilities Maintenance	\$768,054.00	\$39,964.00	\$88,254.00	\$5,799.00	\$6,009.00	\$850,299.00	\$56,719.00	793,580.00
200	Student Managed Funds	\$10,151.00	\$812.00	\$717.00	\$0.00	\$0.00	\$10,868.00	\$17,741.00	(6,873.00)
300	District Managed Funds	\$11,040.00	\$3,350.00	\$3,100.00	\$48,134.00	\$48,134.00	(\$33,994.00)	\$32,315.00	(66,309.00)
401	Auxiliary Services	\$104,443.00	\$162,563.00	\$162,860.00	\$66,690.00	\$108,424.00	\$158,879.00	\$268,677.00	(109,798.00)
439	Public School Preschool	(\$1.00)	\$11,772.00	\$11,772.00	\$45,516.00	\$53,810.00	(\$42,039.00)	\$6.00	(42,045.00)
440	Entry Year Programs	\$183.00	\$0.00	\$0.00	\$0.00	\$0.00	\$183.00	\$0.00	183.00
451	OneNet (Data Communication)	\$9,083.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,083.00	\$0.00	9,083.00
452	Schoolnet Professional Development	\$9.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9.00	\$0.00	9.00
461	Vocational Education Enhancements	\$3,199.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,199.00	\$0.00	3,199.00
463	Alternative Schools	\$334.00	\$0.00	\$0.00	\$0.00	\$0.00	\$334.00	\$0.00	334.00
499	Miscellaneous State Grants	\$992.00	\$0.00	\$0.00	\$0.00	\$0.00	\$992.00	\$0.00	992.00
506	Race to the Top	\$604.00	\$0.00	\$0.00	\$0.00	\$0.00	\$604.00	\$0.00	604.00
516	IDEA-B	\$146.00	\$74,470.00	\$74,470.00	\$283,858.00	\$423,303.00	(\$348,687.00)	\$463,297.00	(811,984.00)
533	Title IID Technology	\$76.00	\$0.00	\$0.00	\$0.00	\$0.00	\$76.00	\$0.00	76.00
536	Title I - School Improvement Part A	\$93.00	\$0.00	\$0.00	\$81,876.00	\$88,509.00	(\$88,416.00)	\$817.00	(89,233.00)
572	Title I - Disadvantaged Children	(\$549,843.00)	\$461,008.00	\$461,008.00	\$102,078.00	\$256,839.00	(\$345,674.00)	\$160,777.00	(506,451.00)
573	Title V	\$2,074.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,074.00	\$34.00	2,040.00
584	Drug Free School	\$7,777.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,777.00	\$0.00	7,777.00
587	Preschool Handicap	\$0.00	\$0.00	\$0.00	\$3,000.00	\$3,000.00	(\$3,000.00)	\$0.00	(3,000.00)
590	Title II-A - Improving Teacher Quality	\$40.00	\$0.00	\$0.00	\$36,227.00	\$45,939.00	(\$45,899.00)	\$3,194.00	(49,093.00)
599	Miscellaneous Federal Grants	\$3,378.00	\$0.00	\$0.00	\$5,000.00	\$7,633.00	(\$4,255.00)	\$0.00	(4,255.00)
	Grand Totals (ALL Funds)	\$6,954,371.00	\$7,447,803.00	\$14,456,105.00	\$5,327,269.00	\$9,383,733.00	\$12,026,743.00	\$5,540,688.00	\$6,486,055.00

Garfield Heights City Schools

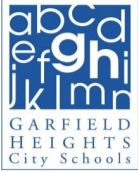


Record of Advances for 2018/2019



INITIAL ADVANCE INFORMATION						ADVANCE RETURN	
Date Approved	Board Resolution	FROM Fund	TO Fund	Fund Name	Amount	Date Returned	Amount
7/18/2018	2018-20	001	019-916A	Students of Promise	\$53,524.00	8/31/2018	\$53,524.00
7/18/2018	2018-20	001	439-9018	Public School Preschool	\$33,800.00	8/31/2018	\$33,800.00
7/18/2018	2018-20	001	516-9018	Title VI-B	\$140,000.00	8/31/2018	\$140,000.00
7/18/2018	2018-20	001	536-918I	Titte I Sub A	\$76,800.00	8/31/2018	\$76,800.00
7/18/2018	2018-20	001	587-9018	Preschool Handicap	\$3,000.00	8/31/2018	\$3,000.00
7/18/2018	2018-20	001	590-9018	Title II-A	\$21,200.00	8/31/2018	\$21,200.00
TOTAL Advances for 2017-2018					\$328,324.00		\$328,324.00
Advances Outstanding							\$0.00

Garfield Heights City Schools



Approved Grant Funds for 2018/2019



This report is a listing of all grant funds authorized and received throughout the 2018/2019 fiscal year.

Fund	Description	Authorized Amount	Non-Public Authorized Amount	Monthly Amount Received	Amount Received Project-To-Date
	<u>State Grants</u>				
439/9019	Public School Preschool	\$80,000.00	\$0.00	\$11,772.00	\$65,358.44
451/9019	Data Communications	\$0.00	\$0.00	\$0.00	\$0.00
	<u>Auxiliary Services</u>				
401/9019	Trinity	\$0.00	\$0.00	\$76,152.00	\$302,295.00
401/9619	St. Benedict	\$0.00	\$0.00	\$86,114.00	\$342,037.00
	Total State Funds	\$80,000.00	\$0.00	\$174,038.00	\$709,690.44
	<u>Federal Grants</u>				
516/9019	IDEA-B Special Education	\$1,007,792.00	\$0.00	\$74,470.00	\$1,170,335.28
536/9191	Title I School Improvement Part A	\$0.00	\$0.00	\$0.00	\$79,114.38
572/9019	Title I	\$1,499,129.00	\$0.00	\$461,008.00	\$1,537,864.93
587/9019	Preschool Special Education	\$17,767.00	\$0.00	\$0.00	\$27,914.96
590/9019	Title II-A Improving Teacher Quality	\$214,832.00	\$0.00	\$0.00	\$163,239.92
599/9019	Title IV-A Student Supp/Academic Enrich	\$116,966.00	\$0.00	\$0.00	\$0.00
	Total Federal Funds	\$2,856,486.00	\$0.00	\$535,478.00	\$2,978,469.47



Cash Reconciliation



August 31, 2018

FINSUM Balance **\$12,026,743.00**

Bank Balance:

Key Bnk - Property Tax/Foundation Receipts	\$ 5,333,371.00	
PNC - General	\$ 840,170.00	
JP MorganChase - Payroll	\$ 35,292.00	
		\$ 6,208,833.00

Investments:

STAR Ohio	3,729,815.00	
Red Tree	2,299,183.00	
PNC-Sweep	4,058.00	
Citizens-Sweep	<u>111,286.00</u>	
		\$ 6,144,342.00

Change Fund:

HS School Store	50.00	
HS Library	50.00	
High School Athletics	1,050.00	
		\$ 1,150.00

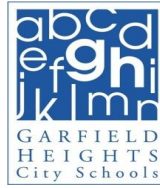
Less: Outstanding Checks-PNC Bank (General Fund) (327,582.00)

Adjustments	0.00
In Transits	0.00

Bank Balance **\$ 12,026,743.00**

Unreconcilable Difference **\$ -**

Garfield Heights City Schools



August 31, 2018

Appropriation Summary

Fund	FYTD Appropriated	Prior FY Carryover Encumbrances	FYTD Expendable	FYTD Actual Expenditures	MTD Actual Expenditures	Current Encumbrances	FYTD Unencumbered Balance	FYTD Percent Exp/Enc
001 General Fund	\$25,000,000.00	\$514,032.00	\$25,514,032.00	\$8,192,599.00	\$4,463,071.00	\$2,378,661.00	14,942,772.00	41.43%
002 Bond Retirement	\$500,000.00	\$0.00	500,000.00	\$9,950.00	\$9,950.00	\$0.00	490,050.00	1.99%
003 Permanent Improvement	\$100,000.00	\$0.00	100,000.00	\$25,088.00	\$25,088.00	\$24,905.00	50,007.00	49.99%
004 Building Fund	\$0.00	\$0.00	0.00	\$26,025.00	\$0.00	\$0.00	(26,025.00)	0.00%
006 Food Service	\$500,000.00	\$16,886.00	516,886.00	\$135,510.00	\$84,754.00	\$749,172.00	(367,796.00)	171.16%
007 Special Trust	\$10,000.00	\$19,150.00	29,150.00	\$9,000.00	\$4,000.00	\$6,862.00	13,288.00	54.42%
008 Edowment Trust	\$500.00	\$500.00	1,000.00	\$0.00	\$0.00	\$0.00	1,000.00	0.00%
009 Uniform Supplies	\$25,000.00	\$3,369.00	28,369.00	\$4,939.00	\$4,835.00	\$51,093.00	(27,663.00)	197.51%
014 Rotary - Internal Services	\$10,000.00	\$0.00	10,000.00	\$0.00	\$0.00	\$0.00	10,000.00	0.00%
018 Public School Support	\$10,000.00	\$3,500.00	13,500.00	\$3,721.00	\$921.00	\$10,997.00	(1,218.00)	109.02%
019 Other Grants	\$100,000.00	\$188.00	100,188.00	\$85,469.00	\$73,145.00	\$118.00	14,601.00	85.43%
022 District Agency	\$0.00	\$8,408.00	8,408.00	\$0.00	\$0.00	\$0.00	8,408.00	0.00%
024 Employee Benefits	\$350,000.00	\$138,769.00	488,769.00	(\$150,168.00)	(\$16,673.00)	\$1,315,303.00	(676,366.00)	0.00%
034 Classroom Facilities Maintenance	\$200,000.00	\$0.00	200,000.00	\$6,009.00	\$5,799.00	\$56,719.00	137,272.00	0.00%
200 Student Managed Funds	\$25,000.00	\$619.00	25,619.00	\$0.00	\$0.00	\$17,741.00	7,878.00	69.25%
300 District Managed Funds	\$50,000.00	\$276.00	50,276.00	\$48,134.00	\$48,134.00	\$32,315.00	(30,173.00)	160.01%
401 Auxiliary Services	\$200,000.00	\$78,247.00	278,247.00	\$108,424.00	\$66,690.00	\$268,677.00	(98,854.00)	135.53%
439 Public School Preschool	\$50,000.00	\$7.00	50,007.00	\$53,810.00	\$45,516.00	\$6.00	(3,809.00)	107.62%
451 OneNet (Data Communication)	\$9,000.00	\$0.00	9,000.00	\$0.00	\$0.00	\$0.00	9,000.00	0.00%
499 Miscellaneous State Grants	\$5,000.00	\$0.00	5,000.00	\$0.00	\$0.00	\$0.00	5,000.00	0.00%
516 IDEA-B	\$200,000.00	\$19,989.00	219,989.00	\$423,303.00	\$283,858.00	\$463,297.00	(666,611.00)	403.02%
536 Title I - School Improvement Part A	\$50,000.00	\$33,334.00	83,334.00	\$88,509.00	\$81,876.00	\$817.00	(5,992.00)	107.19%
572 Title I - Disadvantaged Children	\$500,000.00	\$84,292.00	584,292.00	\$256,839.00	\$102,078.00	\$160,777.00	166,676.00	71.47%
587 Preschool Handicap	\$20,000.00	\$0.00	20,000.00	\$3,000.00	\$3,000.00	\$0.00	17,000.00	15.00%
590 Title II-A - Improving Teacher Quality	\$50,000.00	\$3,194.00	53,194.00	\$45,939.00	\$36,227.00	\$3,194.00	4,061.00	92.37%
599 Miscellaneous Federal Grants	\$0.00	\$5,000.00	5,000.00	\$7,633.00	\$5,000.00	\$0.00	(2,633.00)	152.66%
Totals	\$27,964,500.00	\$929,760.00	\$28,894,260.00	\$9,383,733.00	\$5,327,269.00	\$5,540,654.00	\$13,969,873.00	51.65%

