

GARFIELD HEIGHTS BOARD OF EDUCATION
GARFIELD HEIGHTS, OHIO

RECORD OF PROCEEDINGS
Minutes – Regular Board Meeting
October 15, 2018

The Board of Education of the Garfield Heights City School District met special session on Monday, October 15, 2018 at the Maple Leaf Elementary School, 5764 Turney Road, 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 Mrs. Kitson, seconded by Mrs. Chamberlin to amend the agenda to have a board discussion on the CVCC rotating member under the Recommendations of the Board of Education section of the agenda.

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

Moved by Mr. Juby, seconded by Mrs. Kitson to adopt the amended agenda.

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

MOMENT OF SILENT REFLECTION & PLEDGE OF ALLEGIANCE

READING & APPROVAL OF MINUTES

Moved by Mr. Dobies, seconded by Mrs. Chamberlin to approve the minutes from September 17, 2018.

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

BOARD PRESIDENT'S REPORT

Good evening everyone, welcome to Maple Leaf Elementary School. Thank you Ms. Rizi and your staff for hosting tonight's meeting. It's always a pleasure to hold our monthly meeting in one of the school buildings. It gives us a chance to see firsthand some of the wonderful things our students, your children are accomplishing.

COMMITTEE REPORTS:

Cuyahoga Valley Career Center – Christine A. Kitson

Shawn Fahey is our new Sports Medicine Exercise Science Instructor

Justin Hensby, Garfield Heights graduate of CVCC has been hired as a custodian at CVCC.

Board at CVCC will have a board retreat on January 19th. Garfield Heights will hold the 1-year rotating position. That member will be invited to join the retreat.

CVCC Component grade: D

Achievement Score based on Technical Skills attainment and “indicators met” (Classes/Grades from Home District)

Report card results are available on ODE Website

All Board’s Dinner is Thursday, October 25, 2018 at 5:00 p.m.

Garfield Heights has the highest enrollment of students at CVCC.

(Attached is the CVCC News Flash)

Student Activities - Joseph Juby

Fall sports are nearing completion. Girls soccer, boys soccer, cross-country and volleyball all start their state tournament series this week. The varsity football team is currently 8-0 and is ranked in the state for division 2, ranked in the northeast district for all divisions and currently third in division 2 region 5 computer points. The top 8 schools qualify for postseason play in football with the top 4 hosting a first-round playoff game.

Athlete of the week honors have gone out to girls soccer player Alivia Love with 2 goals in a 3-2 victory, varsity football players Javion Binns with an offensive and defensive touchdown, Javonte Wimbley for having 108 yards rushing on 6 carries and volleyball player Kenaija McElrath for leading the team to a championship at the Bulldog Invitational.

Legislative Liaison – Gary Wolske

City Liaison – Robert A. Dobies Sr.

Policy Liaison – Christine A. Kitson & Joan Chamberlin

PRESENTATION

Mrs. Rizi, Maple Leaf Elementary School Principal recognized the Maple Leaf Encore staff. Mr. Smith and our talented students have displayed works of art on the wall. In addition, Mrs. Rizi recognized Maple Leaf’s new music teacher, Mr. Chenoweth. He has been working diligently with our first grade students. Please enjoy the show. (The first grade students sang Best Friends song.) I would also like to recognize one of our fourth grade students, Zhoui Ni. (Zhoui read a paragraph about diversity, having a growth mind set, and thanking his teachers for encouraging him.)

RECOGNITIONS/COMMENDATIONS

SUPERINTENDENT'S REPORT

Thank you, Mr. President:

Welcome everyone, to our October Board Meeting. Thank you to the parents who took time to participate in our online parent survey and provide their feedback to the District about thoughts relative to the school. Participants in the survey seemed to be informed about the many opportunities that are being offered and the accomplishments being made by students and staff in our District.

When asked open-ended questions about their favorite aspects of the Garfield Heights City Schools, parents responded with our diverse course offerings, our caring and dedicated staff members, and our safe and secure facilities. The District plans to share these surveys on a regular basis, so that we can learn valuable information from our parents and community.

This week, the Garfield Heights City Schools took another deliberate step forward with the launch of our Anonymous Alert system. The Anonymous Alert system is a reporting app designed to help stop negative activity in the schools by empowering students and parents to speak up. The Anonymous Alerts system allows for 1-way or 2-way anonymous communications between submitters, including students, parents or community members and district administration and school staff. Users of the system have the option to remain anonymous, or reveal their identity when submitting a report. Check out the district website for easy instructions on how to use this reporting system.

Next, as part of the District's ongoing effort to provide healthy foods for our students, a new salad bar is being offered at the end of this month at Garfield Heights Middle School. In partnership with Pisanick Partners and Farm Fare, this salad bar builds upon the success of our fresh produce option at the Middle School, and will provide fresh veggies, grains, fruits and proteins to our students on a daily basis.

This salad bar comes in addition to another new initiative at the Middle School, where they are providing fresh produce to the community every second Wednesday of the month between 4 and 6 p.m. courtesy of a partnership with the Greater Cleveland Food Bank. Last week was the first session, and more than 200 families came to receive broccoli, bananas, peppers and more. A total of 4,000 pounds of fresh, donated produce was distributed.

Please spread the word about this important initiative to get healthy, wholesome foods to our students and families. Thank you to everyone involved for providing these opportunities.

Finally, by now, everyone should know that our Bulldog Football team continues to roll, with their most recent victory coming on Friday night, giving them a record of 8 wins and 0 losses. You can watch a great video of our starting quarterback and team captain, Marlon Jordan, by clicking [here](#).

Stay tuned for more exciting news to come, and as always...GO BULLDOGS!

REMARKS FROM THE PUBLIC REGARDING AGENDA ITEMS

REPORTS & RECOMMENDATIONS OF THE TREASURER:

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

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

Moved by Mr. Juby, seconded by Mrs. Kitson to approve the Five Year Forecast, as presented in Exhibit "B".

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

RECOMMENDATIONS OF THE BOARD OF EDUCATION:

The Board held a discussion on the rotating Cuyahoga Valley Career Center member for FY 2019. The discussion started with the Board President asking if any current Board members are interested in servicing as the rotating member. When no one showed interest, the discussion turned to seeking out community members who would be willing to serve. Mrs. Kitson, board member and the Garfield Heights City Schools appointed CVCC board member, stated that there are qualifications that a career center board member must meet and these qualifications are stated in the Ohio Revised Code.

Mrs. Kitson also stated that Dave Mangas is ready to work in a collaborative effort to help the district find the person with the right qualifications. Mrs. Kitson requested that the board have someone to appoint at the November meeting.

It was decided that Mr. Sluka would post the open position on the district's web site and accept letters of interest for the board to review and consider for appointment. The posting would include the qualification requirements as stated in the Ohio Revised Code and CVCC policy.

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

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

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to approve Terrence Kowalski as substitute assistant principal for Elmwood School to be paid at a per diem rate of \$300 by timesheet.

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to accept the resignation of Charles Dorsey, Housekeeper at the Middle School effective September 28, 2018.

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to accept the resignation of Tangala Jordan, General Cafeteria at William Foster, effective September 26, 2018.

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to accept the resignation of Barbara Roszek, Bus Driver, effective October 14, 2018.

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to amend the salary for Amanda Sizler, Intervention Specialist at the High School from M+40 to M+30, step 6 for the 2018-2019 school year based on educational verification.

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to approve the following grant funded Title I certified tutor effective October 16, 2018 as follows:

Bonnie Lias – WF

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies 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>
Rebecca Shotliff (eff: 10/9/18)	Social Studies - MS	B+0	1

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

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

<u>Name</u>	<u>Position</u>	<u>Hours</u>	<u>Exp.</u>
Layla Taye (eff: 10/8/18)	Bus Aide - Garage	4	0
Estee Austin (pending ODE Educational Aide Permit)	Special Ed Attendant – HS	6	0
Reginald Parker Sr. (eff: 10/1/18)	Bus Aide – Garage	4	0
Donte Smith (eff: 10/17/18)	Building Assistant - EW	6	0

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to approve the transfer of assignment for James Ringfield, Special Ed Attendant (3B) at the Middle School to Qualified position of Intervention Manager at the MS at B/Lvl 2, Experience 0 effective October 9, 2018.

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies 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>
Kathleen Visha (eff: 10/16/18)	Building Asst. (1B) - EW	Instructional Asst. (2B) - WF	15
Jessica Wells (eff: 10/10/18)	Delivery Driver (2E) - Gar.	General Cafeteria (1C) - WF	0

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to approve the Athletic Supplemental Positions as presented below:

Annaka Gurcze - Auxiliary Band Director

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

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

Tim Cohn - Noon Intramural Supervisor (1st and 2nd Semester) - EW
 Meghan Neluna - Noon Intramural Supervisor (1st and 2nd Semester) - EW
 Steve Carruozzo - Science Advocate – EW
 April Kossman - Team Leader Grade 6 - MS

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

Moved by Mrs. Chamberlin, seconded by Mr. Dobies to approve the contract modifications for certified employees for the 2018-2019 school year as a result of educational advancement or mastery of skills per the negotiated agreement as presented in Exhibit “D”.

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

Moved by Mr. Juby, seconded by Mr. Dobies to approve the following classified substitutes for the 2018-2019 school year as follows:

Jessica Wells - Housekeeper – WF
 Timothy Wright - Bus Aide/Vehicle Driver - Bus Garage

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

Moved by Mr. Juby, seconded by Mr. Dobies to approve a stipend in the amount of \$150 to Nicole Thomas for attending the Read 180 training on August 7, 2018 to be paid from General Fund.

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

Moved by Mr. Juby, seconded by Mr. Dobies to approve approve up to 60 hours for the school psychologists listed below for additional ETR report writing that occurs outside of the school day at the curriculum rate of \$25.51 per hour. To be paid out of IDEA B Grant Funds. For the following:

Angela Varga Katharine Sroka Sylvia Bergman

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

POLICY:

Moved by Mrs. Chamberlin, seconded by Mr. Juby to approve the second reading of the proposed board policies as presented in Exhibit “E”.

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

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

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

CONTRACTS:

Moved by Mr. Juby, seconded by Mrs. Kitson 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, Kitson, Chamberlin, Dobies, Wolske
Nays: None

Moved by Mr. Juby, seconded by Mrs. Kitson to approve the contract between the Garfield Heights City Schools and OSBA effective November 1, 2018 through October 31, 2019.

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

RENTALS & FACILITY USAGES:

MISCELLANEOUS:

Moved by Mr. Juby, seconded by Mrs. Kitson to approve the High School and Middle School out of town field trips for the 2018-2019 school year.

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

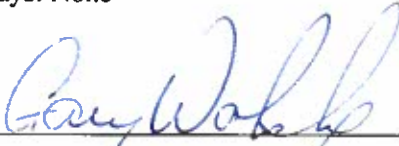
REMARKS FROM THE PUBLIC REGARDING MISCELLANEOUS SCHOOL ITEMS

ANNOUNCEMENT OF NEXT BOARD MEETINGS


Board of Education Regular Meeting – 6:00 P.M.
November 19, 2018
Garfield Heights Middle School
12000 Maple Leaf Drive
Garfield Heights, Ohio 44125

Moved by Mr. Juby, seconded by Mrs. Kitson to adjourn at 6:38 p.m.

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



President



Treasurer

News Flash!

CVCC Board of Education-
Garfield Heights District



Garfield Heights City Schools

September 27, 2018

College & Career Planning Seminar

High school students and their parents had the opportunity to attend a College and Career Planning Seminar on Wednesday, September 26. The attendees heard from Dennis Joyce, Career Coach from Cuyahoga Community College who informed students about the career /major decision-making process and resources available to them. Emily Haggerty, Assistant Director of Admission and Recruitment at Ursuline College discussed navigating the college search process. An



overview of the basics of financial aid was presented by Inez Laureano, Associate Director of Financial Aid at John Carroll University. The College and Career Series consists of six events for the 2018-2019 school year. The College and Career Series is developed and presented by CVCC Community Liaisons Darden Blake and Marie Elias. For more information about this series, visit our website: <http://www.cvccworks.edu/Seminars.aspx>.

Students Awarded for Engaging in Learning Opportunity

CVCC Health Careers instructor, Diane Ellis and her junior Health Careers students won sunglasses from the Cleveland Clinic by participating in a presentation on Physician Assistants. The Cleveland Clinic promoted participation by offering a "Student Engagement Giveaway!" What a great way to get involved and gain some knowledge too!



Fire Extinguisher Safety Training

On Friday, September 14, CVCC's Health Careers senior students had the opportunity to learn how to use fire extinguishers. Mike Packard, from the City of Brecksville Fire Department assisted with this lesson. Demonstrating and practicing how to use the extinguishers is one of the most talked about lessons of the year for the Health Careers students! What a wonderful opportunity!



Success Academy Students Test Out Robots

On Thursday, September 13, CVCC's Success Academy students instructed by Todd Nicodemus were hard at work building robots. What a great way to test out their skills and work together as a team!



CVCC Fire and EMS Academy Students Pay Tribute

On Tuesday, September 11, as students and staff walked into CVCC, they joined our high school Fire and EMS Academy students in honoring and remembering all those lost and affected by the tragic events that changed our country forever 17 years ago. What a beautiful tribute! Thank you to the Fire and EMS Academy students for giving their time to remember and pay respect.



Open House for High School Students

On Thursday, September 6, the CVCC High School staff welcomed secondary students and their parents to the annual Open House event. Open House was from 6:30 p.m. to 8:00 p.m. Many attended and visited program areas and had the opportunity to meet with their child's program instructor, academic teachers, guidance counselors, VoSE's and administrators. Parents were also able to get a visual of their child's program areas and labs as well as see projects students are currently working on. Teachers had the chance to explain to parents what will occur curricularly in their child's program this year and what the expectations for the program entail. CVCC thanks all the parents and students who came to the High School Open House, it was a great turn out! CVCC looks forward to continuing another great school year!



CVCC Gets a Visit from the United States Air Force

On Thursday, September 6, CVCC students had the opportunity to gain a better understanding of what it really takes to be in the United States Air Force through the Air Force Performance Lab. CVCC thanks Staff Sergeant Stephen Massie and his team for allowing students to have such an interactive and incredible learning experience, as well as for their continued service! For more information on the Air Force Performance Lab, visit <https://www.airforce.com/find-an-event>.



Health Careers Students Hard at Work Preparing for STNA

CVCC's high school Health Career students have been busy with their coursework in preparation for State Tested Nurse Aide (STNA) Certification. Senior students entering the CVCC Health Careers program are enrolled in the Ohio Department of Health's Nurse Aide Training and Competency Evaluation Program. These CVCC students are required to complete 92 hours of classroom/lab time and 18 hours of clinical time in a long-term care facility. If all requirements have been met, which involves achieving 80% on seven exams and successfully completing the clinical rotation, students will receive a course completion certificate, which will allow them to sit for the state exam. The state exam consists of a written exam, and a skill exam. Passing both parts of state exam will permit the student to work as a State Tested Nursing Assistant or STNA. Keep up the great work!



Cosmetology Practicing Their Skills

At the end of August, CVCC's senior Cosmetology students in instructor Marilyn Mormile's class tested their skills out on CVCC's Hotels and Resorts students. The Hotels and Resorts Hospitality program instructed by April Moné got a fresh start to the school year while learning the importance of personal hygiene in the kitchen. The Cosmetology students talked about keeping nails maintained and cut short for industry standards while working with food. Students were also able to practice communication and customer relation skills. As an added bonus, some students received facials, makeup, and hair services. What a great way to learn, practice and interact with other programs all at the same time!



Culinary Students Teach Sales and Service Students Knife Cutting Skills

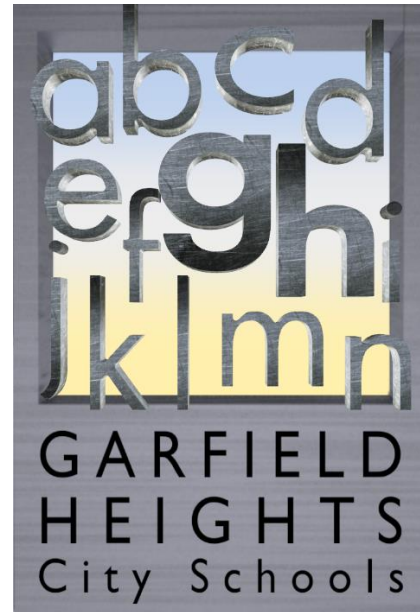
On Wednesday, Saturday 5, CVCC's Culinary Arts students instructed by Kim Morton worked with CVCC Sales and Service students instructed by Mindy Wracher, teaching basic knife cutting skills. The students partnered up and the Culinary students spent time instructing the Sales and Service students on proper cutting form. The Sales and Service students then tried for themselves with proper assistance and supervision. This exercise was a great teaching and learning collaboration for both programs.