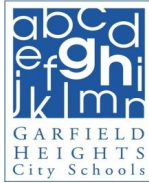
Garfield Heights City Schools



**Check Register for Checks > \$4,999.99
August 2018**



Vendor	Amount	Fund	Description
ABA Outreach	\$ 16,989.00	001	Classroom Behavior Support
Ohio Bureau of Workers Comp	\$ 15,167.00	Various	Workers Comp Payments
Renaissance Learning	\$ 38,348.00	001	Star Program Software High School
Royalton Music	\$ 5,000.00	599	Musical Instruments for Elementary
PNC Bank National Assoc	\$ 7,915.00	Various	Credit Card Purchases
Suburban Health Consortium	\$ 411,261.00	024	Employee Health Care for June
Brainpop LLC	\$ 7,633.00	572	On line interactive learning program
Dude Solutions, Inc.	\$ 10,380.00	001	Technology Helpdesk software program
Lynda.COM	\$ 9,500.00	001	Tech training software program
McGraw-Hill Companies	\$ 6,053.00	001	Student math workbooks Middle School
Riddell/All American	\$ 11,165.00	300	Football helmet reconditioning
Kidslink Neurobehavior	\$ 19,200.00	516	OOD Tuition
VOYA Institutional Trust	\$ 14,533.00	001	Teacher Severance Pay
American Reading Company	\$ 5,500.00	001	on-line subscription reading program Middle School
Apple, Inc	\$ 25,088.00	003	Apple iPads
BPI Information Systems	\$ 11,672.00	001	Emergency Switches
Steve Sports Inc	\$ 5,290.00	300	FB equipment/girdles/pads-Volleyball equipment
VOYA Institutional Trust	\$ 29,841.00	001	Teacher Severance Pay
WB Mason Co.	\$ 11,590.00	001	Copy Paper/Office supplies
Comdoc	\$ 49,119.00	001	Semi-Annual Copier Lease Payment
Connect	\$ 6,500.00	001	Quarterly Internet Service Fee
NEORS	\$ 6,796.00	001	Sewer Monthly Fees
WB Mason Co.	\$ 10,758.00	001	Copy Paper/Office supplies
American Financial	\$ 12,364.00	401	Trinity student printers lease payment
Damon Industries	\$ 5,517.00	001	Cleaning supplies
Eschoolview	\$ 9,264.00	001	Web hosting fee
Firefly Computers	\$ 14,174.00	401	Trinity Firefly computer purchase
Amazon	\$ 5,400.00	Various	Office/School/Department supplies
Illuminating Company	\$ 59,464.00	001	August Electricity
Pisanick Partners	\$ 11,058.00	006	Nutritionist Services
Connect	\$ 23,490.00	001	GoGuardian 3 year contract
Fisher & Phillips, LLP	\$ 26,198.00	001	Legal Fees
LEAP Program	\$ 100,770.00	516	OOD Tuition
Arbiter Pay	\$ 24,520.00	300	OSHAA Athletic Contest Referee/Worker Pay
JP Morgan Chase	\$ 919,849.00	Various	August #1 Payroll
JP Morgan Chase	\$ 1,002,886.00	Various	August #2 Payroll



**Investment Report
August 31, 2018**



<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	\$ 7,068.97	\$ 7,068.97	0.00	N/A
Citizens Bank	Municipal Money Market	\$ 104,217.29	\$ 104,217.29	0.00	N/A
PNC Bank	Business Perf Money Market	\$ 4,057.85	\$ 4,057.85	0.90	N/A
Red Tree Investment	Money Mkt Fund	\$ 24,473.42	\$ 24,473.42	1.83	N/A
Red Tree Investment	Agency Note	\$ 90,000.00	\$ 89,284.95	1.30	24-May-19
Red Tree Investment	Agency Note	\$ 94,672.25	\$ 93,733.84	1.00	19-Jul-19
Red Tree Investment	Agency Note	\$ 90,000.00	\$ 87,719.49	1.42	27-Jul-20
Red Tree Investment	Agency Note	\$ 100,000.00	\$ 97,763.50	1.50	28-Aug-20
Red Tree Investment	Certificate of Deposit	\$ 135,000.00	\$ 134,942.89	1.56	22-Oct-18
Red Tree Investment	Certificate of Deposit	\$ 99,700.00	\$ 98,806.20	2.07	13-Oct-20
Red Tree Investment	Certificate of Deposit	\$ 109,890.00	\$ 108,312.16	2.27	28-Oct-15
Red Tree Investment	Certificate of Deposit	\$ 75,000.00	\$ 72,262.65	1.76	17-Jun-21
Red Tree Investment	Commercial Paper	\$ 292,691.87	\$ 293,451.25	2.31	27-Nov-18
Red Tree Investment	Commercial Paper	\$ 297,670.00	\$ 298,425.00	2.35	27-Nov-18
Red Tree Investment	Commercial Paper	\$ 178,176.00	\$ 179,044.20	2.42	28-Nov-18
Red Tree Investment	Commercial Paper	\$ 297,651.50	\$ 298,368.00	2.33	30-Nov-18
Red Tree Investment	Commercial Paper	\$ 118,562.67	\$ 118,885.20	2.48	22-Jan-19
Red Tree Investment	Commercial Paper	\$ 295,695.00	\$ 296,433.00	2.54	25-Feb-19
Red Tree Investment	Accrued Interest	\$ -	\$ 1,620.92		
STAROhio	State Pool	\$ 3,729,814.77	\$ 3,729,814.77	2.08	N/A

Total Investment Amount

\$ 6,144,341.59 **\$ 6,138,685.55**

**August 2019
Interest**

**FYTD 2019
Interest**

General Fund	\$ 5,255.00	\$ 14,462.06
Food Service	2,375.00	\$ 4,692.48
Auxiliary Services-Trinity	85.77	\$ 171.54
Auxiliary Services-St. Benedict	211.41	\$ 422.82
Blaugrund Scholarship	174.56	\$ 348.83
	\$ 8,101.74	\$ 20,097.73

Garfield Heights City Schools

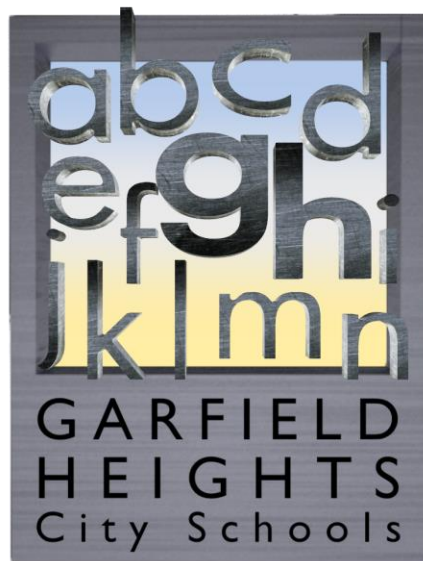


Legal Fees Analysis Report - FY19



	General	Board of Revision	GHTA	OAPSE	Personnel	Cell Tower	Lighting Energy Project	Debt Filings	Totals
July	1,423.00	270.50	15,252.00	31.00	1,333.00				18,309.50
August	6,045	4,320	7,192	155	8,487	547	858		27,604.00
September									-
October									-
November									-
December									-
January									-
February									-
March									-
April									-
May									-
June									-
TOTALS	\$7,468	\$4,591	\$22,444	\$186	\$9,820	\$547		\$0	\$45,914

GARFIELD HEIGHTS CITY SCHOOLS



ESTIMATED REVENUES PERMANENT APPROPRIATION BUDGET

Fiscal Year 2019

**ESTIMATED REVENUE/
PERMANENT APPROPRIATION (BUDGET)
FY 2019**

The Fiscal Year 2019 Estimated Revenue/Permanent Appropriation Measure contains **Estimated Revenue/Resources** and requested/proposed **Permanent Appropriations /Budget Expenditures** for all funds of Garfield Heights City Schools.

Per the Ohio Revised Code, a permanent appropriation measure must be Board approved by September 30 of each fiscal year. Ohio law also prohibits an appropriation amount to be in excess of total available resources (beginning unencumbered balance + estimated revenues).

The permanent appropriation amounts requested for the General Fund are shown at the function level which is the second level of reporting in the Uniform School Accounting System (USAS). This category includes the following:

- Instruction (1000) – Regular, Special, Vocational, Other
- Support Services (2000) – Pupils, Staff, Board, Administration, Fiscal, Business,
Operation and Maintenance of Plant, Transportation, Central
- Community Services (3000)
- Extracurricular Activities (4000)
- Facilities Acquisition (5000)
- Debt Service (6000)
- Transfers, Advances, Refunds of Prior Year Receipts (7000)

Also shown are the General Fund budget totals for the third level of reporting which is at the object level:

- Personal Services (100)
- Employee Retirement and Insurance (200)
- Purchased Services (400)
- Materials/Supplies (500)
- Capital Outlay (600/700)
- Debt Service (800)
- Other Expenditures (800)
- Other Financing Sources (900)

All other fund requested appropriations/budgets are at the fund level which is the first level of reporting as stipulated under Ohio law.

GENERAL FUND

General Fund (001): This is the general operating fund of the district.

Estimated Revenues/Resources

At the end of FY18, the General Fund had a carryover unencumbered/unreserved balance of **\$564,427**. This is not to be confused with the ending cash balance. The unencumbered balance is used for budgetary purposes. Revenue for Fiscal Year 2019 is currently estimated to be **\$45,483,724**. Combined with the unencumbered balance, total estimated resources available to appropriate for the General Fund are estimated to be **\$46,048,151**.

Total Local Revenues includes the following:

Property Taxes (General and Public Utility Tangible Property): These amounts are based on latest financial forecast projections. However, the final valuation amounts will not be known until December 2018.

Other Tax is the amount of property taxes the district receives from City View TIF. This amount is based on the amount received in the prior fiscal year.

Other Local Revenues (Tuition, Interest income, Pay to Participate Fees, Rental, and Miscellaneous): These amounts are based on the current forecast.

Total State Revenues are:

State Basic Aid amount is based on the funding model as approved in the latest biennial budget by the State Legislature. This includes both our Core and Economic Disadvantage formula amounts. Pupil transportation and special education state reimbursements are also included in this Foundation revenue amount.

Homestead/Rollback is based on a percentage of the real property taxes for qualified residential homeowners only.

Tangible Personal Property Reimbursement is based on what the district is expected to receive based on the state's phase out amount of the district's loss of its Tangible Personal Property Tax.

Total Other Financing Sources is the return of advances made in the prior year.

Total Revenues are estimated to increase by only 1.4% from Fiscal Year 2018 actual amount received due to the increase in State Foundation funding and a projected decrease in the collection of delinquent taxes.

In breaking down our revenue sources: 38.9% comes from local sources with the majority being property taxes and 60.3% comes from the State of Ohio. The remaining .7% is from Other Financing Sources.

Permanent Appropriations/Budget

The proposed appropriations for the General Fund are built on a combination of requested amounts, expected costs in the various areas and anticipated budget needs for the various service areas, departments and buildings. The amount represented in the parenthesis is the percentage of total expenditures.

Salaries and Wages/100 - \$24,387,300 (53.8%) The salary and wage amount shown reflects projected wages. This amount is based on the estimated salaries that will be earned by all employees who currently have contracts for the school year. In addition, the salary/wage amount includes projected estimates for incentives, substitutes, overtime, and any supplemental contracts. Lastly, all termination benefit (severance) payments are reflected here. The requested appropriated Salary and Wages amount is a 2.4% **increase** from FY18 actual.

Employee Retirement and Insurance/200 - \$9,239,000 (20.4%) Included here are the Board's incurred costs for retirement (14% of wages earned) and for Medicare on new employees hired after 1986 (1.45% of wages earned). Health insurance costs are also considered a fringe benefit. Health insurance premiums for medical, prescription, vision and life insurance are estimated to increase 12.63% in the aggregate for family coverage and single coverage. This also takes into account the change in health care coverage and the new premium amounts. Workers' Compensation, which is based on a percentage of the payroll, is here included as a fringe benefit. The Employee Retirement and Insurance requested appropriation amount is a 4.6% **increase** from FY18 actual.

Purchased Services/400 - \$9,645,755 (21.4%) The purchased service areas are costs incurred by the district for services provided by outside agencies, vendors, sources, etc. Areas where there is expected to be a significant increase are the Special Education Instruction (1200), Other Education (1900), Support Services-Instructional Staff (2200), and Support Services-Operation/Maintenance of Plant/Utilities (2700). Special need student costs and Out of District tuition continues to rise. The requested Purchased Service appropriation is an overall .2% **increase** from FY18 actual expenditures.

Supplies and Materials/500 - \$798,700 (1.8%) The administrative team has determined the material and supply needs for their buildings/departments. In addition, the district needs to scale back in this area due to a significant decrease in projected state funding. Therefore, the Supplies and Materials requested appropriation amount is an **increase** of 6.1% than was actually expended in FY18.

Capital Outlay/600 - \$79,100 (0.4%) This is mainly for technology equipment that needs to be replaced due to outdated operating systems and testing requirements. While a substantial portion of this amount will be ERATED, we will not see this until the next fiscal year. As with Supplies and Materials, the requested appropriation amount for Capital Outlay is a 52.7% **decrease** from what was actually expended in FY18.

Facilities Acquisition/Debt Service/Lease Purchase - \$82,350 (.2%) This amount represents debt service payment an equipment lease purchase approved in 2017. Therefore, the requested appropriation amount reflects the obligation due this fiscal year.

Other Objects/800 - \$649,450 (1.4%) This amount represents dues and fees for professional organizations, state audit fees, county auditor/treasurer fees, contingencies, liability insurance and election expense. These fees are estimated to decrease especially the election expense this fiscal year. All other areas, including state audit fees, are expected to decrease or remain the same. The requested appropriation amount for Other Objects is a slight 3.6% **increase** from FY18 actual.

Other Financing Uses/900 - \$550,000 (1%) includes transfers, advances, and refunds of prior year receipts. Transfers are expected to increase based on projected needs in various grant funds to supplement their programming and to the athletic fund (300-926A). Any advance-out amount will be offset in the following fiscal year with an advance-in.

The total requested appropriation amount for the General Fund is \$45,331,655. This is a **1.6% increase** over prior year actual expenditures.

Note: The appropriated/budget amount does not mean that the whole amount will be needed. Events do take place during the school year that will not be anticipated. Therefore, revisions/amendments to the appropriated amounts may be necessary. The Board will be fully apprised when that situation occurs.

While revenues are anticipated to increase slightly and program expenditures are projected to increase slightly, the district **will** need to utilize its carryover cash balance from fiscal year 2018. This appropriation measure leaves the district with a very minimal year-end balance.

Ohio law mandates that a district cannot appropriate more than total available resources. Total available resources are calculated by adding the beginning unencumbered balance and total estimated revenues.

BOND RETIREMENT FUND

Bond Retirement (002): A fund provided for the retirement of serial bonds and short term loans. All revenue derived from general or special levies, either within or exceeding the ten-mill limitation, which is levied for debt charges on bonds or loans, shall be paid into this fund.

The estimated revenue is the approved bond levy being assessed on the same valuations used for the General Fund. The principal and interest payment amounts appropriated are the amount of debt obligation being incurred by the district this fiscal year. An amortization schedule of annual debt service requirements has been established. The district has five debt issues that are paid from this fund: 2006 Refunded Issue, 2012 Refunded Issue, 2015 Refunded Issue, 2016 Refunded Issue and the Energy Conservation Bond Issue.

PERMANENT IMPROVEMENT FUND

Permanent Improvement Fund (003): The Permanent Improvement fund accounts for those monies generated through a separate property tax levy. Proceeds of the fund may be used to acquire, construct, or improve any property or asset with a useful life of five years or more (Chapter 5705.01(E), R.C.).

The appropriation amounts for the Permanent Improvement (PI) funds are limited by the revenue generated from the PI levy. This amount is also estimated using the same property valuations for the General Fund. The PI fund shows requested appropriated amounts for building maintenance and improvement projects and technology equipment to be purchased for this school year. Also included here are lease-purchase payments for equipment in the Center for Performing Arts that matures this fiscal year.

BUILDING FUND

Building Fund (004): Used to record financial transactions related to the construction and/or renovation projects.

The appropriation amount being requested is for the unused remaining funds in case they are needed for a project where funding is needed.

FOOD SERVICE FUND

Food Services Fund (006): Used to record financial transactions related to the food service operation.

The Food Service Fund's requested appropriation is based on estimated wages, retirement and health benefit costs for cafeteria personnel in addition to the estimated food costs for the coming fiscal year. The food costs are based on prior history and projected needs. Estimated revenues are based on prior year food sales and projected federal funding from the CEP and breakfast programs.

EXPENDABLE TRUST

Expendable Trust (007): A fund used to account for assets held by a school system in a trustee capacity or as an agent for individuals, private organizations, and other governmental and/or other funds.

The requested appropriation for these funds are based on each fund's scholarship amounts granted as detailed in the trust agreements. The appropriation amount being requested is based on the awarding of the same number of scholarships as in fiscal year 2018.

NONEXPENDABLE TRUST FUNDS

Blaugrund Scholarship Nonexpendable Trust Fund (008): Used for annual scholarship awarded by the district. Nonexpendable infers that only interest can be used and not the principal.

The requested appropriation for this fund is limited to the interest revenue projected to be generated.

UNIFORM SCHOOL SUPPLIES FUND

Uniform School Supplies Fund (009): Accounts for the purchase and resale of school supplies.

Appropriations for these funds are limited to the total estimated/available resources from collection of schools fees for various instructional supply items such as workbooks, art, technology, and any other applicable instructional supply item. The requested appropriation amount is building based. The only building that collects fees is the High School. Due to the high volume of waived fees, this fund will not break even and will need a transfer from the General Fund to avoid a year-end deficit.

ROTARY FUND

Internal Services Rotary (014): A fund provided to account for operations that provide goods or services to other governmental units on a cost-reimbursement basis. The use of the fund may be applied to situations where the district acts as fiscal agent for a multi-district program.

The requested appropriation is based on estimated amounts that will be collected and disbursed to offset costs for such purposes as field trips not part of the curriculum.

PUBLIC SCHOOL SUPPORT

Public School Support Fund (018): Accounts for specific revenue sources (profit from vending machines, picture sales, etc) that are restricted to expenditures for specific purposes that could be curricular and extra-curricular related as approved by the Board.

The requested appropriation amounts for these funds are limited to their projected total estimated /available resources.