Upcoming Events

- ◆ Wednesday, October 3, 2018 ♦ 6:00 p.m. – 7:30 p.m. ♦ College Night
- ◆ Saturday, October 6, 2018 ♦ 8:00 a.m. – 2:00 p.m. ♦ ACT Test Prep-One Day Intensive Course
- ◆ Wednesday, October 10, 2018 ♦ 5:00 p.m. – 8:00 p.m. ♦ Parent Conferences
- ◆ Thursday, October 11, 2018 ♦ 3:00 p.m. – 6:00 p.m. ♦ Parent Conferences

- ◆ Wednesday, October 17, 2018 ♦ 7:00 p.m. – 8:30 p.m. ♦ FAFSA Information Night and Overview
- ◆ Tuesday, October 23, 2018 ♦ 1:00 p.m. – 2:00 p.m. ♦ Community Wellness Presentation: “What Can You Do To Reduce Your Cancer Risk?”
- ◆ Wednesday, October 24, 2018 ♦ 6:00 p.m. – 8:00 p.m. ♦ ACT Prep- Six Session Course Starts
- ◆ Thursday, October 25, 2018 ♦ 5:00 p.m. ♦ CVCC All Boards' Dinner, Board of Education Meeting Immediately Follows
- ◆ Tuesday, October 30, 2018 ♦ 6:30 p.m. ♦ BalloFlex FREE Demo Class



Financial Report

September 30, 2018

Garfield Heights City Schools



Forecast Comparison - General Operating Fund - September 2018



September 2018 FCST Estimate	September 2018 Actuals	September 2017 Actuals	Variance-Month 2018 Actuals to Estimate	Explanation of Material Variance (Greater than 5%)
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Revenue:

1.010 - General Property Tax (Real Estate)	\$ -	\$ -	\$ -	\$ -	
1.020 - Public Utility Property Tax	\$ -	\$ -	\$ -	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 2,055,000	\$ 2,061,429	\$ 1,805,878	\$ 6,429	
1.040 - Restricted Grants-in-Aid	\$ 66,000	\$ 66,574	\$ 102,199	\$ 574	
1.050 - Property Tax Allocation	\$ 1,282,600	\$ 1,282,622	\$ -	\$ 22	
1.060 - All Other Operating Revenues	\$ 34,500	\$ 39,176	\$ 23,530	\$ 4,676	
1.070 - Total Revenue	\$ 3,438,100	\$ 3,449,801	\$ 1,931,607	\$ 11,701	

Other Financing Sources:

2.050 - Advances In	\$ -	\$ -	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ -	\$ -	\$ -	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 3,438,100	\$ 3,449,801	\$ 1,931,607	\$ 11,701	

Expenditures:

3.010 - Personnel Services	\$ 1,870,000	\$ 1,840,747	\$ 2,664,991	\$ 29,253	
3.020 - Employees' Retirement/Insurance Benefits	\$ 761,000	\$ 811,948	\$ 726,005	\$ (50,948)	Paid SERS surcharge due in the amount of \$34,013
3.030 - Purchased Services	\$ 600,000	\$ 599,118	\$ 752,286	\$ 882	
3.040 - Supplies and Materials	\$ 70,000	\$ 69,625	\$ 126,700	\$ 375	
3.050 - Capital Outlay	\$ 75,000	\$ 124,581	\$ 184,216	\$ (49,581)	3 major computer purchases were paid this month
4.055 - Debt Service Other	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 10,000	\$ 5,839	\$ 53,322	\$ 4,161	
4.500 - Total Expenditures	\$ 3,386,000	\$ 3,451,858	\$ 4,507,520	\$ (65,858)	

Other Financing Uses:

5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -	
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 3,386,000	\$ 3,451,858	\$ 4,507,520	\$ (65,858)	

Surplus/(Deficit) for Month

	\$ 52,100	\$ (2,057)	\$ (2,575,913)	\$ (54,157)	
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Garfield Heights City Schools



Forecast Comparison - General Operating Fund - July to June 2019



	FYTD 19 FCST Estimate	FYTD 19 Actuals	FYTD 18 Actuals	Variance- Current FYTD Actual to FCST Estimate	Explanation of Material Variance than 5%	(Greater
Revenue:						
1.010 - General Property Tax (Real Estate)	\$ 6,813,700	\$ 6,813,732	\$ 6,879,764	\$ 32		
1.020 - Public Utility Property Tax	\$ 406,000	\$ 406,050	\$ 385,498	\$ 50		
1.035 - Unrestricted Grants-in-Aid	\$ 6,070,000	\$ 6,076,726	\$ 5,521,109	\$ 6,726		
1.040 - Restricted Grants-in-Aid	\$ 198,500	\$ 199,741	\$ 308,390	\$ 1,241		
1.050 - Property Tax Allocation	\$ 1,282,600	\$ 1,282,622	\$ -	\$ 22		
1.060 - All Other Operating Revenues	\$ 246,200	\$ 251,593	\$ 354,626	\$ 5,393		
1.070 - Total Revenue	\$ 15,017,000	\$ 15,030,464	\$ 13,449,387	\$ 13,464		
Other Financing Sources:						
2.050 - Advances In	\$ 328,324	\$ 328,324	\$ 170,312	\$ -		
2.060 - All Other Financing Sources	\$ -	\$ -	\$ -	\$ -		
2.080 Total Revenue and Other Financing Sources	\$ 15,345,324	\$ 15,358,788	\$ 13,619,699	\$ 13,464		
Expenditures:						
3.010 - Personnel Services	\$ 6,423,000	\$ 6,391,361	\$ 6,277,341	\$ 31,639		
3.020 - Employees' Retirement/Insurance Benefits	\$ 2,311,000	\$ 2,359,984	\$ 2,122,282	\$ (48,984)		
3.030 - Purchased Services	\$ 2,008,000	\$ 2,006,940	\$ 2,280,668	\$ 1,060		
3.040 - Supplies and Materials	\$ 467,000	\$ 465,874	\$ 351,616	\$ 1,126		
3.050 - Capital Outlay	\$ 83,500	\$ 133,003	\$ 352,739	\$ (49,503)	3 major computer purchases	
4.055 - Debt Service Other	\$ -	\$ -	\$ -	\$ -		
4.300 - Other Objects	\$ 290,500	\$ 287,293	\$ 237,304	\$ 3,207		
4.500 - Total Expenditures	\$ 11,583,000	\$ 11,644,455	\$ 11,621,950	\$ (61,455)		
Other Financing Uses:						
5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -		
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -		
5.050 - Total Expenditures and Other Financing Uses	\$ 11,583,000	\$ 11,644,455	\$ 11,621,950	\$ (61,455)		
Surplus/(Deficit) FYTD	\$ 3,762,324	\$ 3,714,333	\$ 1,997,749	\$ (47,991)		

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			9,958	29,218		2,061,429	1,282,622	66,574		3,449,801
October										
November										
December										
January										
February										
March										
April										
May										
June										
Totals	\$6,813,732	\$406,050	\$24,420	\$227,174	\$0	\$6,076,725	\$1,282,622	\$199,741	\$328,324	\$15,358,788
% of Total	44.36%	2.64%	0.16%	1.48%	0.00%	39.57%	8.35%	1.30%	2.14%	

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

Garfield Heights City Schools



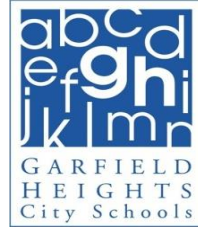
Expenditure Analysis Report - General Operating Fund - FY19



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	1,840,747	811,948	599,118	69,625	124,581	5,850		3,451,869
October								-
November								-
December								-
January								-
February								-
March								-
April								-
May								-
June								-
TOTALS	\$6,391,361	\$2,359,984	\$2,006,940	\$465,874	\$133,003	\$287,304	\$0	\$11,644,466
% of Total	54.89%	20.27%	17.24%	4.00%	1.14%	2.47%	0.00%	

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

Garfield Heights City Schools

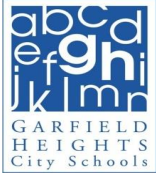


September 30, 2018

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	\$3,449,801.00	\$15,358,788.00	\$3,451,858.00	\$11,644,457.00	\$4,792,789.00	\$2,294,426.00	\$2,498,363.00
002	Bond Retirement	\$3,283,865.00	\$288,108.00	\$1,938,546.00	\$133,514.00	\$143,464.00	\$5,078,947.00	\$0.00	5,078,947.00
003	Permanent Improvement	\$186,224.00	\$9,466.00	\$71,074.00	\$20,170.00	\$45,258.00	\$212,040.00	\$12,982.00	199,058.00
004	Building Fund	\$103,558.00	\$2,725.00	\$8,175.00	\$0.00	\$26,025.00	\$85,708.00	\$0.00	85,708.00
006	Food Service	\$1,458,612.00	\$9,754.00	\$30,632.00	\$228,943.00	\$364,453.00	\$1,124,791.00	\$594,577.00	530,214.00
007	Special Trust	\$25,001.00	\$0.00	\$500.00	\$212.00	\$9,212.00	\$16,289.00	\$6,650.00	9,639.00
008	Endowment Trust	\$100,665.00	\$183.00	\$532.00	\$0.00	\$0.00	\$101,197.00	\$0.00	101,197.00
009	Uniform Supplies	(\$7.00)	\$1,247.00	\$3,427.00	\$0.00	\$4,939.00	(\$1,519.00)	\$44,752.00	(46,271.00)
014	Rotary - Internal Services	\$75,364.00	\$162.00	\$212.00	\$0.00	\$0.00	\$75,576.00	\$2,560.00	73,016.00
018	Public School Support	\$6,311.00	\$1,013.00	\$2,447.00	\$286.00	\$4,007.00	\$4,751.00	\$12,098.00	(7,347.00)
019	Other Grants	\$55,897.00	\$0.00	\$2,050.00	\$12,902.00	\$98,371.00	(\$40,424.00)	\$6,451.00	(46,875.00)
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	(\$9,149.00)	(\$159,317.00)	\$345,724.00	\$871,519.00	(525,795.00)
034	Classroom Facilities Maintenance	\$768,054.00	\$15,857.00	\$104,111.00	\$31,095.00	\$37,104.00	\$835,061.00	\$51,292.00	783,769.00
200	Student Managed Funds	\$10,151.00	\$15,455.00	\$16,172.00	\$1,655.00	\$1,655.00	\$24,668.00	\$17,692.00	6,976.00
300	District Managed Funds	\$11,040.00	\$11,378.00	\$14,478.00	\$11,091.00	\$59,225.00	(\$33,707.00)	\$29,600.00	(63,307.00)
401	Auxiliary Services	\$104,443.00	\$310.00	\$163,170.00	\$21,130.00	\$129,554.00	\$138,059.00	\$270,204.00	(132,145.00)
439	Public School Preschool	(\$1.00)	\$0.00	\$11,772.00	\$6,792.00	\$60,602.00	(\$48,831.00)	\$7.00	(48,838.00)
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	\$2,096.00	\$2,096.00	\$0.00	\$0.00	\$3,088.00	\$14,400.00	(11,312.00)
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	\$0.00	\$74,470.00	\$56,412.00	\$479,715.00	(\$405,099.00)	\$441,145.00	(846,244.00)
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	\$74,618.00	\$74,618.00	\$0.00	\$88,509.00	(\$13,798.00)	\$817.00	(14,615.00)
572	Title I - Disadvantaged Children	(\$549,843.00)	\$0.00	\$461,008.00	\$77,190.00	\$334,029.00	(\$422,864.00)	\$176,974.00	(599,838.00)
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	\$972.00	\$3,972.00	(\$3,972.00)	\$0.00	(3,972.00)
590	Title II-A - Improving Teacher Quality	\$40.00	\$0.00	\$0.00	\$11,686.00	\$57,625.00	(\$57,585.00)	\$24,695.00	(82,280.00)
599	Miscellaneous Federal Grants	\$3,378.00	\$8,047.00	\$8,047.00	\$0.00	\$7,633.00	\$3,792.00	\$1,000.00	2,792.00
	Grand Totals (ALL Funds)	\$6,954,371.00	\$3,890,220.00	\$18,346,325.00	\$4,056,759.00	\$13,440,492.00	\$11,860,204.00	\$4,873,875.00	\$6,986,329.00

Garfield Heights City Schools

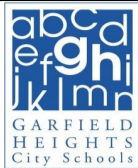


Record of Advances for 2018/2019



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	Tilte 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



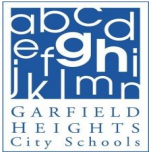
Approved Grant Funds for 2018/2019



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	\$0.00	\$0.00
451/9019	Data Communications	\$0.00	\$0.00	\$0.00	\$0.00
	<u>Auxiliary Services</u>				
401/9019	Trinity	\$0.00	\$0.00	\$0.00	\$0.00
401/9619	St. Benedict	\$0.00	\$0.00	\$0.00	\$0.00
	Total State Funds	\$80,000.00	\$0.00	\$0.00	\$0.00
	<u>Federal Grants</u>				
516/9019	IDEA-B Special Education	\$1,007,792.00	\$0.00	\$0.00	\$0.00
536/9191	Title I School Improvement Part A	\$0.00	\$0.00	\$0.00	\$0.00
572/9019	Title I	\$1,499,129.00	\$0.00	\$0.00	\$0.00
587/9019	Preschool Special Education	\$17,767.00	\$0.00	\$0.00	\$0.00
590/9019	Title II-A Improving Teacher Quality	\$214,832.00	\$0.00	\$0.00	\$0.00
599/9019	Title IV-A Student Supp/Academic Enrich	\$116,966.00	\$0.00	\$8,047.00	\$8,047.00
	Total Federal Funds	\$2,856,486.00	\$0.00	\$8,047.00	\$8,047.00

Garfield Heights City Schools



Cash Reconciliation



September 30, 2018

FINSUM Balance **\$11,860,204.00**

Bank Balance:

Key Bnk - Property Tax/Foundation Receipts	\$	856,007.00	
PNC - General	\$	435,020.00	
JP MorganChase - Payroll	\$	(1,106.00)	
			\$ 1,289,921.00

Investments:

STAR Ohio		8,218,812.00	
Red Tree		2,299,391.00	
PNC-Sweep		4,061.00	
Citizens-Sweep		112,037.00	
		<u>112,037.00</u>	
			\$ 10,634,301.00

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) (65,168.00)

Adjustments		0.00
In Transits		0.00

Bank Balance **\$ 11,860,204.00**

Unreconcilable Difference **\$ -**

Garfield Heights City Schools

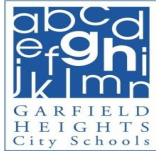
August 31, 2018



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	\$45,331,655.00	\$514,032.00	\$45,845,687.00	\$11,644,457.00	\$3,451,858.00	\$2,294,426.00	31,906,804.00	30.40%
002 Bond Retirement	\$4,581,640.00	\$0.00	4,581,640.00	\$143,464.00	\$133,514.00	\$0.00	4,438,176.00	3.13%
003 Permanent Improvement	\$260,507.00	\$0.00	260,507.00	\$45,258.00	\$20,170.00	\$12,982.00	202,267.00	22.36%
004 Building Fund	\$26,100.00	\$0.00	26,100.00	\$26,025.00	\$0.00	\$0.00	75.00	0.00%
006 Food Service	\$2,105,000.00	\$16,886.00	2,121,886.00	\$364,453.00	\$228,943.00	\$594,577.00	1,162,856.00	45.20%
007 Special Trust	\$15,000.00	\$19,150.00	34,150.00	\$9,212.00	\$212.00	\$6,650.00	18,288.00	46.45%
008 Edowment Trust	\$500.00	\$500.00	1,000.00	\$0.00	\$0.00	\$0.00	1,000.00	0.00%
009 Uniform Supplies	\$60,000.00	\$3,369.00	63,369.00	\$4,939.00	\$0.00	\$44,752.00	13,678.00	78.42%
014 Rotary - Internal Services	\$66,000.00	\$0.00	66,000.00	\$0.00	\$0.00	\$2,560.00	63,440.00	3.88%
018 Public School Support	\$24,500.00	\$3,500.00	28,000.00	\$4,007.00	\$286.00	\$12,098.00	11,895.00	57.52%
019 Other Grants	\$264,324.00	\$188.00	264,512.00	\$98,371.00	\$12,902.00	\$6,451.00	159,690.00	39.63%
022 District Agency	\$23,000.00	\$8,408.00	31,408.00	\$0.00	\$0.00	\$0.00	31,408.00	0.00%
024 Employee Benefits	\$400,000.00	\$138,769.00	538,769.00	(\$159,317.00)	(\$9,149.00)	\$871,519.00	(173,433.00)	0.00%
034 Classroom Facilities Maintenance	\$625,200.00	\$0.00	625,200.00	\$37,104.00	\$31,095.00	\$51,292.00	536,804.00	0.00%
200 Student Managed Funds	\$57,000.00	\$619.00	57,619.00	\$1,655.00	\$1,655.00	\$17,692.00	38,272.00	33.58%
300 District Managed Funds	\$222,050.00	\$276.00	222,326.00	\$59,225.00	\$11,091.00	\$29,600.00	133,501.00	39.95%
401 Auxiliary Services	\$524,499.00	\$78,247.00	602,746.00	\$129,554.00	\$21,130.00	\$270,204.00	202,988.00	66.32%
439 Public School Preschool	\$115,190.00	\$7.00	115,197.00	\$60,602.00	\$6,792.00	\$7.00	54,588.00	52.61%
451 OneNet (Data Communication)	\$18,000.00	\$0.00	18,000.00	\$0.00	\$0.00	\$0.00	18,000.00	0.00%
499 Miscellaneous State Grants	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$14,400.00	(14,400.00)	#DIV/0!
516 IDEA-B	\$1,190,517.00	\$19,989.00	1,210,506.00	\$479,715.00	\$56,412.00	\$441,145.00	289,646.00	76.07%
536 Title I - School Improvement Part A	\$106,629.00	\$33,334.00	139,963.00	\$88,509.00	\$0.00	\$817.00	50,637.00	63.82%
572 Title I - Disadvantaged Children	\$1,853,191.00	\$84,292.00	1,937,483.00	\$334,029.00	\$77,190.00	\$176,974.00	1,426,480.00	26.37%
587 Preschool Handicap	\$37,685.00	\$0.00	37,685.00	\$3,972.00	\$972.00	\$0.00	33,713.00	10.54%
590 Title II-A - Improving Teacher Quality	\$261,864.00	\$3,194.00	265,058.00	\$57,625.00	\$11,686.00	\$24,695.00	182,738.00	31.06%
599 Miscellaneous Federal Grants	\$0.00	\$5,000.00	5,000.00	\$7,633.00	\$0.00	\$1,000.00	(3,633.00)	172.66%
Totals	\$58,170,051.00	\$929,760.00	\$59,099,811.00	\$13,440,492.00	\$4,056,759.00	\$4,873,841.00	\$40,785,478.00	30.99%