OTHER LOCAL GRANTS

Other Grant Fund (019): Accounts for specific revenue sources except for state and federal grants that are legally restricted to expenditures for specific purposes.

The requested appropriation amounts are based on estimated intermediate grant amounts projected to be received this fiscal year. The two main grants are the Closing the Achievement Gap and Head Start Preschool Program. Both of these grants come from Cuyahoga County. It is anticipated that the Head Start program will need a significant transfer-in to offset the shortfall in this grants funding to cover the total cost of the program.

DISTRICT ROTARY

District Rotary Fund (022): Used to account for those assets held by a school district as an agent for individuals, private organization, other governmental units, and/or other funds. This fund is used to keep track of State Athletic Tournaments held in the district and turned over to the Ohio High School Athletic Association.

The district currently hosts two OHSAA tournaments, Division III Basketball and Division IV Wrestling. The requested appropriation amounts are based on estimated tournament fees to be generated and corresponding costs to be incurred.

EMPLOYEE BENEFITS SELF INSURANCE FUND

Employee Benefits Self-Insurance Fund (024): A fund provided to account for monies received from other funds as payment for providing medical, hospitalization, life, dental, vision, or any other similar employee benefits. The Employee Benefits Self-Insurance Fund may make payments for services provided to employees, for reimbursements to employees who have paid providers, to third party administrators for claim payment or administration, for stop-loss coverage or for any other reinsurance or other similar purposes.

The requested appropriation amount is based on the projected/estimated cost of health insurance to be incurred and paid this fiscal year.

CLASSROOM FACILITIES MAINTENANCE FUND

Classroom Facilities Maintenance Fund (034): A fund used to account for the proceeds of a levy for the maintenance of facilities.

As a requirement from the Ohio School Facility Commission, the district is required to set-a-side a half mill for classroom facilities maintenance. This half mill comes from the Permanent Improvement continuing levy. The appropriation amount is based on the projected/estimated revenue generated from this half mill and projected maintenance needs for the upcoming year.

STUDENT MANAGED ACTIVITY

Student Managed Activity Funds (200): Accounts for student activity programs that have student participation in the activity and have students involved in management of the program.

The requested appropriation amounts are limited to their total estimated/available resources from donations and fund raisers as outlined in each club's policy and purpose statements/estimated financial activity. The appropriation amounts are based on past history and projected needs as determined by the advisor. Student Managed activity funds includes: Honor Society-HS/MS, Art Club, Spanish Club, Community Service and the Senior Classes.

DISTRICT MANAGED ACTIVITY FUNDS

District Managed Fund (300): Accounts for those student activity programs which have student participation in the activity but do not have students involved in management of the program.

The requested appropriation amounts are limited to their projected total estimated/available resources from their extracurricular activity area. The appropriation amounts are based on past history and projected needs as determined by the coordinator of each of these student activity areas. District Managed activity funds included here are: Youth Drama, Garfield Mirror, Music Express, Vocal Music-HS/MS, Band-HS/MS, Drama-HS/MS, Library, Band-Maple Leaf, Yearbook, Athletics-HS/MS, Track-HS/MS, Dance Line, Cheerleaders-HS/MS, Academic Team, Band Uniforms, GHTV, Volleyball and DAWG Pound Store.

State Grant Funds (400)

AUXILIARY SERVICES

Auxiliary Services Fund (401): Funds used to account for monies which provide services and materials to pupils attending non-public schools within the school district.

The requested appropriations for these funds are limited to the amount of state grant money each non-public school (Trinity and St. Benedict) are estimated to receive this fiscal year. This allocation is based on the number of students enrolled in each of these schools.

EARLY CHILDHOOD EDUCATION

Early Childhood Education Fund (439): A fund to assist school districts in paying the cost of preschool programs for three and four year old students.

The budget/appropriation for this fund is based on the salary/benefit amount of the teacher funded by this grant. Since the teacher's salary/benefit is higher than the actual grant amount, the General Fund will need to offset the difference through a transfer.

ONENET CONNECTIVITY

Data Communications Fund (451): Provided to account for money used for the installation and ongoing support of the data communication links connecting the school buildings to the Ohio Educational Computer Network and to the Internet.

The budget/appropriation for this fund is limited to the amount of state grant money estimated to be allocated to the district this fiscal year along with any unused funds carried over from the previous fiscal year(s).

Federal Grant Funds (500)

IDEA TITLE VI-B

IDEA, Part B, Special Education, Education of Handicapped Children (516): Grants to assist states in providing an appropriate public education to all children with disabilities.

The appropriation for this fund is limited to the amount of federal grant money we have requested and been allocated through the state's CCIP along with any carry over from the previous fiscal year.

TITLE I SCHOOL IMPROVEMENT SUB PART A

Title I, School Improvement Part A (536): To help schools improve the teaching and learning of children failing, or most at risk of failing to meet challenging State academic achievement standards.

The appropriation for this fund is limited to the amount of federal grant money we have requested and been allocated through the state's CCIP along with any carry over from the previous fiscal year.

TITLE I

Title I, Disadvantaged Children/Targeted Assistance (572): To provide financial assistance to State and Local educational agencies to meet the special needs of educationally deprived children. Included are the Even Start and Comprehensive School Reform programs.

The appropriation for this fund is limited to the amount of federal grant money we have requested and been allocated through the state's CCIP along with any carry over from the previous fiscal year.

EARLY CHILDHOOD SPECIAL EDUCATION

IDEA Preschool Grant for the Handicapped (587): To address the improvement and expansion of services for handicapped children ages three (3) through five (5) years.

The appropriation for this fund is limited to the amount of federal grant money we have requested and been allocated through the state's CCIP.

TITLE II-A

Title II-A Improving Teacher Quality (590): A fund used to account for monies to hire additional classroom teachers in grades 1 through 3, so that the number of students per teacher will be reduced.

The appropriation for this fund is limited to the amount of federal grant money we have requested and been allocated through the state's CCIP along with any carry over from the previous fiscal year.

TITLE IV-A

Title IV-A Student Support and Academic Enrichment (599): A fund used to account for monies to help pay for a summer learning program for students who will be entering kindergarten in the fall.

The appropriation for this fund is limited to the amount of federal grant money we have requested and been allocated through the state's CCIP along with any carry over from the previous fiscal year.

**GENERAL FUND
(001)**

GENERAL FUND 001	ACTUAL FY18	EST REV/ BUDGET FY19	Percent of Total
BEGINNING BALANCE	850,970	\$ 564,427	
REVENUES			
TOTAL LOCAL REVENUES	17,702,049	17,710,100	38.9%
TOTAL STATE REVENUES	26,981,325	27,445,300	60.3%
TOTAL OTHER FINANCING SOURCES	175,571	328,324	0.7%
TOTAL REVENUES	44,858,945	45,483,724	99.9%
TOTAL AVAILABLE RESOURCES	45,709,915	46,048,151	
EXPENDITURES			
1100 REGULAR INSTRUCTION	17,444,715	17,815,755	39.3%
1200 SPECIAL INSTRUCTION	2,938,013	2,996,700	6.6%
1900 OTHER INSTRUCTION	7,946,334	8,104,100	17.9%
2100 SUPPORT SERVICES - PUPILS	3,000,925	3,317,605	7.3%
2200 SUPPORT SERVICES - INSTRUCTIONAL STAFF	1,462,863	1,293,395	2.9%
2300 SUPPORT SERVICES - BOARD OF EDUCATION	82,493	72,150	0.2%
2400 SUPPORT SERVICES - ADMINISTRATION	4,205,759	4,278,750	9.4%
2500 SUPPORT SERVICES - FISCAL	930,388	1,008,200	2.2%
2600 SUPPORT SERVICES - BUSINESS	355,793	401,700	0.9%
2700 SUPPORT SERVICES - OPERATION/MAINTENANCE PLAN	3,496,569	3,510,650	7.7%
2800 SUPPORT SERVICES - PUPIL TRANSPORTATION	974,182	1,014,500	2.2%
2900 SUPPORT SERVICES - CENTRAL	553,997	560,000	1.2%
3000 COMMUNITY SERVICES	0	0	0.0%
4000 EXTRACURRICULAR ACTIVITIES	439,037	425,800	0.9%
5000 FACILITIES ACQUISITION/CONSTRUCTION	0	0	0.0%
6100 DEBT SERVICE	215,856	82,350	0.2%
7200 TRANSFERS OUT	256,209	250,000	0.6%
7400 ADVANCES OUT	328,324	200,000	1.0%
7500 REFUND OF PRIOR YEAR RECEIPTS	0	0	0.0%
TOTAL EXPENDITURES BY FUNCTION	44,631,457	45,331,655	100.6%
Personal Services	23,820,934	24,387,300	53.8%
Employee Retirement and Insurance	8,833,776	9,239,000	20.4%
Purchased Services	9,629,647	9,645,755	21.3%
Supplies and Materials	752,520	798,700	1.8%
Capital Outlay	167,275	79,100	0.2%
Facilities Acqu/Debt Service/Lease Purchase	215,856	82,350	0.2%
Other Objects	626,916	649,450	1.4%
Other Financing Uses	584,533	450,000	1.0%
TOTAL EXPENDITURES BY OBJECT	44,631,457	45,331,655	100.1%
ENDING BALANCE	1,078,458	\$ 716,496	
LESS ENCUMBRANCES	514,031		
UNENCUMBERED BALANCE	\$ 564,427		

**BOND RETIREMENT
(002)**

BOND RETIREMENT FUND 002	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 3,123,574	\$ 3,283,866
TOTAL REVENUES:	4,399,760	4,326,000
AVAILABLE RESOURCES	<u>7,523,334</u>	<u>7,609,866</u>
TOTAL EXPENDITURES	<u>4,239,468</u>	<u>4,581,640</u>
ENDING BALANCE	3,283,866	<u>\$ 3,028,226</u>
LESS ENCUMBRANCES	0	
UNENCUMBERED BALANCE	<u><u>\$ 3,283,866</u></u>	

**PERMANENT IMPROVEMENT
(003)**

PERMANENT IMPROVEMENT FUND 003	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 566,777	\$ 186,225
TOTAL REVENUES	164,870	164,500
AVAILABLE RESOURCES	<u>731,647</u>	<u>350,725</u>
TOTAL EXPENDITURES	<u>545,422</u>	<u>260,507</u>
ENDING BALANCE	186,225	<u>\$ 90,218</u>
LESS ENCUMBRANCES	<u>0</u>	
UNENCUMBERED BALANCE	<u><u>\$ 186,225</u></u>	

**BUILDING FUND
(004)**

BUILDING FUND 004	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 79,562	\$ 103,558
TOTAL REVENUES	23,996	18,000
AVAILABLE RESOURCES	<u>103,558</u>	121,558
TOTAL EXPENDITURES	<u>0</u>	26,100
ENDING BALANCE	103,558	<u>\$ 95,458</u>
LESS ENCUMBRANCES	0	
UNENCUMBERED BALANCE	<u>\$ 103,558</u>	

**FOOD SERVICE
(006)**

FOOD SERVICE 006	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 1,316,083	\$ 1,441,726
TOTAL REVENUES	1,876,814	1,921,000
AVAILABLE RESOURCES	<u>3,192,897</u>	<u>3,362,726</u>
TOTAL EXPENDITURES	<u>1,734,285</u>	<u>2,105,000</u>
ENDING BALANCE	1,458,612	<u>\$ 1,257,726</u>
LESS ENCUMBRANCES	16,886	
UNENCUMBERED BALANCE	<u><u>\$ 1,441,726</u></u>	

**EXPENDABLE TRUST FUND
(007)**

EXPENDABLE TRUST FUND 007	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 24,737	\$ 10,187
TOTAL REVENUES:	16,495	10,000
AVAILABLE RESOURCES	<u>41,232</u>	<u>20,187</u>
TOTAL EXPENDITURES	<u>11,895</u>	<u>15,600</u>
ENDING BALANCE	29,337	<u>\$ 4,587</u>
LESS ENCUMBRANCES	<u>19,150</u>	
UNENCUMBERED BALANCE	<u><u>\$ 10,187</u></u>	

**NON EXPENDABLE TRUST
(008)**

NON EXPENDABLE TRUST 008	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 100,589	\$ 100,165
TOTAL REVENUES	576	500
AVAILABLE RESOURCES	<u>101,165</u>	<u>100,665</u>
TOTAL EXPENDITURES	500	500
ENDING BALANCE	100,665	<u>\$ 100,165</u>
LESS ENCUMBRANCES	500	
UNENCUMBERED BALANCE	<u><u>\$ 100,165</u></u>	

**UNIFORM SCHOOL SUPPLIES
(009)**

UNIFORM SCHOOL SUPPLIES FUND 009	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 16	\$ (3,377)
TOTAL REVENUES	57,031	63,600
AVAILABLE RESOURCES	<u>57,047</u>	<u>60,223</u>
TOTAL EXPENDITURES	<u>57,055</u>	<u>60,000</u>
ENDING BALANCE	(8)	\$ 223
LESS ENCUMBRANCES	3,369	
UNENCUMBERED BALANCE	<u>\$ (3,377)</u>	

**ROTARY
(014)**

ROTARY 014	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 76,554	\$ 75,364
TOTAL REVENUES	60,929	52,000
AVAILABLE RESOURCES	<u>137,483</u>	<u>127,364</u>
TOTAL EXPENDITURES	<u>62,119</u>	<u>66,000</u>
ENDING BALANCE	75,364	<u>\$ 61,364</u>
LESS ENCUMBRANCES	0	
UNENCUMBERED BALANCE	<u><u>\$ 75,364</u></u>	

**PUBLIC SCHOOL SUPPORT
(018)**

PUBLIC SCHOOL SUPPORT 018	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 7,915	\$ 2,811
TOTAL REVENUES	30,207	26,300
AVAILABLE RESOURCES	<u>33,786</u>	<u>24,775</u>
TOTAL EXPENDITURES	<u>31,811</u>	<u>24,500</u>
ENDING BALANCE	6,311	<u>\$ 275</u>
LESS ENCUMBRANCES	<u>3,500</u>	
UNENCUMBERED BALANCE	<u>\$ 2,811</u>	

**OTHER GRANTS
(019)**

OTHER GRANT FUNDS 019	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 51,401	\$ 55,709
TOTAL REVENUES	318,207	283,500
AVAILABLE RESOURCES	<u>369,608</u>	<u>339,209</u>
TOTAL EXPENDITURES	<u>313,712</u>	<u>264,324</u>
ENDING BALANCE	55,896	<u>\$ 74,885</u>
LESS ENCUMBRANCES	187	
UNENCUMBERED BALANCE	<u>\$ 55,709</u>	

**DISTRICT AGENCY
(022)**

DISTRICT AGENCY FUND 022	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 18,456	\$ 22,184
TOTAL REVENUES	22,920	23,000
AVAILABLE RESOURCES	<u>41,376</u>	<u>45,184</u>
TOTAL EXPENDITURES	<u>19,192</u>	<u>23,000</u>
ENDING BALANCE	22,184	\$ 22,184
LESS ENCUMBRANCES	<u>0</u>	
UNENCUMBERED BALANCE	<u><u>\$ 22,184</u></u>	

**BENEFIT SELF INSURANCE
(024)**

BENEFIT SELF INSURANCE FUND 024	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 2	\$ 47,638
TOTAL REVENUES	0	400,000
AVAILABLE RESOURCES	<u>2</u>	<u>447,638</u>
TOTAL EXPENDITURES	<u>(186,405)</u>	<u>400,000</u>
ENDING BALANCE	\$ 186,407	\$ 47,638
LESS ENCUMBRANCES	138,769	
UNENCUMBERED BALANCE	<u><u>\$ 47,638</u></u>	

**CLASSROOM FACILITIES MAINTENANCE
(034)**

CLASSROOM FACILITIES MAINTENANCE FUND 034	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 657,875	\$ 759,646
TOTAL REVENUES	300,458.00	300,000
AVAILABLE RESOURCES	<u>958,333.00</u>	<u>1,059,646</u>
TOTAL EXPENDITURES	<u>190,279</u>	<u>625,200</u>
ENDING BALANCE	\$ 768,054	\$ 434,446
LESS ENCUMBRANCES	8,408	
UNENCUMBERED BALANCE	<u><u>\$ 759,646</u></u>	

STUDENT MANAGED ACTIVITY
(200)

STUDENT MANAGED ACTIVITY 200	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 18,712	\$ 9,532
TOTAL REVENUES	62,348	56,000
AVAILABLE RESOURCES	<u>81,060</u>	<u>65,532</u>
TOTAL EXPENDITURES	<u>70,909</u>	<u>57,000</u>
ENDING BALANCE	\$ 10,151	<u><u>\$ 8,532</u></u>
LESS ENCUMBRANCES	619	
UNENCUMBERED BALANCE	<u><u>\$ 9,532</u></u>	

DISTRICT MANAGED ACTIVITY
(300)

DISTRICT MANAGED ACTIVITY 300	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 23,818	\$ 10,763
TOTAL REVENUES	236,990	215,850
AVAILABLE RESOURCES	<u>260,808</u>	<u>226,613</u>
TOTAL EXPENDITURES	<u>249,769</u>	<u>222,050</u>
ENDING BALANCE	\$ 11,039	<u><u>\$ 4,563</u></u>
LESS ENCUMBRANCES	276	
UNENCUMBERED BALANCE	<u><u>\$ 10,763</u></u>	

AUXILIARY SERVICES
(401)

AUXILIARY SERVICES FUND 401	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ -	\$36,802
TOTAL REVENUES	649,669	487,697
AVAILABLE RESOURCES	<u>649,669</u>	<u>524,499</u>
TOTAL EXPENDITURES	<u>534,622</u>	<u>524,499</u>
ENDING BALANCE	\$ 115,047	<u>\$ -</u>
LESS ENCUMBRANCES	78,245	
UNENCUMBERED BALANCE	<u>\$ 36,802</u>	

**EARLY CHILDHOOD EDUCATION CHALLENGE
(439)**

EARLY CHILDHOOD EDUCATION 439	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 5,415	\$ 1,363
AVAILABLE RESOURCES	<u>97,693</u>	115,190
TOTAL EXPENDITURES	<u>134,547</u>	115,190
ENDING BALANCE	1,363	\$ -
LESS ENCUMBRANCES	<u>-</u>	
UNENCUMBERED BALANCE	<u><u>\$ 1,363</u></u>	

**ONENET CONNECTIVITY
(451)**

ONENET CONNECTIVITY 451	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 83	\$ 9,083
TOTAL REVENUES	9,000	9,000
AVAILABLE RESOURCES	<u>9,083</u>	<u>18,083</u>
TOTAL EXPENDITURES	<u>0</u>	<u>18,000</u>
ENDING BALANCE	9,083	<u><u>\$ 83</u></u>
LESS ENCUMBRANCES	<u>0</u>	
UNENCUMBERED BALANCE	<u><u>\$ 9,083</u></u>	

**IDEA TITLE VI-B
(516)**

TITLE VI-B FUND 516	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ (55,627)	\$ 5,328
TOTAL REVENUES	1,172,693	1,185,189
AVAILABLE RESOURCES	<u>1,117,066</u>	<u>1,190,517</u>
TOTAL EXPENDITURES	<u>1,091,762</u>	<u>1,190,517</u>
ENDING BALANCE	\$ 25,304	\$ -
LESS ENCUMBRANCES	19,976	
UNENCUMBERED BALANCE	<u><u>\$ 5,328</u></u>	

TITLE I
SUB PART A
(536)

TITLE I SUB A 536	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ -	\$ (21,638)
TOTAL REVENUES	143,533	128,267
AVAILABLE RESOURCES	<u>143,533</u>	<u>106,629</u>
TOTAL EXPENDITURES	<u>132,653</u>	<u>106,629</u>
ENDING BALANCE	\$ 10,880	\$ -
LESS ENCUMBRANCES	32,518	
UNENCUMBERED BALANCE	<u><u>\$ (21,638)</u></u>	

TITLE I
(572)

TITLE I FUND 572	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ -	\$ (348,401)
TOTAL REVENUES	1,265,195	2,201,592
AVAILABLE RESOURCES	<u>1,265,195</u>	<u>1,853,191</u>
TOTAL EXPENDITURES	<u>1,529,409</u>	<u>1,853,191</u>
ENDING BALANCE	(264,214)	<u>\$ -</u>
LESS ENCUMBRANCES	<u>84,187</u>	
UNENCUMBERED BALANCE	<u>\$ (348,401)</u>	