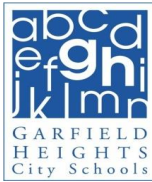
Garfield Heights City Schools



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



Vendor	Amount	Fund	Description
Connect	\$ 12,415.00	001	Data Map added to Progress Books
CDW Government	\$ 51,487.00	001	Computer Purchases
Data Recognition Corp	\$ 6,799.00	001	Inview Test Books
Ohio Bureau of Workers Comp	\$ 14,489.00	Various	Workers Comp Payments
Bob Gillingham Ford	\$ 34,480.00	006	Food Delivery Van
Suburban Health Consortium	\$ 419,620.00	024	Employee Health Care for June
VOYA Institutional Trust	\$ 15,477.00	001	Teacher Severance Pay
CDW Government	\$ 42,512.00	001	Computer Purchases
Connect	\$ 17,438.00	001	Progress Book, Content Filter, Virtual Classroom Fee
ABA Outreach	\$ 17,252.00	001	Classroom Behavior Support
Dairymans Milk Co.	\$ 7,849.00	006	Milk Purchases
Goordons Food Service	\$ 81,630.00	006	Food Purchases
Apple, Inc	\$ 6,072.00	003	iMacs
Bright Ideas Press, LLC	\$ 5,294.00	001	Common Core Math Supplies
CDW Government	\$ 30,581.00	001	Computer Purchases
D&W Diesel	\$ 9,521.00	001	Vehicle Maintenance Supplies
EMS Linq Inc.	\$ 9,420.00	006	Point of Sale Terminals and Support Fees
Euclid Glass	\$ 25,065.00	034	Installation of security doors High School
Fisher & Phillips, LLP	\$ 12,910.00	001	Legal Fees
Gallopade International	\$ 11,283.00	001	Student Workbooks
Houghton Mifflin Harcourt	\$ 8,162.00	001	Read 180 rBooks
Kidslink Neurobehavior	\$ 19,200.00	516	OOD Tuition
Martin Public Seating	\$ 27,827.00	003/006	Classroom Chairs, Cafeteria Tables
Oliver Packaging & Equipment	\$ 5,436.00	006	Paper Trays for Breakfast in Classroom
Illuminating Company	\$ 65,453.00	001	Electricity Monthly Billing
Zenith Systems	\$ 9,145.00	034	AMAG Server replacement HS
City of Cleveland	\$ 6,523.00	001	Water Monthly Billings
Jefferson County	\$ 12,025.00	001	VLA Licenses
Diversity Initiatives	\$ 7,500.00	572	Teacher Training on Diversity
NEORS	\$ 6,796.00	001	Sewer Monthly Billing
Renhill Group	\$ 17,032.00	Various	Substitute Services
Star Therapy	\$ 19,654.00	516	Occupational Therapy Services
US Bank	\$ 133,514.00	002	QZAB Bond Payment
JP Morgan Chase	\$ 980,974.00	Various	September #1 Payroll
JP Morgan Chase	\$ 995,345.00	Various	September #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	\$ 6,971.61	\$ 6,971.61	0.00	N/A
Citizens Bank	Municipal Money Market	\$ 105,065.88	\$ 105,065.88	0.00	N/A
PNC Bank	Business Perf Money Market	\$ 4,060.65	\$ 4,060.65	0.90	N/A
Red Tree Investment	Money Mkt Fund	\$ 24,681.78	\$ 24,681.78	1.96	N/A
Red Tree Investment	Agency Note	\$ 90,000.00	\$ 89,278.65	1.30	24-May-19
Red Tree Investment	Agency Note	\$ 94,672.25	\$ 93,750.18	1.00	19-Jul-19
Red Tree Investment	Agency Note	\$ 90,000.00	\$ 87,574.14	1.42	27-Jul-20
Red Tree Investment	Agency Note	\$ 100,000.00	\$ 97,518.20	1.50	28-Aug-20
Red Tree Investment	Certificate of Deposit	\$ 135,000.00	\$ 134,968.54	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	\$ 1,081,901.28	2.27	28-Oct-15
Red Tree Investment	Certificate of Deposit	\$ 75,000.00	\$ 72,200.85	1.76	17-Jun-21
Red Tree Investment	Commercial Paper	\$ 292,691.87	\$ 293,917.35	2.31	27-Nov-18
Red Tree Investment	Commercial Paper	\$ 297,670.00	\$ 298,899.00	2.35	27-Nov-18
Red Tree Investment	Commercial Paper	\$ 178,176.00	\$ 179,326.80	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	\$ 119,084.40	2.48	22-Jan-19
Red Tree Investment	Commercial Paper	\$ 295,695.00	\$ 296,937.00	2.50	25-Feb-19
Red Tree Investment	Accrued Interest	\$ -	\$ 1,620.92		
STAROhio	State Pool	\$ 8,218,811.58	\$ 8,218,811.58	2.13	N/A
Total Investment Amount		\$ 10,634,300.79	\$ 11,603,743.01		
		September 2019	FYTD 2019		
		Interest	Interest		
	General Fund	\$ 9,958.00	\$ 24,420.06		
	Food Service	2,207.00	\$ 6,899.48		
	Auxiliary Services-Trinity	90.00	\$ 261.54		
	Auxiliary Services-St. Benedict	221.00	\$ 643.82		
	Blaugrund Scholarship	183.00	\$ 531.83		
		\$ 12,659.00	\$ 32,756.73		

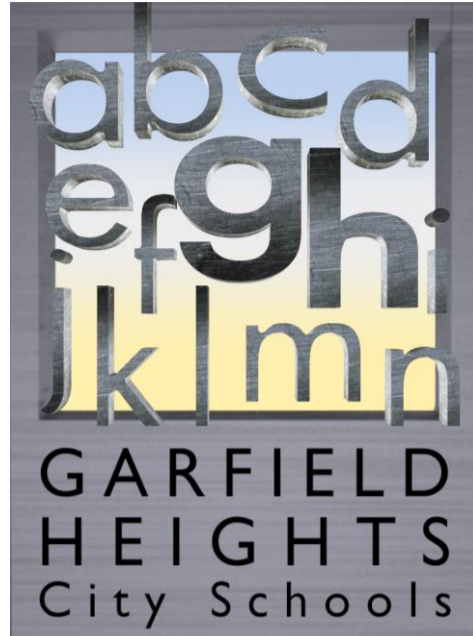
Garfield Heights City Schools



Legal Fees Analysis Report - FY19



	General	Board of Revision	GHTA	OAPSE	Personnel	Cell Tower	Lighting Energy Project	Debt Filings	Totals
July	\$1,423	\$271	\$15,252	\$31	\$1,333				\$18,310
August	\$6,045	\$4,320	\$7,192	\$155	\$8,487	\$547	\$858		\$27,604
September	\$2,511	\$31	\$5,518		\$4,850				\$12,910
October									\$0
November									\$0
December									\$0
January									\$0
February									\$0
March									\$0
April									\$0
May									\$0
June									\$0
TOTALS	\$9,979	\$4,622	\$27,962	\$186	\$14,670	\$547		\$0	\$58,824



Five Year Forecast Financial Report

October, 2018

Allen D. Sluka, Treasurer/CFO

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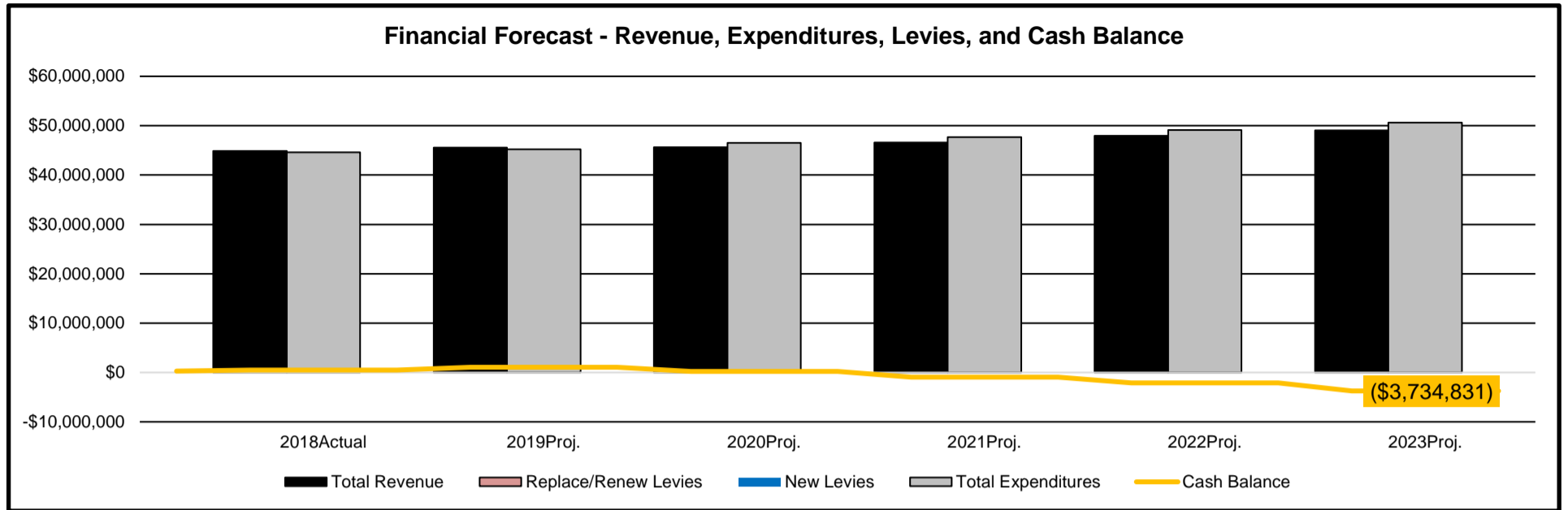
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Forecast Purpose/Objectives

Ohio Department of Education's purposes/objectives for the five-year forecast are:

1. To engage the local board of education and the community in the long range planning and discussions of financial issues facing the school district.
2. To serve as a basis for determining the school district's ability to sign the certificate required by O.R.C. §5705.412, commonly known as the "412 certificate."
3. To provide a method for the Department of Education and Auditor of State to identify school districts with potential financial problems.

Forecast Methodology - This forecast is prepared based upon historical trends and current factors. This information is then extrapolated into estimates for subsequent years. The forecast variables can change multiple times throughout the fiscal year and while cash flow monitoring helps to identify unexpected variances no process is guaranteed. The intent is to provide the district's financial trend over time and a roadmap for decisions aimed at encouraging financial sustainability and stability.



Garfield Heights City School District

Financial Forecast

	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023
Beginning Balance	1,034,498	1,361,035	500,047	(620,164)	(1,831,104)
+ Revenue	45,576,631	45,635,909	46,593,292	47,929,029	49,029,151
+ Proposed Renew/Replacement Levies	-	-	-	-	-
+ Proposed New Levies	-	-	-	-	-
- Expenditures	(45,250,094)	(46,496,897)	(47,713,503)	(49,139,969)	(50,632,878)
= Revenue Surplus or Deficit	326,537	(860,988)	(1,120,211)	(1,210,940)	(1,603,727)
Ending Balance with renewal levies Note: Not Reduced for Encumbrances	1,361,035	500,047	(620,164)	(1,831,104)	(3,434,831)

Analysis Without Renewal Levies Included:

Revenue Surplus or Deficit w/o Levies	326,537	(860,988)	(1,120,211)	(1,210,940)	(1,603,727)
Ending Balance w/o Levies	1,361,035	500,047	(620,164)	(1,831,104)	(3,434,831)

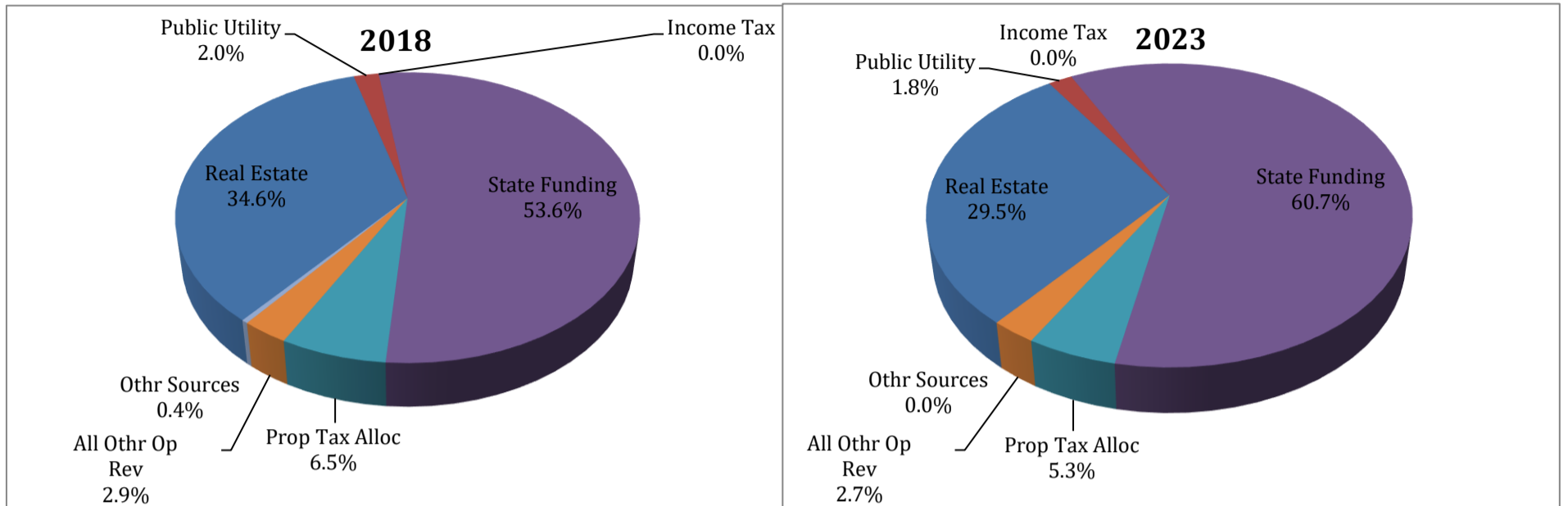
For projected fiscal years 2020 through 2023, the forecast shows Revenue Deficits. Carryover balances only remains positive in Fiscal Years 2019 and 2020. The district will need to address the Revenue Deficits within the next fiscal year(2020) .

ADM estimates are included in the forecast and assumes no significant change in enrollment. The District continues to closely monitor enrollment numbers to assess the academic needs of our students and the impact on state funding to the district. Enrollment numbers have remained constant over the previous years.

The current state biennium budget was passed on June 2017 which covered fiscal years 2018 and 2019 of the forecast. The future of state funding for public schools is still unknown beyond 2019. The state legislature will begin to address its next biennium budget (forecasted fiscal years 2020 and 2021) during the spring of 2019.

The Notes & Assumptions explained in more detail by revenue and expenditure areas in this report are key variables to the projections and the decisions necessary to balance the budget. The assumptions are those that management believes are significant to the forecast. However, because circumstances and conditions assumed in projections frequently do not occur as expected, and are based on information existing at the time projections are prepared, there will usually be differences between projected and actual results.