**EARLY CHILDHOOD SPECIAL EDUCATION
(587)**

EARLY CHILDHOOD SPECIAL EDUCATION FUND 587	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ 1,832	\$ 1,930
TOTAL REVENUES	43,336	35,755
AVAILABLE RESOURCES	<u>45,168</u>	<u>37,685</u>
TOTAL EXPENDITURES	<u>43,238</u>	<u>37,685</u>
ENDING BALANCE	1,930	<u>\$ -</u>
LESS ENCUMBRANCES	<u>0</u>	
UNENCUMBERED BALANCE	<u><u>1,930</u></u>	

**TITLE II-A
(590)**

TITLE II-A FUND 590	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ -	\$ 5
TOTAL REVENUES	184,440	261,859
AVAILABLE RESOURCES : TOTAL REVENUES	<u>184,440</u>	<u>261,864</u>
TOTAL EXPENDITURES	<u>184,435</u>	<u>261,864</u>
ENDING BALANCE	5	<u>\$ -</u>
LESS ENCUMBRANCES	0	
UNENCUMBERED BALANCE	<u>\$ 5</u>	

Title IV-B
Student Support and Academic Enrichment
(599)

TITLE IV STUDENT SUPPORT	ACTUAL FY18	EST REV/ BUDGET FY19
BEGINNING BALANCE	\$ -	\$ (5,666)
TOTAL REVENUES	10,554	137,984
AVAILABLE RESOURCES	<u>10,554</u>	<u>132,318</u>
TOTAL EXPENDITURES	<u>11,220</u>	<u>132,318</u>
ENDING BALANCE	(666)	<u>\$ -</u>
LESS ENCUMBRANCES	5,000	
UNENCUMBERED BALANCE	<u>\$ (5,666)</u>	

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>
Bensie	Melissa	Cert-EW	Maternity LOA	11/29/2018	3/18/2019	Maternity LOA (FMLA)
Donald	Jeanette	Class-Garage	Unpaid LOA	8/20/2018	8/27/2018	Unpaid LOA
Flood	Melissa	Cert-WF	Medical LOA	10/23/2018	11/20/2018	Medical LOA (FMLA)
Frame	Patricia	Cert-HS	Medical LOS	8/13/2018	8/12/2019	Intermittent Medical LOA for Family Member (FMLA)
Gerber	Valerie	Class-MS	Medical LOA	8/4/2018	10/24/2018	Medical LOA (FMLA)
Keefe	Leah	Cert-MS	Maternity LOA	11/25/2018	3/4/2019	Maternity LOA (FMLA)
Lambert	Brad	Cert-HS	Paternity LOA	11/17/2018	1/7/2019	Paternity LOA (FMLA)
Lewis	Reginald	Qual-EW	Administrative LOA	08/30/18	Resigned 9/12/18	Paid Administrative LOA
Stewart	Stephanie	Class-Garage	Unpaid LOA	09/17/18	09/20/18	Unpaid LOA
Tabor	Angie	Cert-LC	Intermittent FMLA	08/31/18	08/30/19	Intermittent Medical LOA (FMLA)
Ward	Taylor	Cert-HS	Unpaid LOA	08/21/18	08/27/18	Unpaid Medical LOA
Warren	Melanie	Cert- MS	Medical LOA	08/30/18	08/29/19	Intermittent Medical LOA for Family Member (FMLA)

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.

File: AFC-1 (Also GCN-1)

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

File: AFC-1 (Also GCN-1)

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: AFC-1 (Also GCN-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 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

File: AFC-2 (Also GCN-2)

EVALUATION OF PROFESSIONAL STAFF (Administrators Both Professional and Support)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

File: AFC-2 (Also GCN-2)

Ohio Principal Evaluation System (OPES)

Procedures for evaluating principals and assistant principals are based on principles comparable to the Ohio Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above system, with the inclusion of the following components.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) Ohio Department of Education (ODE)-approved assessments and/or (3) Board-determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

(Choose one of the following two paragraphs)

~~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.~~

~~Value added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years may be used to assess student academic growth where such data is available. Such data also may be used when making dismissal, retention, tenure or compensation decisions.~~

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

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

File: AFC-2 (Also GCN-2)

[Adoption date:]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;
3319.22
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

NOTE: See policy coded AFC-1 (Also GCN-1) for an explanation of the coding of this sample policy. Regulations accompanying this policy follow under code AFC-2-R (Also GCN-2-R).

Administrative personnel are all persons issued contracts in accordance with State law, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses.

The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section (RC) 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under RC 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the SBOE's evaluation framework requirements.

~~House Bill 64 (2015) prohibits the use of value added 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 use these measures however, if a memorandum of understanding or a board policy is in place.~~

The phrase "other administrator" as used in the statute is defined as being comprised of three basic types: (1) licensed administrators; (2) nonlicensed supervisors and management-level employees and (3) business managers.

File: AFC-2 (Also GCN-2)

A licensed “other administrator” is any employee who works in a position for which the board requires an administrative license. Professional pupil service employees (most notably guidance counselors), administrative specialists and persons employed in equivalent positions are, however, considered to be “other administrators” only if they spend less than 50% of their time teaching or working with students.

A nonlicensed “other administrator” is any employee (other than the superintendent) whose job duties enable him/her to be considered as either a “supervisor” or “management-level employee” for purposes of the Collective Bargaining Law. Thus, nonlicensed persons employed as transportation coordinators and maintenance supervisors, if they responsibly direct other employees, discipline them or effectively recommend such action, would appear to be “other administrators” within the meaning of the law. Business managers are persons who are employed in positions requiring a business manager’s license and whose powers and duties are set forth in a series of statutes applying only to such position.

THIS IS A REQUIRED POLICY

CRIMINAL RECORDS CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Investigation (BCI) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCI criminal records checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only a FBI check is required.

At the time of candidates' initial application for employment, applicants are given a separate written statement informing them that each must provide a set of fingerprint impressions as part of the criminal records check process and that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. The Board may employ persons on the condition that the candidate submit to and pass a BCI criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCI criminal records check is released from employment. ~~Applicants are given a separate written statement informing them that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. This notice must be on a separate document that only contains this notice. The applicant's written authorization to obtain the criminal records check will be obtained prior to obtaining the criminal records check.~~

~~Prior to taking an adverse action against an applicant or employee (such as declining to employ, reassigning an employee, denying a promotion, suspension, nonrenewal or termination) based in whole or in part on a criminal records check, the applicant or employee is given a written pre-adverse action disclosure statement that includes a copy of the criminal records check and the Federal Trade Commission's notice titled "A Summary of Your Rights Under the Fair Credit Reporting Act."~~

~~After taking an adverse action, the applicant or employee is given a written adverse action notice that includes the name, address and telephone number of the BCI, a statement that the BCI did not make the decision to take the adverse action and cannot give specific reasons for it, the individual's right to dispute the accuracy or completeness of any information furnished by the BCI and the individual's right to an additional free criminal records check from the BCI upon request within 60 days.~~

An applicant for employment may provide a certified copy of a BCI criminal records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCI.

State law requires subsequent criminal records checks every five years for all school employees except bus drivers. For currently employed bus drivers, a new report is required every six years.

Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the records check shall be assured that all records pertaining to such information are destroyed.

Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

Contractors

Criminal records checks are required for contractors who meet the following four criteria: (1) the contractor is an employee of a private company under contract with the District to provide “essential school services”; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by the Ohio Department of Education and (4) the contractor is not a bus driver.

[Adoption date:]

LEGAL REFS.: ~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~

ORC 109.57; 109.572; 109.575; 109.576
2953.32
3301.074
3314.19; 3314.41
3319.088; 3319.089; 3319.22; 3319.222; 3319.29; 3319.291
3319.303; 3319.311; 3319.313; 3319.315; 3319.39;
3319.391; 3319.392
3327.10
OAC 3301-83-06

CROSS REFS.: EEAC, School Bus Safety Program
GBL, Personnel Records
GCBB, Professional Staff Supplemental Contracts
GCD, Professional Staff Hiring
GCPD, Suspension and Termination of Professional Staff Members
GDBB, Support Staff Pupil Activity Contracts
GDD, Support Staff Hiring
GDPD, Suspension, Demotion and Termination of Support Staff Members
IIC, Community Instructional Resources (Also KF)
IICC, School Volunteers
KBA, Public’s Right to Know
LEA, Student Teaching and Internships

NOTE: Districts must initiate the five-year cycle by requesting criminal records checks by September 5, 2008. State law identifies a number of individuals to submit to criminal records checks for initial and renewal of licenses, certificates or permits; and every five years if holding an eight-year professional teaching certificate or permanent teaching certificate. These individuals are persons with professional educator licenses, teachers' certificates, educational aid permits, educational paraprofessional licenses, conditional teaching permits for those seeking alternative educator licenses, intervention specialists, treasurers, business managers and those with pupil activity program permits who do not have valid educator licenses, certificates or permits.

With respect to contractors, "essential school services" are those services that are provided by a private company under a contract with the district that the district's superintendent has determined are necessary for the operation of the district and that would need to be provided by employees of the district if the services were not provided by the private company.

If a contractor meets the definition and is covered by State law, the district may not allow that contractor to work in the district unless the contractor's employer provides documentation of a criminal records check or the district adopts certain safety measures to safeguard students. The contractor's employer may provide proof that the person has (1) been subject to a criminal records check in the five years prior to the date for the proposed work and (2) the criminal records check indicates they have not been convicted of or pleaded guilty to any offense listed in Ohio Revised Code Section 3319.39(B)(1). Instead of a criminal records check for a contractor who meets the definitions above, the district may require an employee of the district to be present in the same room with the student or within a 30-yard radius of the student if they are outside.

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.