Revenue Sources and Forecast Year-Over-Year Projected Overview



	Prev. 5-Year Avg. Annual Change	PROJECTED					5-Year Avg. Annual Change
		Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	
Revenue:							
1.010-Real Estate	3.47%	-4.47%	-1.09%	-1.78%	0.26%	0.13%	-1.39%
1.020-Public Utility	12.26%	0.50%	-0.95%	0.25%	0.25%	0.11%	0.03%
1.030-Income Tax	n/a	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
1.035-State Funding	6.54%	2.83%	4.93%	5.00%	5.03%	4.74%	4.51%
1.040-Restricted Aid	311.63%	-2.14%	1.77%	1.84%	2.63%	0.07%	0.83%
1.045-Restr Federal SFSF	-100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
1.050-Property Tax Alloc	3.50%	-5.77%	-1.98%	-1.73%	-1.76%	-0.90%	-2.43%
1.060-All Other Operating	7.17%	61.48%	-37.34%	0.00%	0.00%	0.00%	4.83%
1.070-Total Revenue	5.41%	1.26%	0.41%	2.11%	2.88%	2.72%	1.88%
2.070-Total Other Sources	7.42%	87.00%	-39.08%	0.00%	0.00%	-100.00%	-10.42%
2.080-Total w/Other Srcs	5.22%	1.60%	0.13%	2.10%	2.87%	2.30%	1.80%

Total Revenues and Other Financing Sources are projected to increase annually by an average of only 1.80% over the forecasted years 2019 through 2023 as compared to 5.06% average over the previous five years .

With over 56% of the district's funding coming from the State of Ohio (State Funding, Restricted Aid and Property Tax Allocation), the state's biennial budget and economic outlook is a major factor in projecting future revenues. The state's next biennial budget is for 2020 and 2021.

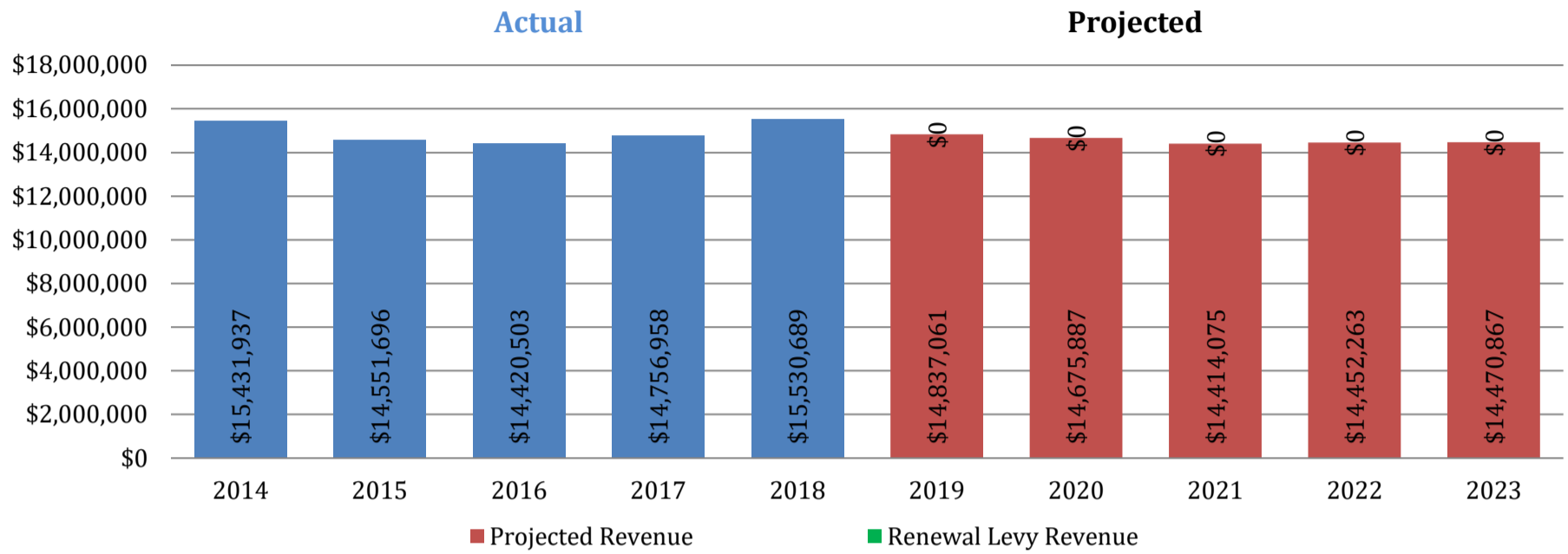
The next major revenue source is real estate taxes of which generates 34% of the district's total revenues. Reverse HB920 and Emergency Levies which are dollar amount driven have played a significant role in mitigating previous years valuation losses. That same affect impacts tax revenues when there is a valuation increase that the district received from the triennial update. Collection of delinquent taxes over the past few years have also contributed to steady increase in property tax revenues. While we have tried to project these collection amounts based on past history, we do not always know who or when someone is going to pay their delinquent tax amount. While these amounts have remained steady over the previous years, we are not projecting them to maintain that high of a collection amount.

In addition, new income tax laws saw a significant number of property tax payers pay the full amount of property tax at the end of calendar year 2017. This is why the Real Estate tax amount is showing a 4.47% decrease in fiscal year 2019.

The last levy passed by the school district was a combination ten year renewal levy in November 2016. The last levy passed for additional dollars was

1.010 - General Property Tax (Real Estate)

Revenue collected from taxes levied by a school district by the assessed valuation of real property using effective tax rates for class I (residential/agricultural) and class II (business).



	2018	2019	2020	2021	2022	2023
Total With Renewal Levies	15,530,689	14,837,061	14,675,887	14,414,075	14,452,263	14,470,867
YOY \$ Change	773,731	(693,628)	(161,174)	(261,812)	38,188	18,604
YOY % Change	5.2%	-4.5%	-1.1%	-1.8%	0.3%	0.1%

	2018	2019	2020	2021	2022	2023
Percentage of Total Revenue	34.6%	32.6%	32.2%	30.9%	30.2%	29.5%

Values, Tax Rates and Gross Collections							Gross Collection Rate Including Delinquencies
Tax Yr	Valuation	Value Change	Class I Rate	Change	Class II Rate	Change	
2017	276,024,630	(4,842,270)	66.85	(1.30)	60.61	(1.47)	100.0%
2018	308,076,734	32,052,104	61.26	(5.59)	54.39	(6.22)	93.1%
2019	308,076,734	-	61.43	0.17	54.56	0.17	93.0%
2020	308,076,734	-	61.60	0.17	54.73	0.17	91.1%
2021	308,076,734	-	61.77	0.17	54.89	0.17	91.1%
2022	308,076,734	-	61.77	-	54.89	-	91.1%

General Property Tax is the second highest revenue source of the district (32.6%) of total revenues. The General Property tax consists of real estate taxes of both Residential (Class I) and Commercial/Industrial (Class II). Of these two, residential property tax consists of 76% of the revenue while Commercial/Industrial is 24%. There are four major components that affect the district's real estate property tax revenues: Taxable Values, Tax Rates, Collection Rates and Delinquency Collections.

Taxable Values - For tax year 2018 collectable in 2019, the district saw a 10% increase in Residential valuation and a 17% increase for Commercial/Other from the triennial reappraisal. For calendar years 2019 through 2022, valuation amounts in these two area are projected to remain constant.

Tax Rates - The increase in valuation combined with the affects of House Bill 920, the tax rate decreased 5.59 mills to 61.26 mills for Residential and decreased 6.22 to 54.39 mills for Commercial/Other. The property tax revenue impact from the revised tax rate had an overall revenue increase of \$140,620.

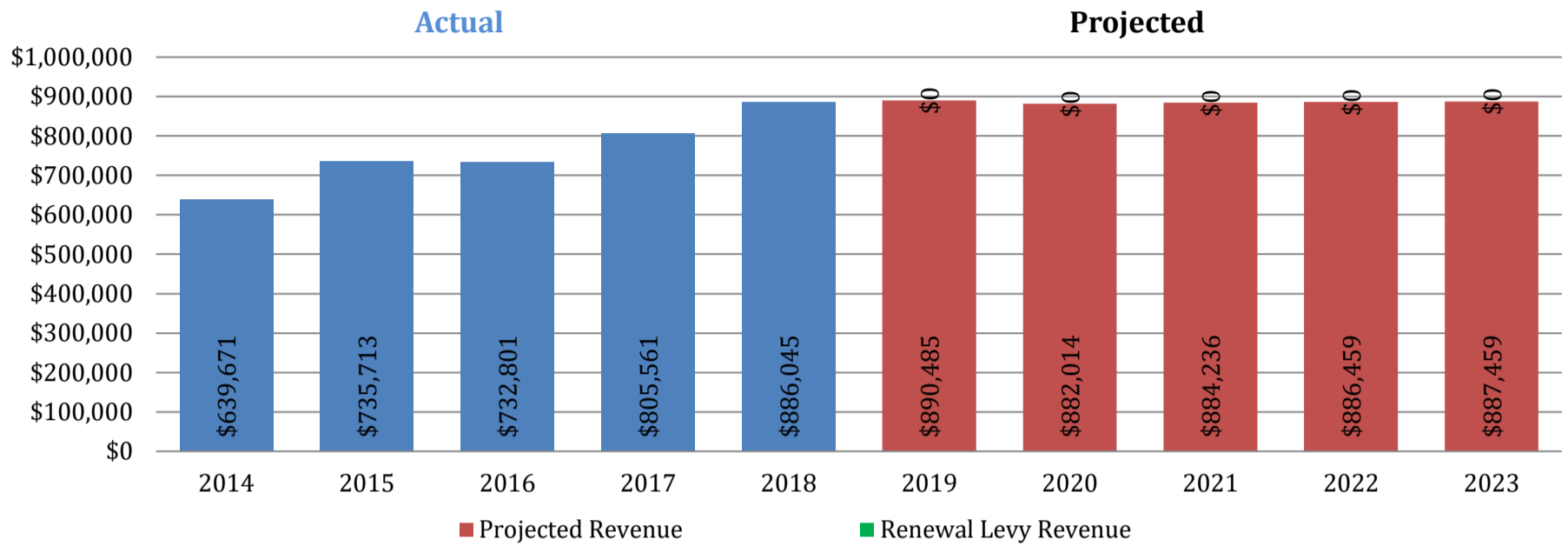
Collection Rates - The district had a collection rate 85.6% in 2017 and are projecting a 88% collection rate for residential and 80% collection rate for commercial in the forecasted fiscal years.

Delinquency collections in fiscal year 2018 was \$1.26 million and is projected to collect \$1.15 million for fiscal years 2019 and 2020 then \$850,000

**Projected % trends include renewal levies*

1.020 - Public Utility Personal Property

Revenue generated from public utility personal property valuations multiplied by the district's full voted tax rate.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total With Renewal Levies	886,045	890,485	882,014	884,236	886,459	887,459
YOY \$ Change	80,484	4,440	(8,471)	2,222	2,223	1,000
YOY % Change	10.0%	0.5%	-1.0%	0.3%	0.3%	0.1%

	2018	2019	2020	2021	2022	2023
Percentage of Total Revenue	2.0%	2.0%	1.9%	1.9%	1.8%	1.8%

Values and Tax Rates					Gross Collection Rate Including Delinquencies
Tax Year	Valuation	Value Change	Full Voted Rate	Change	
2017	12,926,360	863,390	69.76	(1.50)	100.0%
2018	13,251,360	325,000	66.47	(3.29)	100.0%
2019	13,251,360	-	66.64	0.17	100.0%
2020	13,251,360	-	66.80	0.17	100.0%
2021	13,251,360	-	66.97	0.17	100.0%
2022	13,251,360	-	66.97	-	100.0%

Public Utility Personal Property (PUPP) tax revenues is generated from telephone, natural gas, electric and water lines and equipment which is 2% of total revenues.

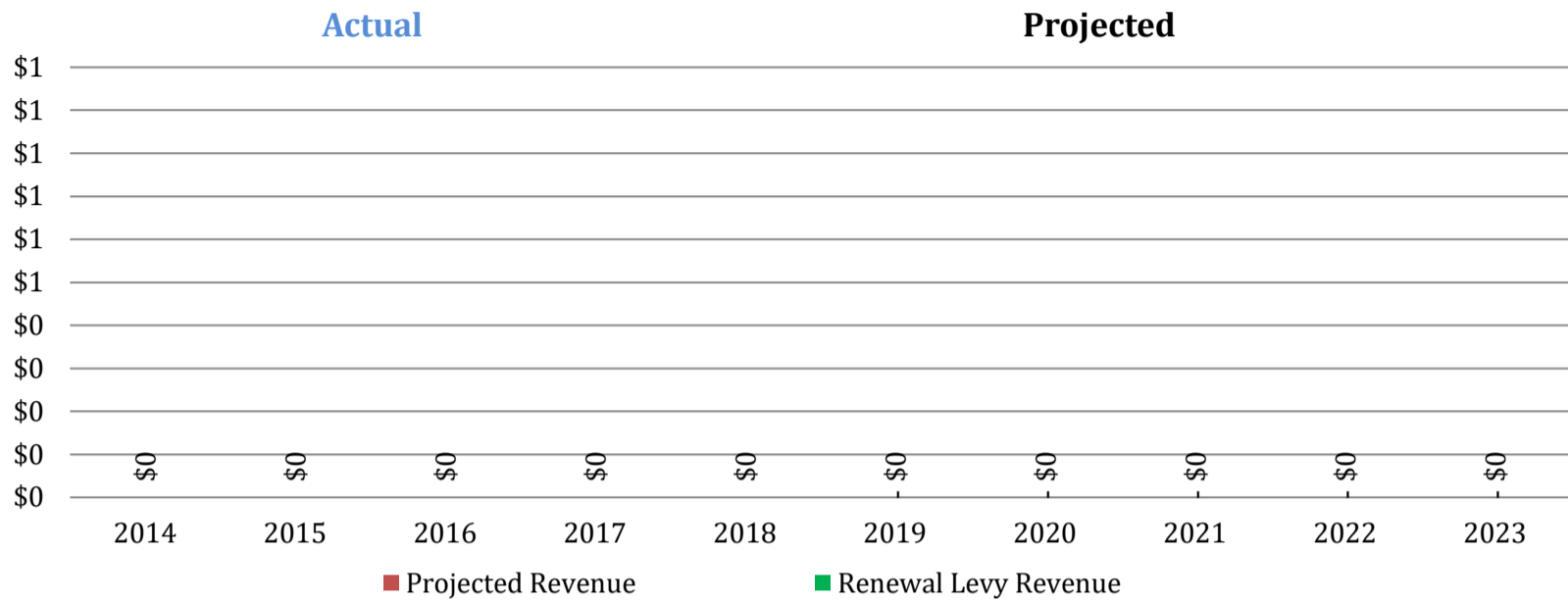
The PUPP valuation increased \$325,000 in Calendar Year 2017. We will not know the PUPP valuation for 2018 until later in the calendar year. Therefore, along with the corresponding revenues generated from TPP are projected to increase minimally in 2019 and then be flat lined for forecasted years 2020 through 2023.

PUPP valuations are assessed at the full tax rate and are not forecasting any amount for delinquency collections.

**Projected % trends include renewal levies*

1.030 - Income Tax

Revenue collected from income tax earmarked specifically to support schools with a voter approved tax by residents of the school district; separate from federal, state and municipal income taxes.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	-	-	-	-	-	-
YOY \$ Change	-	-	-	-	-	-
YOY % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

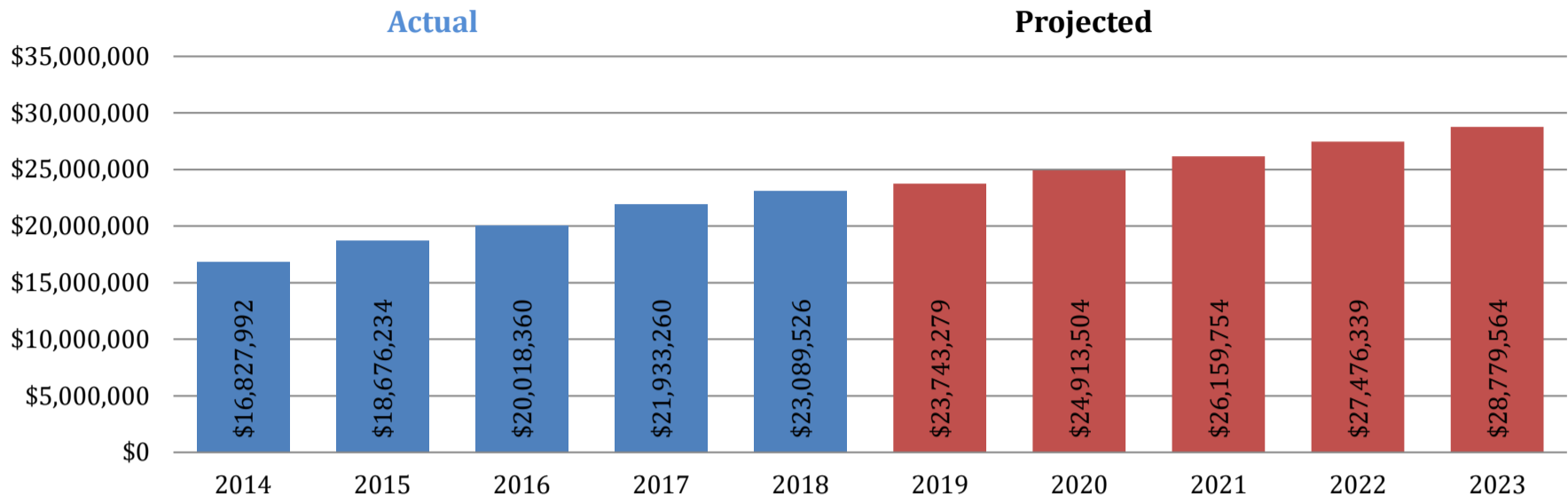
Percentage of Total Revenue	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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The district does not have an income tax.

**Projected % trends include renewal levies*

1.035 - Unrestricted Grants-in-Aid

Funds received through the State Foundation Program with no restriction.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	23,089,526	23,743,279	24,913,504	26,159,754	27,476,339	28,779,564
YOY \$ Change	1,156,266	653,753	1,170,225	1,246,250	1,316,585	1,303,225
YOY % Change	5.3%	2.8%	4.9%	5.0%	5.0%	4.7%
Percentage of Total Revenue	51.5%	52.1%	54.6%	56.1%	57.3%	58.7%
Core Funding Per Pupil	6,010	6,020	6,100	6,200	6,300	6,400
State Share Index (SSI)	79.1%	79.1%	80.0%	80.0%	81.2%	81.2%
State Core Funding Per Pupil	4,753	4,761	4,883	4,963	5,116	5,197
Formula ADM (Funded Student Count)	4,084	3,899	3,974	4,065	4,032	4,015
Funding Status	Capped	Capped	Capped	Capped	Capped	Capped

Unrestricted Grants-In-Aid is the largest revenue source of the district at 52.1% if you include the Economic Disadvantage Aid (Restricted) as part of the state's overall funding formula.

The Unrestricted Grants-in-Aid revenue amount shown for fiscal year 2019 is the amount calculated by the State Legislature under the two year budget bill which expires June 30, 2019. Also included is the Preschool, Special Education Transportation, and Casino Revenue. These amounts are not projected to change significantly in the forecasted fiscal years.

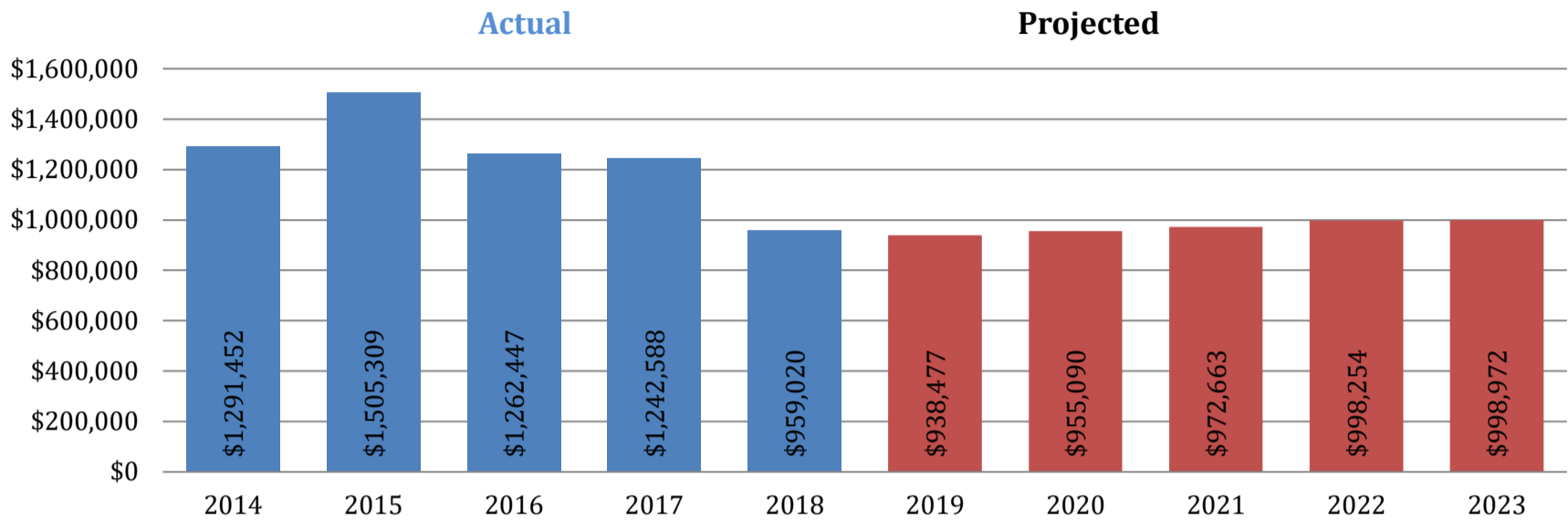
Under the State's current funding formula, the district is considered a "CAP" district. While the current funding formula showed the district qualifying for a higher amount of state aid, the biennial budget (18-19) calls for a CAP on the funding amount of 3% each fiscal year. That means that the district would receive a maximum increase of 3% in state aid from the previous year if the funded formula amount exceeds the CAP amount.

For projected years 2020 through 2022, the district is assuming that the same funding formula will be in place and that it will remain a CAP district. Therefore, we are projecting a CAP increase of 5% in each of the forecasted fiscal years.

Casino Revenues are an 'Other Unrestricted State Grant-In-Aid. The projected rate moving forward will be \$49.50 per pupil amount as established by State Legislature.

1.040 & 1.045 - Restricted Grants-in-Aid

Funds received through the State Foundation Program or other allocations that are restricted for specific purposes.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	959,020	938,477	955,090	972,663	998,254	998,972
YOY \$ Change	(283,568)	(20,543)	16,613	17,573	25,591	718
YOY % Change	-22.8%	-2.1%	1.8%	1.8%	2.6%	0.1%
Percentage of Total Revenue	2.1%	2.1%	2.1%	2.1%	2.1%	2.0%
Economic Disadvantaged Funding	781,565	801,377	814,114	831,687	857,277	947,995
Percentage of Disadvantaged Students	59.9%	59.9%	60.0%	60.0%	60.0%	60.0%

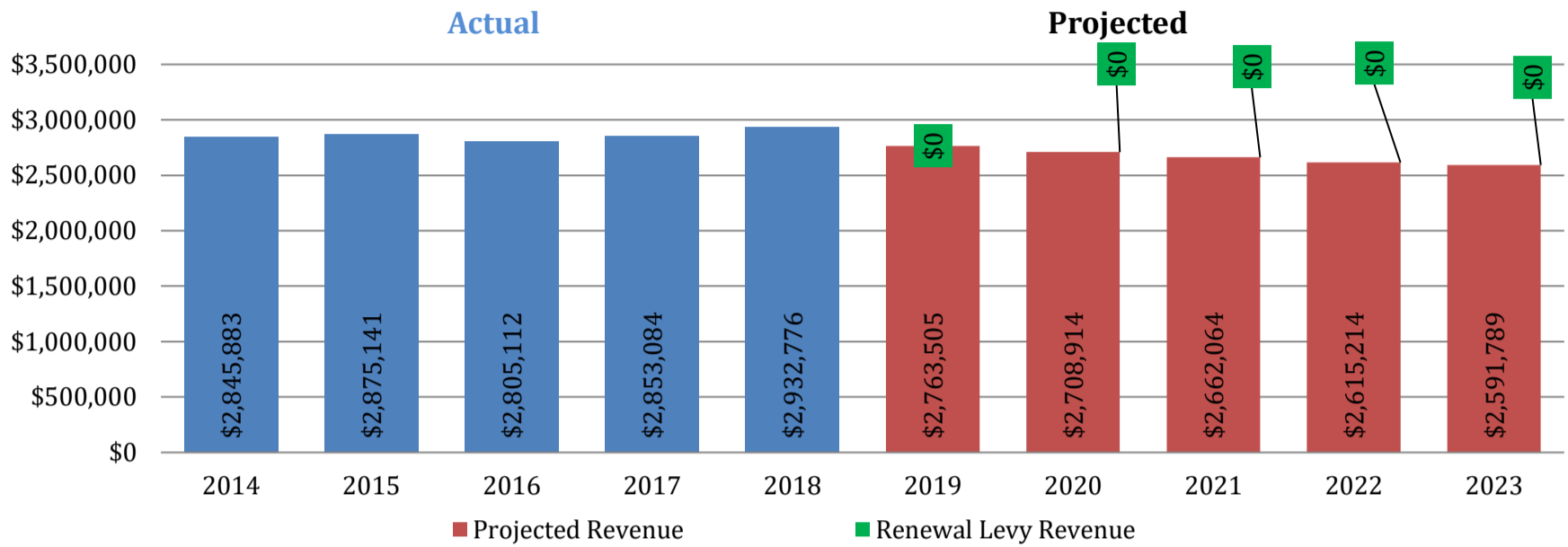
An additional component of the State’s current funding formula is Economic Disadvantage Aid. This formula amount is deemed restricted by the Ohio Department of Education and the calculated formula amount is reflected here. For the forecasted amounts in Economic Disadvantage Aid, the district is using the state's FY 2018-19 budget and the same assumptions as with the State Basic Aid. This amount also follows under the CAP increase of 3% for 2018-19 and 5% increase in the CAP for forecasted fiscal years 2020 through 2023.

The District also receives restricted state aid in the form of career/technical aid and catastrophic aid reimbursement.

Both of these payments are projected to remain flat over forecasted fiscal years 2019 through 2023.

1.050 - Property Tax Allocation

Includes funds received for Tangible Personal Property Tax Reimbursement, Electric Deregulation, Homestead and Rollback.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total With Renewal Levies	2,932,776	2,763,505	2,708,914	2,662,064	2,615,214	2,591,789
YOY \$ Change	79,692	(169,271)	(54,591)	(46,850)	(46,850)	(23,425)
YOY % Change	2.8%	-5.8%	-2.0%	-1.7%	-1.8%	-0.9%
Percentage of Total Revenue	6.5%	6.1%	5.9%	5.7%	5.5%	5.3%
% of Residential Real Estate 10% Rollback	9.90%	9.90%	9.90%	9.90%	9.90%	9.90%
% of Residential Real Estate 2.5% Rollback	1.70%	1.70%	1.70%	1.70%	1.70%	1.70%
% of Residential Real Estate Homestead	6.86%	6.86%	6.86%	6.86%	6.86%	6.86%

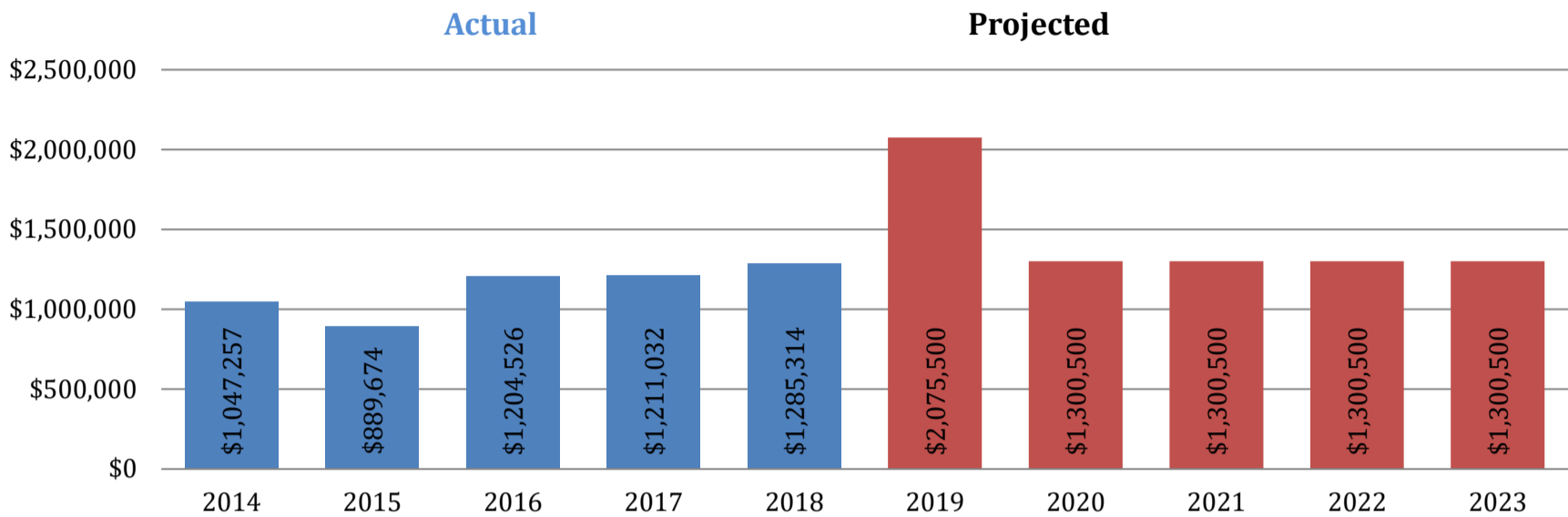
The Property Tax Allocation revenues are the district's third largest revenue source at 6.1%. A major portion of the Property Tax Allocation is generated from the Homestead and Rollback payments received from the State of Ohio. These payments are based on the relationship to actual real estate property tax collections. From the forecasted overall general property revenues, 6.86% is being used to calculate the homestead exemption, while 11.6% is being used to calculate the rollback amounts for each of the forecasted years 2019 through 2023. These percentages are in following historical trends.

The State of Ohio was holding harmless school district's who lost revenues from Tangible Personal Property (TPP) tax elimination (House Bill 66). The forecasted amounts were determined using a formula and spreadsheet developed by the Ohio Department of Education and the Ohio Department of Taxation. However, under the current state budget bill (House Bill 153), the district had a significant amount of their TPP reimbursement phased out in prior years. The remaining amounts will be phased out by 2022.

**Projected % trends include renewal levies*

1.060 - All Other Operating Revenues

Operating revenue sources not included in other lines; examples include tuition, fees, earnings on investments, rentals, and donations.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	1,285,314	2,075,500	1,300,500	1,300,500	1,300,500	1,300,500
YOY \$ Change	74,282	790,186	(775,000)	-	-	-
YOY % Change	6.1%	61.5%	-37.3%	0.0%	0.0%	0.0%

Percentage of Total Revenue	2.9%	4.6%	2.8%	2.8%	2.7%	2.7%
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The "All Other Operating Revenues" makes up a very small portion of the district's overall revenues (4.6%) and consists of Tuition payments, Earnings on Investments, Pay-to-Participate Fees, Building Rentals, Medicaid Reimbursement, CityView TIF payments and any other miscellaneous payments to the district.

In fiscal year 2018, tuition made up 40% of this revenue area and revenues amounted to \$509,768. Assuming no additional tuitions increases, the revenues are projected at \$510,000 annually in the forecasted fiscal years 2019 through 2023.

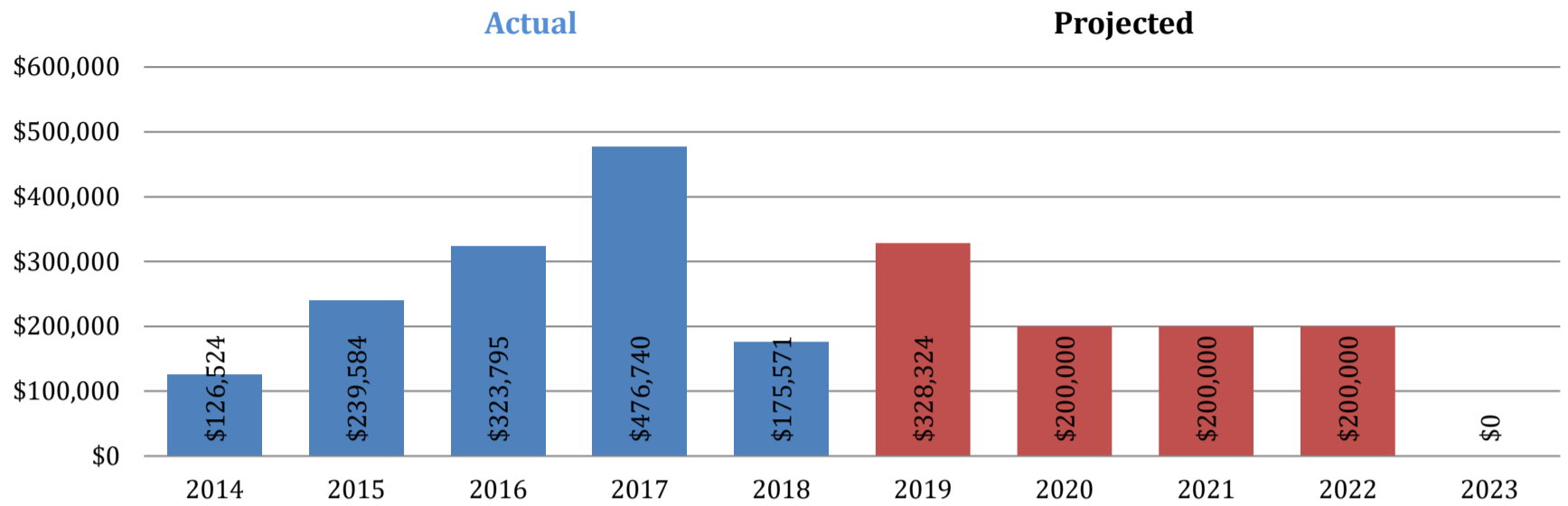
Medicaid reimbursement in 2018 was \$183,940. The projected annual amounts in the forecasted fiscal years is \$210,000 annually assuming that the legislation does not eliminate this reimbursement.