File: GCN-1 (Also AFC-1)

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

File: GCN-1 (Also AFC-1)

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 PROFESSIONAL STAFF
(Administrators Both Professional and Support)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

Ohio Principal Evaluation System (OPES)

Procedures for evaluating principals and assistant principals are based on principles comparable to the Ohio Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above system, with the inclusion of the following components.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) Ohio Department of Education (ODE)-approved assessments and/or (3) Board-determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

(Choose one of the following two paragraphs)

~~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.~~

~~Value added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years may be used to assess student academic growth where such data is available. Such data also may be used when making dismissal, retention, tenure or compensation decisions.~~

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

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

[Adoption date:]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;
3319.22
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

NOTE: See policy coded AFC-1 (Also GCN-1) for an explanation of the coding of this sample policy. Regulations accompanying this policy follow under code AFC-2-R (Also GCN-2-R).

Administrative personnel are all persons issued contracts in accordance with State law, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses.

The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section (RC) 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under RC 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the SBOE's evaluation framework requirements.

~~House Bill 64 (2015) prohibits the use of value added 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 use these measures however, if a memorandum of understanding or a board policy is in place.~~

The phrase "other administrator" as used in the statute is defined as being comprised of three basic types: (1) licensed administrators; (2) nonlicensed supervisors and management-level employees and (3) business managers.

File: GCN-2 (Also AFC-2)

A licensed “other administrator” is any employee who works in a position for which the board requires an administrative license. Professional pupil service employees (most notably guidance counselors), administrative specialists and persons employed in equivalent positions are, however, considered to be “other administrators” only if they spend less than 50% of their time teaching or working with students.

A nonlicensed “other administrator” is any employee (other than the superintendent) whose job duties enable him/her to be considered as either a “supervisor” or “management-level employee” for purposes of the Collective Bargaining Law. Thus, nonlicensed persons employed as transportation coordinators and maintenance supervisors, if they responsibly direct other employees, discipline them or effectively recommend such action, would appear to be “other administrators” within the meaning of the law. Business managers are persons who are employed in positions requiring a business manager’s license and whose powers and duties are set forth in a series of statutes applying only to such position.

THIS IS A REQUIRED POLICY

SUSPENSION AND TERMINATION OF PROFESSIONAL STAFF MEMBERS

Suspension

The Board may suspend a professional staff member pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

Termination

The contract of a professional staff member may be terminated for good and just cause. Before terminating any contract, the Board furnishes the professional staff member a written notice signed by the Treasurer of its intention to consider termination of his/her contract and specification of the grounds for such consideration. The Board informs the professional staff member of his/her right to request a hearing by the Board or by an independent referee. At such a hearing, both parties may be represented by counsel and present and cross-examine witnesses. A stenographic record of the proceedings is made. After the hearing, the Board makes its determination by majority vote. Any order of termination of a contract states the grounds for termination.

~~If the suspension or termination is based in whole or in part on the results of a consumer report (as that term is used in the Fair Credit Reporting Act), the Board furnishes the professional staff member with pre-adverse action and adverse action notices required by the Fair Credit Reporting Act.~~

Teachers may only be suspended or terminated under the terms of the collective bargaining agreement and/or State law.

[Adoption date:]

LEGAL REFS.: ~~Fair Credit Reporting Act: 15 USC 1681 et seq.~~
ORC 124.36
3319.02; 3319.11; 3319.16; 3319.161; 3319.17

CROSS REF.: GBQ, Criminal Records Check

CONTRACT REF.: Teachers' Negotiated Agreement

CAREER-TECHNICAL EDUCATION

The schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career-technical education in the basic curriculum.

Career-technical education is a program that enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for implementation of the career-technical education program in the schools.

Career-technical education is a concept that can be taught in the classroom at all grade levels. In grades seven through 12, it specifically incorporates career exploration, career guidance and career-technical education opportunities. The latter are designed to equip students to enter postsecondary occupational education programs and/or specific occupations directly from high school.

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, shares with other aspects of the high school curriculum the purpose of development of character, attitudes and skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, ~~the Ohio Administrative Code provides a list of educational programs that may be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills~~ **are established in accordance with State law and the Ohio Administrative Code.**

The educational program is administered by the ~~career-technical programs director~~ **Superintendent/designee.**

Fees may be charged to students, as established by the Board, to pay for materials they use in these courses and programs.

[Adoption date:]

LEGAL REFS.: ORC Chapter 3303
3311.16; 3311.17; 3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16; 3317.17
OAC Chapter 3301-35-04
3301-61

CROSS REFS: JN, Student Fees, Fines and Charges
LB, Relations with Other Schools and Educational Institutions

NOTE: This category may be used for career education, technical education, or both. If you do not wish to combine policies in these areas, as was done above, add a new subcode to the IGAD sequence for file purposes.

If a district participates in a joint vocational school district or other cooperative programs, the details of such programs are more appropriately filed under LBB, Cooperative Educational Programs.

House Bill (HB) 487 (2014) revised district requirements for provision of career-technical education. Ohio Revised Code 3313.90 as revised specifies career-technical education is to be provided to students in grades seven through 12. Districts may request a waiver from the requirements to provide this education to students in grade seven and eight. This waiver is obtained by adopting a resolution specifying the district's intent not to provide career-technical education to students in grade seven and eight for a particular school. This resolution must be submitted to the Ohio Department of Education (ODE) by September 30, for the specific school year. Upon receipt of the resolution, ODE will grant the waiver for the particular school year.

HB 393 (2014) requires ODE to post and maintain on its website, an online education and career planning tool to help students develop education and career plans. By September 30, annually, ODE is required to distribute information on the planning tool to all public high schools. Each high school will be required to share this information annually with parents and students by April 1.

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 **eligible** 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 3333-1-65-131
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

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 February 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 of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

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. information about eligible courses;**
- 13. information on CCP probation, dismissal and appeal procedures and**
- 14.2. the standard program information packet developed by the Ohio Board of Regents Department of Higher Education (ODHE).**

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 and relevant academic program's established standards for admission, enrollment 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.

File: IGCH-R (Also LEC-R)

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an **eligible** 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 **eligible** courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the **eligible** course(s)/~~courses~~ completed at the college.
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 Ohio Department of Education (ODE). ODE'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.

File: IGCH-R (Also LEC-R)

- 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.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average (**GPA**) of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

- 1. Cumulative GPA of less than 2.0 in college courses taken through CCP or**
- 2. Withdraw from or receive no credit for two or more courses in the same term.**

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college

File: IGCH-R (Also LEC-R)

course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

- 1. allow the student to participate in the program without restrictions;**
- 2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;**
- 3. allow the student to participate in CCP on CCP probation or**
- 4. maintain the student's dismissal from the program.**

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

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 **eligible** 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.*

File: IGCH-R (Also LEC-R)

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~~ Department of Higher Education (ODHE) 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.

House Bill 49 (2017) amended RC 3365.03(E) to state that the college to which a student applies will pay for one assessment used to determine that student's eligibility. Any additional assessment used for this purpose will be the financial responsibility of the student.

Ohio Administrative Code (OAC) 3333-1.65.12 defines courses eligible for payment under CCP.

Each secondary school must adopt an academic progress policy in accordance with OAC 3333-1.65.13. Districts should review information provided by ODHE when developing this school specific policy.

Districts must include information on eligible courses and CCP probation in the required informational session. Districts may incorporate the required counseling session into the annual informational session provided the secondary school makes alternate dates available for those unable to attend the annual information session.

RECRUITERS IN THE SCHOOLS

All recruiters, military, employment, **charitable** and educational, are treated uniformly in the conduct of on-campus student recruitment. Scheduling of recruiting visits to the District is announced to the student body in advance. **The District provides at least two opportunities per school year for recruiters to present information in person to all students in grades nine through 12, individually or in a group setting.** ~~Recruiters are afforded the opportunity to conduct meetings during the school day with those students who are interested.~~

All group meetings are scheduled through the principal's office. Classroom teachers who schedule recruiters as a career awareness activity should coordinate these activities through the principal's office.

In order to maintain the privacy of students, the Board prohibits the disclosure of any student list to any commercial organization that intends to use the list for commercial purposes. "Student list" is defined as Board-approved directory information. "Commercial organization" is defined as any entity that is a for-profit organization. "Commercial purpose" is defined as any activity that is an attempt to solicit business for profit.

Names and addresses of students in grades 10 through 12 must be released to a recruiting officer of the armed forces unless a parent or student (age 18 or older) submits a written request not to release the information.

All recruiters are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations pertaining to public conduct on District property.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
20 USC 7908
Family Educational Rights and Privacy Act; 20 USC Section 1232g
National Defense Authorization Act: 10 USC 503: (P.L. No. 107)
ORC 149.41; 149.43
1347.01 et seq.
3313.471
3317.031
3319.32; 3319.321
3321.12; 3321.13
3331.13

CROSS REFS.: JO, Student Records
JOA, Student Surveys
KBA, Public's Right to Know

NOTE: ~~Written request may come through a district prepared "Military Opt-Out Form."~~

House Bill 98 (2018) amended Ohio Revised Code 3313.471 to state that no school district board of education shall impose any restriction on the presentation of career information to students that is not uniformly imposed on representatives of the armed forces, skilled trades, institution of higher education, career-technical education providers, business, industry, charitable institutions, and other employers.

To the extent permitted by law, the board may develop an application process and standards of conduct related to the presentation of career information.

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 **eligible** 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

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 February 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 of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

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. information about eligible courses;**
- 13. information on CCP probation, dismissal and appeal procedures and**
- 14.2. the standard program information packet developed by the Ohio Board of Regents Department of Higher Education (ODHE).**

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 and relevant academic program's established standards for admission, enrollment 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.

File: LEC-R (Also IGCH-R)

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an **eligible** 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 **eligible** courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the **eligible** course(s)/~~courses~~ completed at the college.
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 Ohio Department of Education (ODE). ODE'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.

File: LEC-R (Also IGCH-R)

- 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.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average (**GPA**) of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

- 1. Cumulative GPA of less than 2.0 in college courses taken through CCP or**
- 2. Withdraw from or receive no credit for two or more courses in the same term.**

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college

File: LEC-R (Also IGCH-R)

course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

- 1. allow the student to participate in the program without restrictions;**
- 2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;**
- 3. allow the student to participate in CCP on CCP probation or**
- 4. maintain the student's dismissal from the program.**

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

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 **eligible** 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.

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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.”*
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 - *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.*

File: LEC-R (Also IGCH-R)

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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.

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Districts must include information on eligible courses and CCP probation in the required informational session. Districts may incorporate the required counseling session into the annual informational session provided the secondary school makes alternate dates available for those unable to attend the annual information session.

PROFESSIONAL STAFF HIRING

The Superintendent determines the District's personnel needs and recommends to the Board highly qualified candidates for employment. Through recruiting and evaluation procedures, the Superintendent recruits and recommends to the Board the employment and retention of personnel.

It is the duty of the Superintendent to see that persons nominated for employment in the schools meet all certification/licensure requirements and the requirements of the Board for the type of position for which the nomination is made.

The following guidelines are used in the selection of personnel.

1. There is no unlawful discrimination in the hiring process.
2. The quality of instruction is enhanced by a staff with widely varied backgrounds, educational preparation and previous experience. Concerted efforts are made to maintain a variation in the staff.
3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination would create an unlawful interest in a public contract.
4. No candidate is hired without an interview and a criminal records check.
5. All candidates are considered on the basis of their merits, qualifications and the needs of the District. In each instance, the Superintendent and others having a role in the selection process seek to recommend the best qualified applicant for the job.
6. All candidates for teaching positions must meet the Ohio Department of Education's standards of highly qualified teacher (HQT).

While the Board may accept or reject a nomination, an appointment is valid only if made with the recommendation of the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination would create an unlawful interest in a public contract. In the case of a rejection, it is the duty of the Superintendent to make another nomination.

Employment of Retired Administrators

The Board recognizes that recruiting and retaining highly qualified administrative personnel has become increasingly difficult in Ohio's competitive marketplace. Therefore, the Board will, under appropriate circumstances, offer to enter into administrative employment agreements with qualified retired administrators whenever practical and when such action appears to be in the best interests of the District. Retired administrators may be employed as administrators on a part-time or full-time basis.

For purposes of this policy, a "retired administrator" is an individual who has retired pursuant to STRS or SERS rules and regulations.

The Board authorizes and directs the Superintendent to develop administrative regulations to implement this policy at the soonest practicable time.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~
ORC 2921.42
3307.01; 3307.353
3313.53
3319.02; 3319.07; 3319.08; 3319.11; 3319.22 through 3319.31;
3319.39
3323.06
OAC 3301-35-05; 3301-35-06
3307.1-13-03

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check
GDD, Support Staff Hiring

NOTE: Any residency requirements that the board has established for appointment should also be included at this code. Procedures pertaining to staff selection (although not recruitment) are appropriately included in a regulation under GCD-R. When regulations differ extensively for teachers and other categories of professional personnel, numerals can be added to the code letters, as explained in the coding note at GCB, Professional Staff Contracts and Compensation Plans.

In 2013, House Bill 59 added language to Ohio Revised Code Section (RC) 3319.07 that allows the board to designate someone other than the superintendent to nominate a teacher for employment if the superintendent's nomination would create an unlawful interest (conflict of interest) in a public contract pursuant to RC 2921.42.

THIS IS A REQUIRED POLICY

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

All professional personnel serving as substitute teachers or in part-time positions are recommended by the Superintendent for appointment by the Board. The rates of pay for such employment are recommended by the Superintendent and established by the Board.

The employment of substitute teachers is centralized for the District in the office of the Superintendent. Candidates selected are recommended to the Board for placement on the list of approved substitutes. Principals assume responsibility for the scheduling of substitutes from the approved list as needed.

Building principals develop regulations for substitute teachers to guide them in the performance of their duties. The regulations are approved by the Superintendent.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~
ORC 3317.13
3319.07; 3319.08; 3319.10; 3319.13; 3319.22 through 3319.31; 3319.39
3323.06
OAC 3301-35-05; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check

SUPPORT STAFF RECRUITING/POSTING OF VACANCIES/HIRING

The recruitment and selection of suitable candidates for positions is the responsibility of the Superintendent, who confers with principals and other supervisors before making a selection. An employee may apply for any vacancy for which he/she is qualified.

All appointments to the support staff are made by the Superintendent, subject to confirmation by the Board. In making these appointments, the Superintendent carefully observes all pertinent laws and negotiated agreements, as well as any regulations that may be approved from time to time by the Board.

The Board fixes conditions of employment as well as wages, hours and other benefits for support staff members upon the recommendation of the Superintendent or as determined by the negotiated agreement.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~
ORC Chapter 124
3309.345
3319.031; 3319.04; 3319.081 et seq.; 3319.39
3327.10
4141.29
OAC 3301-35-05; 3301-35-06
3309-1-61

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check
GCD, Professional Staff Hiring

CONTRACT REF.: Support Staff Negotiated Agreement

NOTE: This is an example of how topics and codes appearing consecutively in the OSBA coding system can be combined to save space in a manual. 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.

In districts employing a business manager, he/she shall appoint support staff employees, subject to confirmation by the board.

In 2013, House Bill 59 added new Ohio Revised Code Section 3319.031, which authorizes a board that chooses not to employ a business manager to assign the statutorily prescribed powers and duties of a business manager to one or more other district employees, including the treasurer. If the board assigns these duties to the treasurer, the superintendent, not the treasurer, has the authority to recommend the appointment or discharge of non-educational employees.

THIS IS A REQUIRED POLICY

PART-TIME, TEMPORARY AND SUBSTITUTE SUPPORT STAFF EMPLOYMENT

Part-time, temporary and substitute support staff are employed as necessary for the efficient operation of the District.

The District maintains lists of persons qualified to serve in various support positions so that substitutes and temporary help may be obtained as needed. The Board approves such persons for substitute and temporary employment on the recommendation of the Superintendent.

Part-time, temporary and substitute support staff employees are paid in accordance with hourly rates established by the Board. Substitute and temporary employees are entitled to sick leave at the rate established by law. Regularly employed, part-time employees are entitled to sick leave on a prorated basis, based on a full-time schedule. Other privileges and benefits may be provided to regularly employed part-time employees.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~
ORC 124.27
3319.081; 3319.141; 3319.39
OAC 3301-35-05; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check

CONTRACT REF.: Support Staff Negotiated Agreement

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of all support staff are the responsibility of the Superintendent. Promotional transfers are made only by the Board upon the recommendation of the Superintendent. A request for transfer may be made in writing to the Superintendent.

Assignments to Nonpublic Schools

Persons employed by the District and assigned to nonpublic schools are considered employees of the District in all respects.

Such persons fulfill and meet all regulations as are required for any other support staff employees in the District. An employee may be reassigned to serve in any location, either in the public schools or nonpublic schools, as long as the person is qualified to perform such duties.

[Adoption date:]

LEGAL REFS.: ~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~
ORC 124.32
3319.01
OAC 3301-35-03(A)

CROSS REF.: GBQ, Criminal Records Check

CONTRACT REF.: Support Staff Negotiated Agreement

SUSPENSION, DEMOTION AND TERMINATION OF SUPPORT STAFF MEMBERS

The employment of support staff members may be terminated for violation of written policies and regulations as set forth by the Board or for incompetency, inefficiency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of the public, neglect of duty, sexual battery, certain ethics violations, conflict of interest or any other acts of misfeasance, malfeasance or nonfeasance.

The Board may also suspend an employee for a definite period of time or demote, with or without pay, an employee for these same reasons.

The action of the Board to terminate the contract of any employee or to suspend or demote him/her is done in compliance with all statutory and constitutionally mandated procedures, including the opportunity for a hearing prior to the termination and if a hearing is required, prior to the suspension or demotion.

[Adoption date:]

LEGAL REFS.: ~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~
ORC 124.32; 124.33; 124.34; 124.36
3319.04; 3319.081; 3319.083

CROSS REF.: GBQ, Criminal Records Check

CONTRACT REF.: Support Staff Negotiated Agreement

NOTE: The grounds for suspension, demotion or termination for a city district differs from the information stated above; city districts should refer to and cite Ohio Revised Code Section 124.32. The collective bargaining agreement may be pertinent.

TRUANCY

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and the child's parent in writing of the legal consequences of being a "habitual" truant.

A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month or 72 or more hours in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding "habitual truants," the Board must take as an intervention strategy any appropriate action contained in Board policy.

The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;
2. providing counseling for a habitual truant;
3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;
4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs;

5. notification to the registrar of motor vehicles or
6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student who is absent with or without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

Absence Intervention Plan

Beginning with the 2017-2018 school year, when a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

Filing a Complaint with Juvenile Court

Beginning with the 2017-2018 school year, the attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;
2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and
3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

[Adoption date:]

LEGAL REFS.: ORC 3313.663; 3313.668
3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191;
3321.22; 3321.38

OAC 3301-47-01

CROSS REFS.: JED, Student Absences and Excuses
JEG, Exclusions and Exemptions from School Attendance
JK, Employment of Students

NOTE: House Bill 410 (2016) made significant changes to district requirements for managing truancy effective with the 2017-2018 school year. When developing truancy policies, districts are required to consult with the judge of the juvenile court of the county or counties in which the district is located, parents, guardians, or other persons having care of the students attending school in the district and appropriate state and local agencies.

Districts with a chronic absenteeism rate of less than 5% as reflected on the most recent state report card are exempt from the requirement to assign students to an absence intervention team and instead must take any appropriate action as an intervention strategy outlined in board policy.

THIS IS A REQUIRED POLICY

STUDENT TEACHING AND INTERNSHIPS

The Board recognizes the contributions student teachers and/or interns can make to the District and its responsibility to ensure high quality teacher training. Therefore, the Board authorizes the Superintendent/designee to arrange for the annual supervision and training of student teachers and interns.

The importance of the teacher training function to the future of education and the need to ensure high quality performance in our schools require student teachers to be placed with experienced teachers of demonstrated competence. While no staff members are required to supervise student teachers, it is expected that interested teachers volunteer for such duties.

The teacher training institutions should provide liaison personnel who discuss with the building principal and supervising teacher the broad objectives that the institution believes should be pursued. Liaison personnel, subject to all school visitor rules and regulations, are free to visit the classrooms to observe the student teacher at work.

It is expected that the teacher training institution arranges the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the student teacher and the District students is ensured.

[Adoption date:]

LEGAL REFS.: ~~Fair Credit Reporting Act; 15 USC 1681 et seq.~~
ORC 109.57; 109.572
2953.32
3319.39
Chapter 2944
OAC 3301-83-06

CROSS REF.: GBQ, Criminal Records Check