In fiscal year 2018, the district received \$435,854 as their share from the CityView Tax Increment Finance (TIF) agreement. These amounts are received from the City of Garfield Heights and are based on their calculations. The amounts being forecasted is \$400,000 annually for fiscal years 2019 through 2023. However, these amounts may change dramatically as CityView is no longer in receivership. Earnings on Investments, Fees, Rentals and Miscellaneous are all projected to remain flat lined in forecasted fiscal years base on prior year amounts.

Lastly, we are forecasting a one time payment from the City in the amount of \$800,000 for its portion of income tax revenue sharing provisions mandated from abated property agreements for income tax revenue collected.

2.070 - Total Other Financing Sources

Includes proceeds from sale of notes, state emergency loans and advancements, operating transfers-in, and all other financing sources like sale and loss of assets, and refund of prior year expenditures.



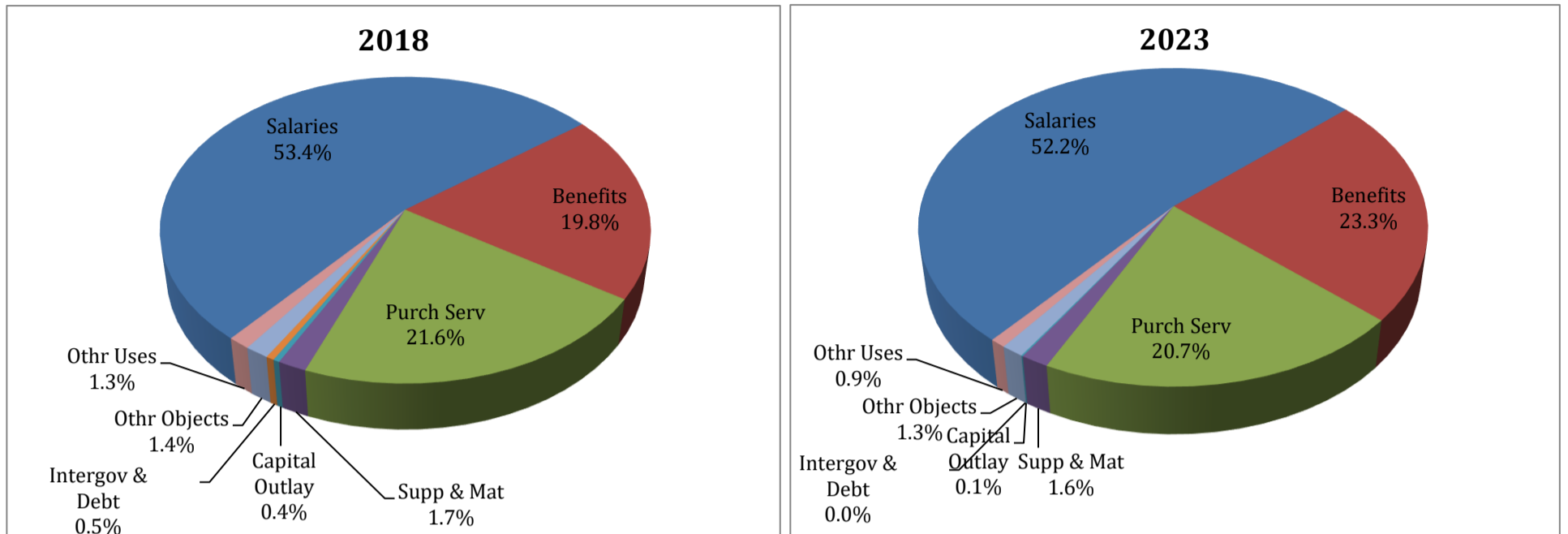
	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	175,571	328,324	200,000	200,000	200,000	-
YOY \$ Change	(301,169)	152,753	(128,324)	-	-	(200,000)
YOY % Change	-63.2%	87.0%	-39.1%	0.0%	0.0%	-100.0%
Percentage of Total Revenue	0.4%	0.7%	0.4%	0.4%	0.4%	0.0%
Transfers In	-	-	-	-	-	-
Advances In	170,312	328,324	200,000	200,000	200,000	-

No significant transfer-in are projected in the forecasted fiscal years.

Advances-In amounts shown in the forecasted years are based on the previous fiscal year's initial Advances-Out.

Other financing sources (Refunds of Prior Year Expenditures) are projected at \$0 in the forecasted fiscal years due to the random nature that they are received and minimal impact dollar amount.

Expenditure Categories and Forecast Year-Over-Year Projected Overview



	Prev. 5-Year Avg. Annual Change	PROJECTED					5-Year Avg. Annual Change
		Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	
Expenditures:							
3.010-Salaries	3.52%	2.22%	2.21%	2.01%	2.01%	2.01%	2.09%
3.020-Benefits	4.33%	5.39%	5.74%	5.99%	6.16%	6.32%	5.92%
3.030-Purchased Services	11.32%	-0.86%	2.27%	2.51%	2.38%	2.39%	1.74%
3.040-Supplies & Materials	5.44%	5.99%	-4.52%	0.61%	1.86%	1.86%	1.16%
3.050-Capital Outlay	65.66%	-55.16%	-33.33%	0.00%	0.00%	0.00%	-17.70%
3.060-Intergov	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.010-4.060-Debt	-2.35%	-61.85%	0.00%	-100.00%	n/a	n/a	-53.95%
4.300-Other Objects	2.65%	1.70%	3.09%	-6.26%	3.39%	2.04%	0.79%
4.500-Total Expenditures	4.99%	1.71%	2.78%	2.64%	3.02%	3.07%	2.64%
5.040-Total Other Uses	4.48%	-23.02%	0.00%	0.00%	0.00%	0.00%	-4.60%
5.050-Total w/Other Uses	4.89%	1.39%	2.76%	2.62%	2.99%	3.04%	2.56%

Total expenditures including 'Other Financing Uses' are expected have an average annual increase of 2.55% over the forecasted five years as compared to an actual average annual expenditure increase of 4.89% over the previous 5 years.

Salaries are showing a 2.09% 5-Year Avg. Annual Change as compared 3.52% in Prev 5 years. The district has taken a stance of not filling open positions unless absolutely necessary in 2019. In addition, current assumptions are not projecting raises beyond step increases.

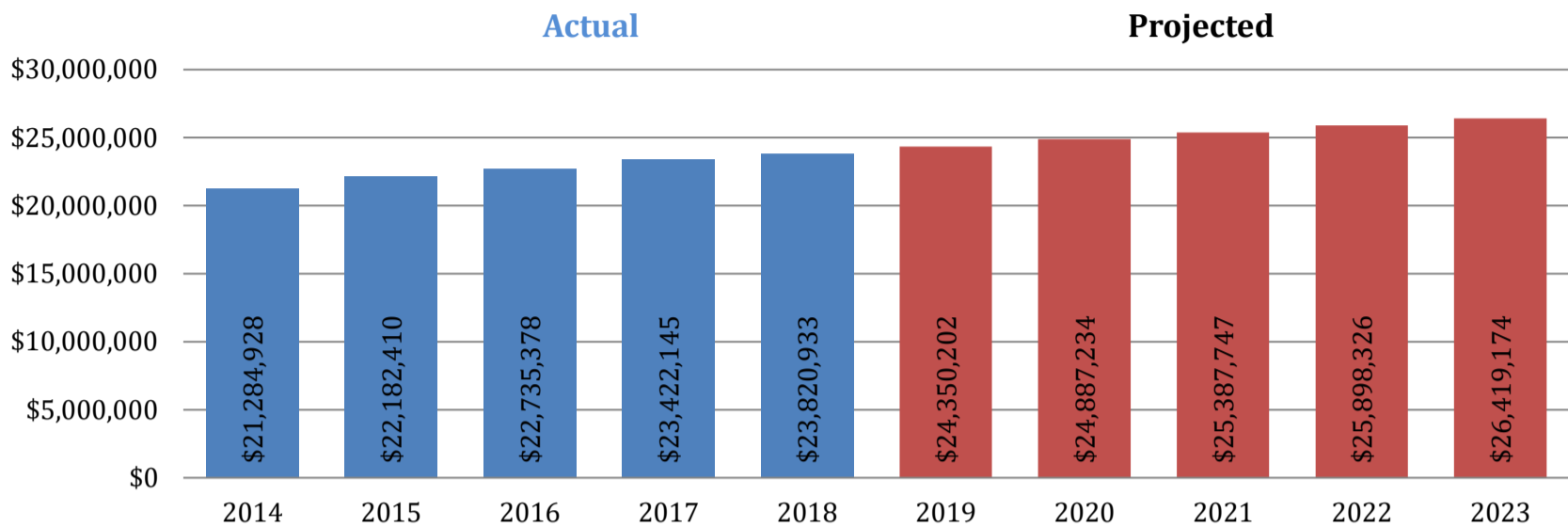
Benefits are showing 5.92 5-Year Avg Change as compared to 4.33% in the previous 5 years. Health care costs continue to rise and will have a major impact on the projected years.

Purchased Services has a 1.72% 5-Year Annual Change and as compared to 11.32% in the previous 5 years. The significant decrease in the 5 year annual changed is based on projected flat line on out of district tuition and special education costs combined with a projected decrease in utilities due to a energy saving lighting project at the High School and Middle School. These two areas have a significant impact on the projected fiscal year amounts for purchased services.

The Supplies, Capital Outlay, and Other Objects have been reduced as compared to the Prev. 5-Year average change in an effort to reduce deficit funding as these areas are more discretionary in nature.

3.010 - Personnel Services

Employee salaries and wages, including extended time, severance pay, supplemental contracts, etc.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	23,820,933	24,350,202	24,887,234	25,387,747	25,898,326	26,419,174
YOY \$ Change	398,788	529,269	537,032	500,513	510,579	520,848
YOY % Change	1.7%	2.2%	2.2%	2.0%	2.0%	2.0%

Percentage of Total Budget	53.4%	53.8%	53.5%	53.2%	52.7%	52.2%
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The Personnel Services is largest expenditure area of the district at 53.4%. This area includes teachers, classified, administrators, exempt, qualified staff along with other compensation such as supplemental contracts, OT, substitutes, severance payments, and any other compensation.

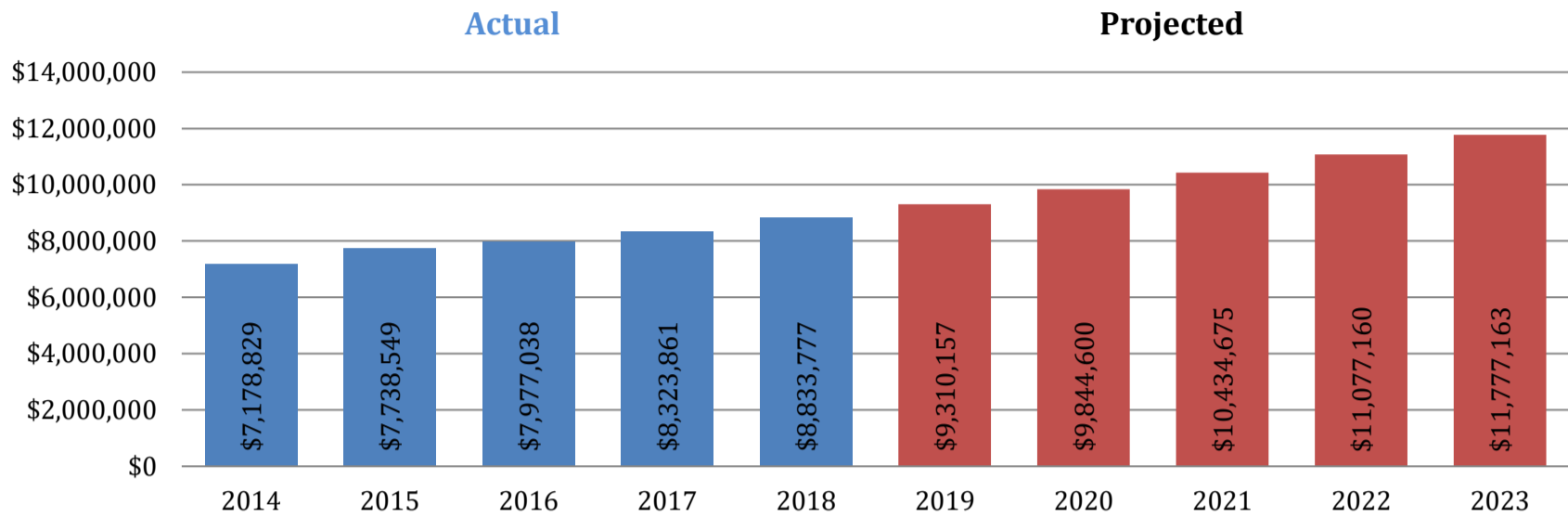
For forecasted fiscal year 2019, the projected amounts reflects a step increase for teachers as the one year negotiated agreement has expired and negotiated agreement wage increase for classified staff. For forecasted years 2020 through 2023, forecasted amounts assume only step increases as set forth in the current negotiated agreement salary schedules as new negotiated wages increases have yet to be determined. Wage amounts projected for administration are based on individual contract agreements and historical increases which amounts to the equivalent of a step increase. Wage amounts projected for the exempt and qualified staff are based on established salary schedules, experience level, and level of responsibility and only reflect salary schedule step movements where applicable.

Supplemental contracted amounts follow the negotiated agreement base salary amount. Severance payments have been projected to decrease significantly as retirements have decreased. Substitute costs are projected to remain flatlined over the forecasted years based on past history. Overtime, extra time, incentives and extended time amounts are projected to increase 1% annually in forecasted years 2019 through 2023.

We are projecting no change in staffing levels for the forecasted years 2020 through 2023 based on current levels.

3.020 - Employees' Benefits

Retirement for all employees, Workers Compensation, early retirement incentives, Medicare, unemployment, pickup on pickup, and all health-related insurances.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	8,833,777	9,310,157	9,844,600	10,434,675	11,077,160	11,777,163
YOY \$ Change	509,916	476,380	534,443	590,075	642,485	700,003
YOY % Change	6.1%	5.4%	5.7%	6.0%	6.2%	6.3%

Percentage of Total Budget	19.8%	20.6%	21.2%	21.9%	22.5%	23.3%
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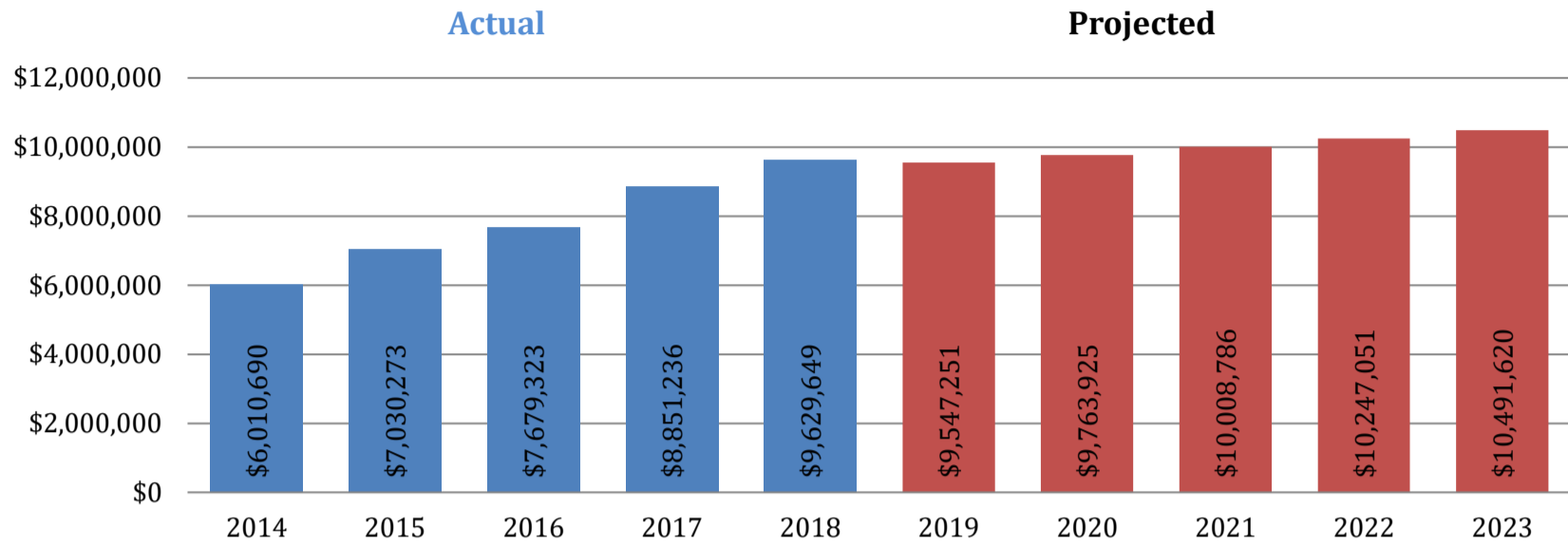
Employees' Benefits is the next largest expenditure area at 20.6% of overall expenditures. This area consists of retirement, medicare, health care and workers compensation.

The district is required to contribute 14% of an employee's salary to either of the Retirement Systems and 1.45% to Medicare. As personal service (salaries, wages) costs increase from staff levels, step movements, and other compensation, retirement costs are projected to follow. This district also picks up the employee share of retirement for administrators. We are also projecting no changes in the contribution percentages for both the STRS and SERS.

Health Insurance benefits makes up 52% of the employee benefits which provides Medical, Drug, Dental, Vision and Life insurance coverage to full time employees. Insurance benefit rate projections include not only forecasted increases but any negotiated employee contribution amounts. For forecasted fiscal year 2019, the district saw a 8.65% aggregate increase in health care premiums. For forecasted fiscal years 2020 through 2023, premium increases of 10% in the aggregate is being projected. All employees who elect insurance coverage contribute towards the insurance coverage premium except life which completely board paid. This contribution amount is based on current negotiated agreements or various benefit packages and is currently 10% for all employees except classified who pay 8%. For purposes of this forecast, these contribution rates are not projected to change in forecasted years. The workers' compensation rate is projected to decrease slightly and follow projected personal service amounts.

3.030 - Purchased Services

Amounts paid for personal services rendered by personnel who are not on the payroll of the school district, and other services which the school district may purchase.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	9,629,649	9,547,251	9,763,925	10,008,786	10,247,051	10,491,620
YOY \$ Change	778,413	(82,398)	216,674	244,861	238,265	244,569
YOY % Change	8.8%	-0.9%	2.3%	2.5%	2.4%	2.4%
Percentage of Total Budget	21.6%	21.1%	21.0%	21.0%	20.9%	20.7%

Purchase Services is now 21.1% of the overall expenditures. This category includes contractual services, community school and special education tuition, health/OT/PT services, legal services, rentals and leases, travel and mileage, utilities, and building/equipment repairs.

Out of district tuition projected costs represents 65% of the purchase service expenditures. The most significant is Community Schools, Ed-Choice, and Post Secondary. Enrollment in these schools has flatlined. The projected increase for 2019 is 1% due to steps being taken to verify enrollment, bring back students and recoup costs and then 2.5% annually in the forecasted fiscal years.

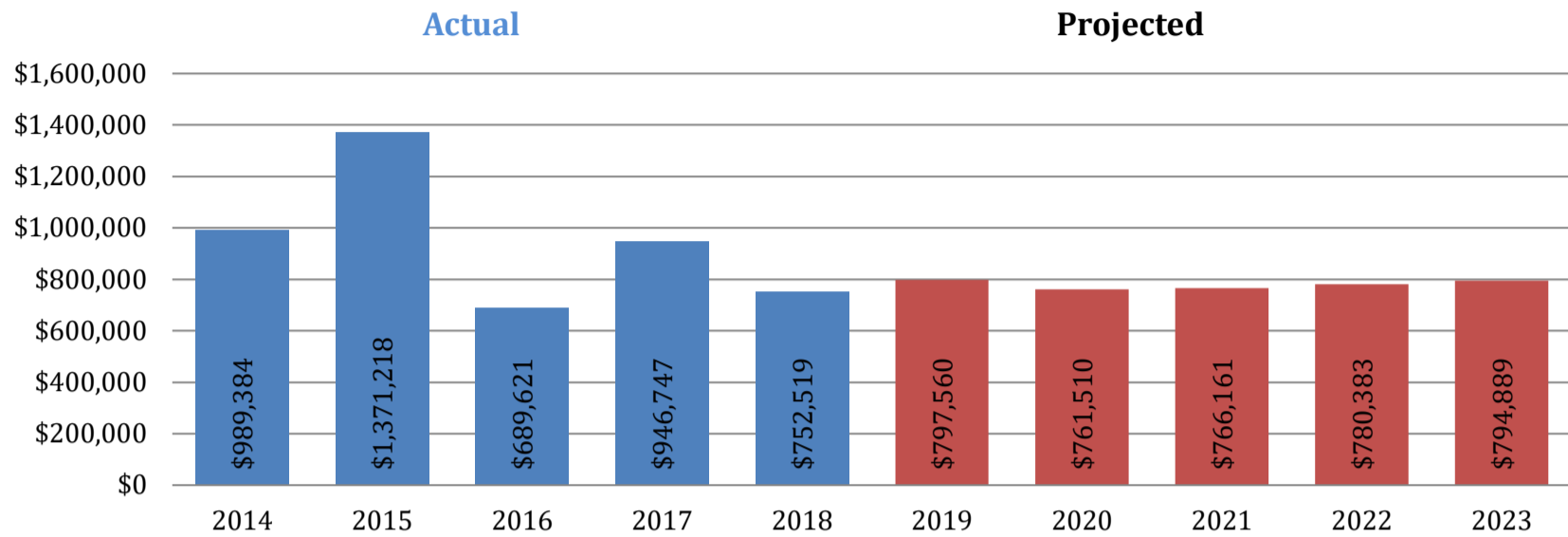
Utility costs saw a slight increase in 2018 due an increase in telephone and electricity costs. For 2019, we are projecting to decrease slightly by 1.5 % and then increase 2% annually in the forecasted fiscal years.

Contractual services (substitutes, legal, health, psychologist, OT, PT, legal, professional, copier) increased 32.5% in 2018 due to a significant increase in substitute costs. However, the substitute cost is now projected to decrease by 5% in fiscal year 2019 and then increase 1% annually in the forecasted fiscal years as we take steps to try and reduce absenteeism

All other purchase services (travel/meeting expenses, advertising , printing,) assume an annual 1% inflationary increase in each of the forecasted fiscal years.

3.040 - Supplies & Materials

Expenditures for general supplies, instructional materials including textbooks and media material, bus fuel and tires, and all other maintenance supplies.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	752,519	797,560	761,510	766,161	780,383	794,889
YOY \$ Change	(194,228)	45,041	(36,050)	4,651	14,222	14,506
YOY % Change	-20.5%	6.0%	-4.5%	0.6%	1.9%	1.9%

Percentage of Total Budget	1.7%	1.8%	1.6%	1.6%	1.6%	1.6%
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This category includes general supplies, textbooks, library books/periodicals, maintenance/custodial supplies, and transportation supplies and 1.8% of the overall expenditures.

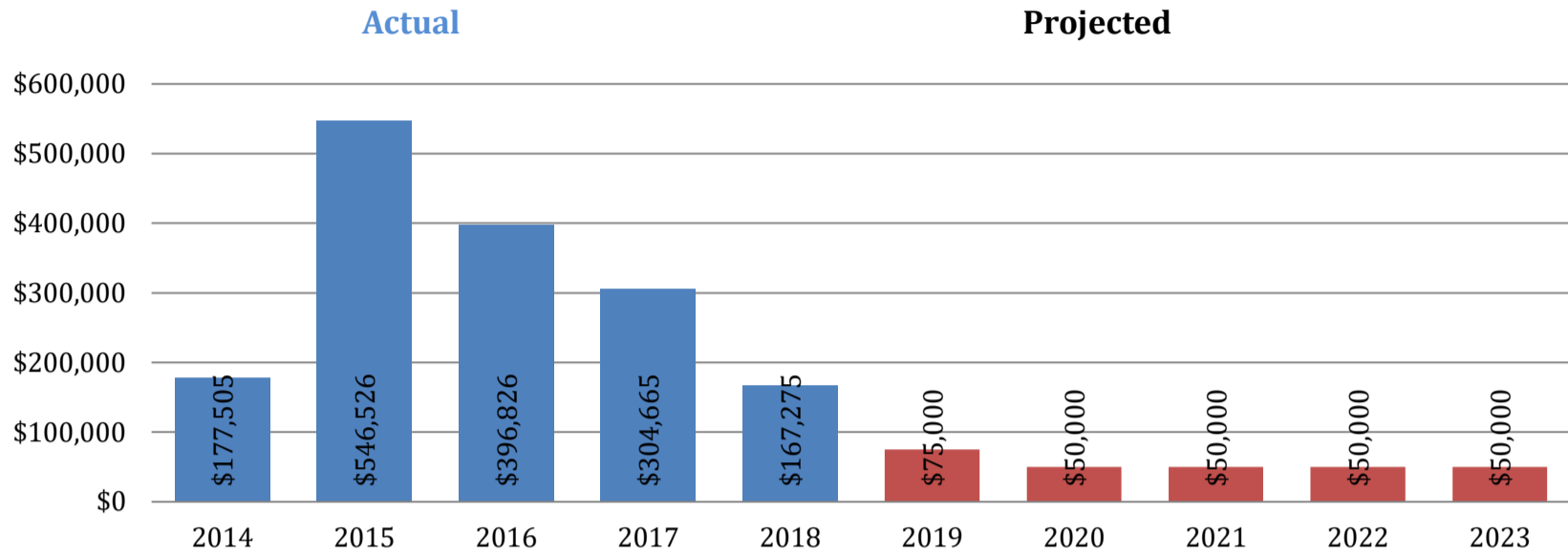
Over the past few years, the district has made significant effort in textbook purchase spending. Therefore, this amount is projected to increase in 2019 based on current needs. Textbook purchases are projected to decrease in 2020 and remain flatlined in the forecasted fiscal years.

General supply costs are projected to increase slightly (2.4%) in 2019 based on current estimated needs and then an inflationary 2% annual increase in the forecasted fiscal years.

Maintenance/custodial and transportation supply costs for 2019 are based on current estimated needs and then have a projected inflationary 2% annual increase in the forecasted fiscal years.

3.050 - Capital Outlay

This line includes expenditures for items having at least a five-year life expectancy, such as land, buildings, improvements of grounds, equipment, computers/technology, furnishings, and buses.



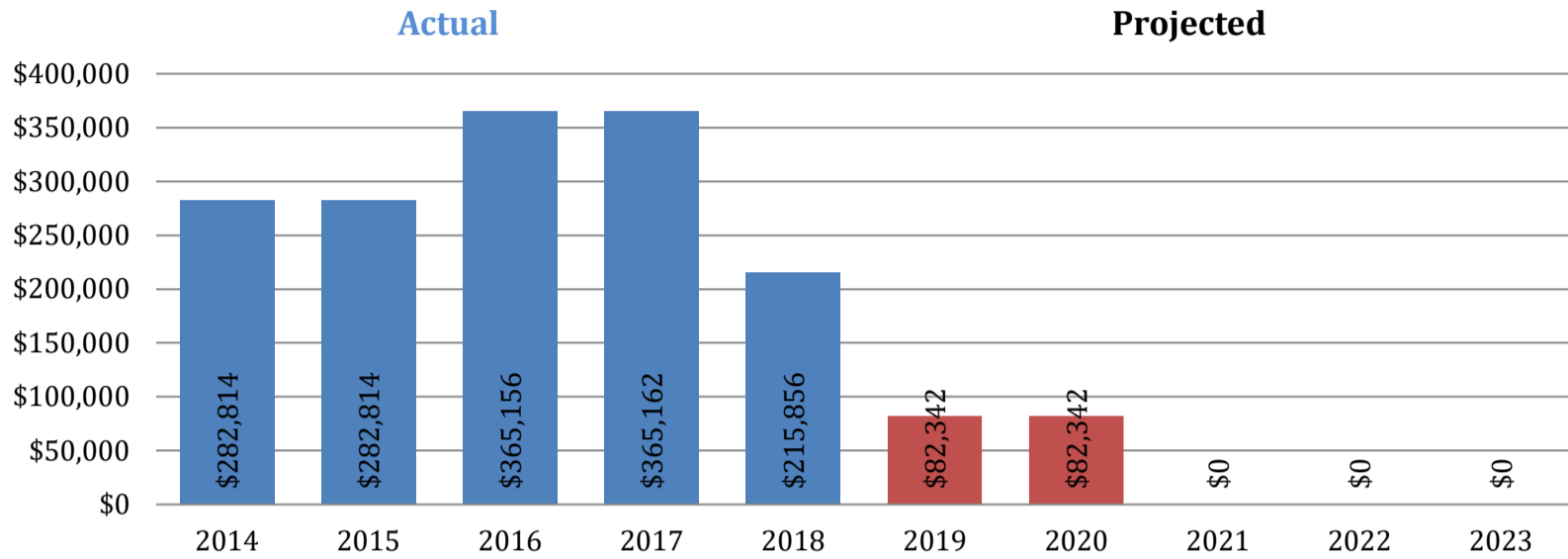
	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	167,275	75,000	50,000	50,000	50,000	50,000
YOY \$ Change	(137,390)	(92,275)	(25,000)	-	-	-
YOY % Change	-45.1%	-55.2%	-33.3%	0.0%	0.0%	0.0%
Percentage of Total Budget	0.4%	0.2%	0.1%	0.1%	0.1%	0.1%

Capital outlay represent .2% of the overall expenditures and includes the purchase of new instructional equipment, special education equipment, buildings and building improvements, and vehicles/busses.

We are projecting further decreases for 2019 as technology equipment and vehicle needs will have been met or shifted to other funds and then remain flat lined in the remaining forecasted fiscal years.

3.060-4.060 - Intergovernmental & Debt

These lines account for pass through payments, as well as monies received by a district on behalf of another governmental entity, plus principal and interest payments for general fund borrowing.



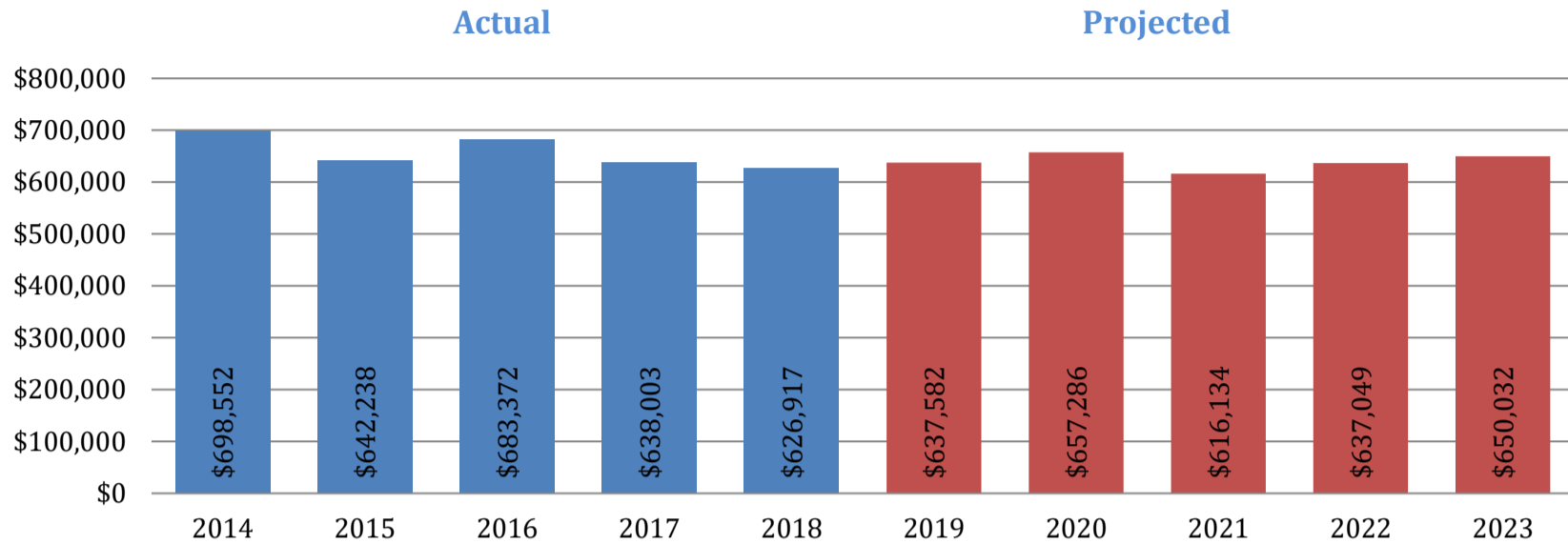
	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	215,856	82,342	82,342	-	-	-
YOY \$ Change	(149,306)	(133,514)	-	(82,342)	-	-
YOY % Change	-40.9%	-61.9%	0.0%	-100.0%	0.0%	0.0%
Percentage of Total Budget	0.5%	0.2%	0.2%	0.0%	0.0%	0.0%

The district has one debt obligations from the General Fund, a lease-purchase principal payment on equipment.

The lease-purchase remaining debt has annual payments of \$82,342 which matures in 2020.

4.300 - Other Objects

Primary components for this expenditure line are membership dues and fees, ESC contract deductions, County Auditor/Treasurer fees, audit expenses, and election expenses.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	626,917	637,582	657,286	616,134	637,049	650,032
YOY \$ Change	(11,086)	10,665	19,704	(41,152)	20,915	12,983
YOY % Change	-1.7%	1.7%	3.1%	-6.3%	3.4%	2.0%

Percentage of Total Budget	2018	2019	2020	2021	2022	2023
	1.4%	1.4%	1.4%	1.3%	1.3%	1.3%

Other Objects represents 1.4% of the expenditures. This category includes Organization Dues/Fees, Audit Costs, County ESC fees, County Fiscal Office Property Tax Collection fees, Bank Charges, Board of Elections Fees, and Insurance premiums.

For fleet and general liability insurance both of which increased significantly for fiscal year 2019 (actual costs are known). These costs are projected to increase an inflationary 2% annually in the forecasted fiscal years.

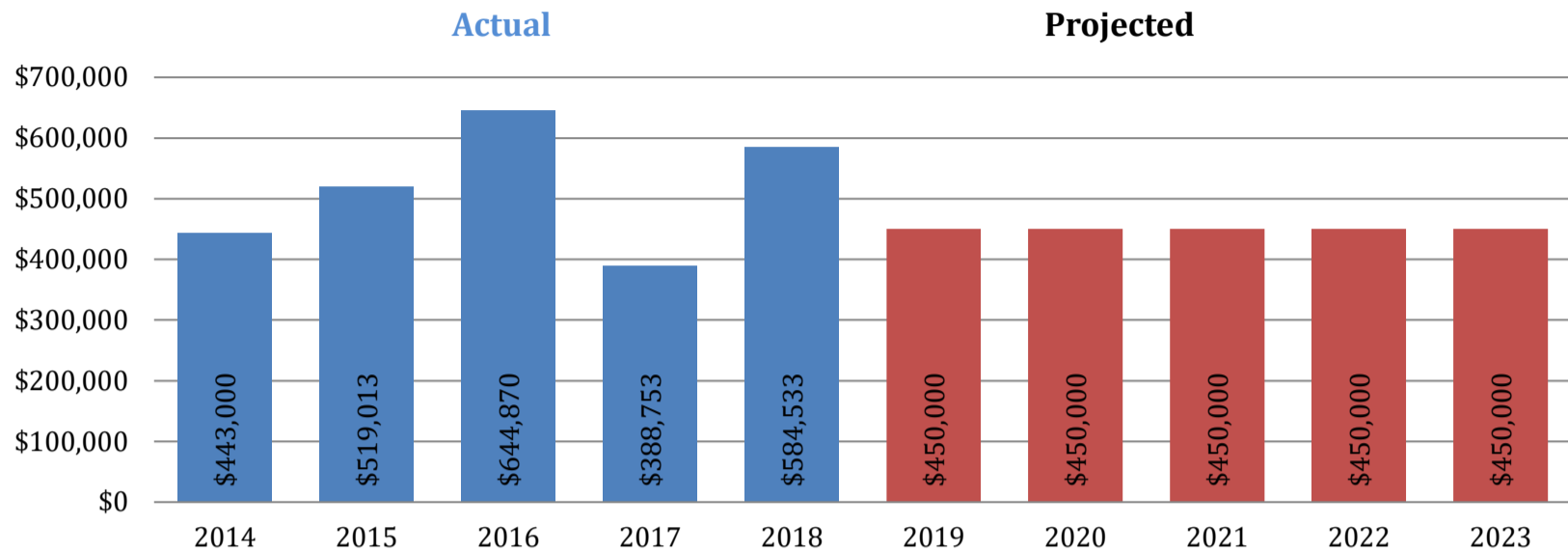
The most significant of this category are the County Fiscal Office Property Tax Collection fees. These fees increased 2% in 2018 and are projecting a .1% increase in 2019 and then remain flatlined in forecasted fiscal years. Board of election projected costs are based on election years. These costs projected to have a corresponding significant increase in 2020 due to it being a general election year for board members.

Audit costs and bank fees are projected to remain flat lined in 2019 and then assume an inflationary 2% annual increase in the forecasted fiscal years.

Dues/fees are projected to remain flat lined over the forecasted fiscal years based on 2018 actual costs.

5.040 - Total Other Financing Uses

Operating transfers-out, advances out to other funds, and all other general fund financing uses.



	FORECASTED					
	2018	2019	2020	2021	2022	2023
Total	584,533	450,000	450,000	450,000	450,000	450,000
YOY \$ Change	195,780	(134,533)	-	-	-	-
YOY % Change	50.4%	-23.0%	0.0%	0.0%	0.0%	0.0%

Percentage of Total Budget	1.3%	1.0%	1.0%	0.9%	0.9%	0.9%
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Transfers Out	256,209	250,000	250,000	250,000	250,000	250,000
Advances Out	328,324	200,000	200,000	200,000	200,000	200,000

This category shows the transfers/advances of monies to other funds that cannot generate enough revenues to offset their expenditures.

Transfers Out is projected to remain constant over the forecasted period and are based on projected other funds needs.

Advances Out has been required in previous years to help offset fund deficits and shortfalls where future revenue is anticipated . Projected Advances Out is offset through an Advance In in the following fiscal year, thus creating no financial impact on the overall forecast. The amount is based an prior year history and projected needs.

Garfield Heights City School District

Five Year Forecast

Fiscal Year:	Actual	FORECASTED				
	2018	2019	2020	2021	2022	2023
Revenue:						
1.010 - General Property Tax (Real Estate)	15,530,689	14,837,061	14,675,887	14,414,075	14,452,263	14,470,867
1.020 - Public Utility Personal Property	886,045	890,485	882,014	884,236	886,459	887,459
1.030 - Income Tax	-	-	-	-	-	-
1.035 - Unrestricted Grants-in-Aid	23,089,526	23,743,279	24,913,504	26,159,754	27,476,339	28,779,564
1.040 - Restricted Grants-in-Aid	959,020	938,477	955,090	972,663	998,254	998,972
1.050 - Property Tax Allocation	2,932,776	2,763,505	2,708,914	2,662,064	2,615,214	2,591,789
1.060 - All Other Operating Revenues	1,285,314	2,075,500	1,300,500	1,300,500	1,300,500	1,300,500
1.070 - Total Revenue	44,683,370	45,248,307	45,435,909	46,393,292	47,729,029	49,029,151
Other Financing Sources:						
2.010 - Proceeds from Sale of Notes	-	-	-	-	-	-
2.020 - State Emergency Loans and Adv	-	-	-	-	-	-
2.040 - Operating Transfers-In	-	-	-	-	-	-
2.050 - Advances-In	170,312	328,324	200,000	200,000	200,000	-
2.060 - All Other Financing Sources	5,259	-	-	-	-	-
2.070 - Total Other Financing Sources	175,571	328,324	200,000	200,000	200,000	-
2.080 - Total Rev & Other Sources	44,858,941	45,576,631	45,635,909	46,593,292	47,929,029	49,029,151
Expenditures:						
3.010 - Personnel Services	23,820,933	24,350,202	24,887,234	25,387,747	25,898,326	26,419,174
3.020 - Employee Benefits	8,833,777	9,310,157	9,844,600	10,434,675	11,077,160	11,777,163
3.030 - Purchased Services	9,629,649	9,547,251	9,763,925	10,008,786	10,247,051	10,491,620
3.040 - Supplies and Materials	752,519	797,560	761,510	766,161	780,383	794,889
3.050 - Capital Outlay	167,275	75,000	50,000	50,000	50,000	50,000
Intergovernmental & Debt Service	215,856	82,342	82,342	-	-	-
4.300 - Other Objects	626,917	637,582	657,286	616,134	637,049	650,032
4.500 - Total Expenditures	44,046,926	44,800,094	46,046,897	47,263,503	48,689,969	50,182,878
Other Financing Uses						
5.010 - Operating Transfers-Out	256,209	250,000	250,000	250,000	250,000	250,000
5.020 - Advances-Out	328,324	200,000	200,000	200,000	200,000	200,000
5.030 - All Other Financing Uses	-	-	-	-	-	-
5.040 - Total Other Financing Uses	584,533	450,000	450,000	450,000	450,000	450,000
5.050 - Total Exp and Other Financing Uses	44,631,459	45,250,094	46,496,897	47,713,503	49,139,969	50,632,878
6.010 - Excess of Rev Over/(Under) Exp	227,482	326,537	(860,988)	(1,120,211)	(1,210,940)	(1,603,727)
7.010 - Cash Balance July 1 (No Levies)	807,016	1,034,498	1,361,035	500,047	(620,164)	(1,831,104)
7.020 - Cash Balance June 30 (No Levies)	1,034,498	1,361,035	500,047	(620,164)	(1,831,104)	(3,434,831)
		Reservations				
8.010 - Estimated Encumbrances June 30	514,032	300,000	300,000	300,000	300,000	300,000
9.080 - Reservations Subtotal	-	-	-	-	-	-
10.010 - Fund Bal June 30 for Cert of App	520,466	1,061,035	200,047	(920,164)	(2,131,104)	(3,734,831)
Rev from Replacement/Renewal Levies						
11.010 & 11.020 - Renewal Levies	-	-	-	-	-	-
11.030 - Cumulative Balance of Levies	-	-	-	-	-	-
12.010 - Fund Bal June 30 for Cert of Obligations	520,466	1,061,035	200,047	(920,164)	(2,131,104)	(3,734,831)
Revenue from New Levies						
13.010 & 13.020 - New Levies	-	-	-	-	-	-
13.030 - Cumulative Balance of New Levies	-	-	-	-	-	-
15.010 - Unreserved Fund Balance June 30	520,466	1,061,035	200,047	(920,164)	(2,131,104)	(3,734,831)

Garfield Heights City School District

ThreeYear Forecast

Fiscal Year:	Actual	FORECASTED		
	2018	2019	2020	2021
Revenue:				
1.010 - General Property Tax (Real Estate)	15,530,689	14,837,061	14,675,887	14,414,075
1.020 - Public Utility Personal Property	886,045	890,485	882,014	884,236
1.030 - Income Tax	-	-	-	-
1.035 - Unrestricted Grants-in-Aid	23,089,526	23,743,279	24,913,504	26,159,754
1.040 - Restricted Grants-in-Aid	959,020	938,477	955,090	972,663
1.050 - Property Tax Allocation	2,932,776	2,763,505	2,708,914	2,662,064
1.060 - All Other Operating Revenues	1,285,314	2,075,500	1,300,500	1,300,500
1.070 - Total Revenue	44,683,370	45,248,307	45,435,909	46,393,292
Other Financing Sources:				
2.010 - Proceeds from Sale of Notes	-	-	-	-
2.020 - State Emergency Loans and Adv	-	-	-	-
2.040 - Operating Transfers-In	-	-	-	-
2.050 - Advances-In	170,312	328,324	200,000	200,000
2.060 - All Other Financing Sources	5,259	-	-	-
2.070 - Total Other Financing Sources	175,571	328,324	200,000	200,000
2.080 - Total Rev & Other Sources	44,858,941	45,576,631	45,635,909	46,593,292
Expenditures:				
3.010 - Personnel Services	23,820,933	24,350,202	24,887,234	25,387,747
3.020 - Employee Benefits	8,833,777	9,310,157	9,844,600	10,434,675
3.030 - Purchased Services	9,629,649	9,547,251	9,763,925	10,008,786
3.040 - Supplies and Materials	752,519	797,560	761,510	766,161
3.050 - Capital Outlay	167,275	75,000	50,000	50,000
Intergovernmental & Debt Service	215,856	82,342	82,342	-
4.300 - Other Objects	626,917	637,582	657,286	616,134
4.500 - Total Expenditures	44,046,926	44,800,094	46,046,897	47,263,503
Other Financing Uses				
5.010 - Operating Transfers-Out	256,209	250,000	250,000	250,000
5.020 - Advances-Out	328,324	200,000	200,000	200,000
5.030 - All Other Financing Uses	-	-	-	-
5.040 - Total Other Financing Uses	584,533	450,000	450,000	450,000
5.050 - Total Exp and Other Financing Uses	44,631,459	45,250,094	46,496,897	47,713,503
6.010 - Excess of Rev Over/(Under) Exp	227,482	326,537	(860,988)	(1,120,211)
7.010 - Cash Balance July 1 (No Levies)	807,016	1,034,498	1,361,035	500,047
7.020 - Cash Balance June 30 (No Levies)	1,034,498	1,361,035	500,047	(620,164)

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>
Augustine	Elysia	Cert-HS	Maternity LOA	2/14/2018	5/20/2018	Maternity LOA (FMLA)
Hanus	Kathy	Exempt-CO	Medical LOA	10/15/2018	1/15/2019	Medical LOA (FMLA)
Harris	Mary	Admin-EW	Medical LOA	8/30/2018	TBD	Medical LOA
Lopez	Honora	Cert-WF	Medical LOA	9/27/2018	9/26/2019	Intermittent Medical LOA for Family Member (FMLA)
Maher	Shannon	Cert-EW	Medical LOA	8/16/2018	TBD	Intermittent Medical LOA
Seneczko	Auburn	Cert-LC	Maternity LOA	12/31/2018	4/1/2019	Maternity LOA (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.

[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.

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.

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: LEC-R (Also IGCH-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.

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

MINUTES

The minutes of the meetings of the Board constitute the written record of Board actions. The Treasurer records in the minutes of each meeting all actions taken by the Board. Minutes need reflect only the general subject matter of discussion in executive sessions.

Minutes shall specify the nature of the meeting (regular or special); time, place and members present; approval of minutes of the preceding meeting or meetings; complete record of official actions taken by the Board relative to the Superintendent's recommendations, communications and all business transacted; items of significant information bearing on action; and a record of adjournment.

The Treasurer records the motion, the names of the members making and seconding the motion and the vote of each member present.

A complete and accurate set of minutes shall be prepared and become a regular part of the monthly agenda. The Treasurer must make draft minutes available for public inspection. Following approval of the minutes by the Board at the next meeting, the minutes are signed by the President and attested to by the Treasurer **as to the accuracy of the information contained. The attestation is not an authorization of any action taken or not taken during the meeting.**

The official minutes shall be bound and kept in the office of the Treasurer, who shall, after they have been approved by the Board, make them available to interested citizens. Copies are made available at cost during normal office hours.

[Adoption date:]

LEGAL REFS.: ORC 121.22(C)
149.43
3313.26

CROSS REFS.: BCE, Board Committees
BD, School Board Meetings
BDC, Executive Sessions
BF, Board Policy Development and Adoption
KBA, Public's Right to Know

BUDGET PLANNING
(Five-Year Forecast)

Budget planning is an integral part of program planning so that the annual operating budget may effectively express and implement all programs and activities of the District. Budget planning is a year-round process involving broad participation by administrators, teachers and other personnel throughout the District.

The Superintendent and the Treasurer are responsible for preparing the five-year forecast for the Board's approval. The forecast is for the current fiscal year and four years beyond.

The five-year forecast is prepared twice a year and filed with the Ohio Department of Education. The initial filing is due on or before ~~October 31~~ **November 30** and an update by May 31. The five-year forecast is updated as often as necessary in order to communicate significant changes in the District's financial position.

[Adoption date:]

LEGAL REFS.: ORC 5705.01; 5705.28 through 5705.32; 5705.35; 5705.36; 5705.37; 5705.39;
5705.391

CROSS REF.: BCF, Advisory Committees to the Board

~~—NOTE: Include in this category statements on the general plan for budget development and on staff/student/public participation in the process (but not the official hearings). If advisory committees take part, this might be included in the policy with details on their functioning presented as an accompanying regulation. Many districts have special publications for staff on budget development offering procedures in detail. Such publications can be referred to (by adding a cross reference) as a source of additional information.~~

THIS IS A REQUIRED POLICY

ADMINISTRATION OF FEDERAL GRANT FUNDS

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

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

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

The financial management systems and internal controls must provide for:

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

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

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

1. Allowability

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

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

Internal controls will be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented.

Controls ~~will~~ include time and effort reporting in accordance with Uniform Guidance and the requirements of ODE or other applicable pass-through-entity. **Records are sufficient to verify that time spent and compensation (including salary and benefits) are allocable to the fund.**

2. Cash Management and Fund Control

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

(Select one of the following options for procurement)

3. Procurement

Prior to July 1, 2018, the District followed the requirements outlined in previous OMB guidance. Effective July 1, 2018 All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

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

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

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

OR

~~The District will follow the procurement standards outlined in previous OMB guidance during the grace periods established. Effective with July 1, 2018 fiscal year, the District will comply with the federal procurement standards established through the Uniform Guidance.~~

4. Conflict of Interest and Mandatory Disclosures

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

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

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

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

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

5. Equipment and Supplies Purchased with Federal Funds

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

6. Accountability and Certifications

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

7. Monitoring and Reporting Performance

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

[Adoption date:]

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

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

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

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

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

File: DECA

~~*Districts may choose to delay implementation of the Uniform Guidance procurement requirements outlined in 2 CFR 200.317—200.326 through the end of the 2017-2018 fiscal year. If you are utilizing this grace period this must be clearly documented in your internal procurement policies and also should be reflected in this policy.*~~

**MUST BE CUSTOMIZED PRIOR TO ADOPTION
PURCHASING**

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment and services. The Board's authority for the purchase of materials, equipment, supplies and services is extended to the District administration through its adoption of the annual appropriations resolution.

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. The purchase of items and services found on lists from the appropriations resolution requires no further Board approval, except in those instances in which, by law or Board policy, the purchases or services must be put to bid.

(Permissive language next two paragraphs only.)

The Board authorizes "~~open~~ **blanket**" purchase orders to be issued for generic supplies for up to ~~three months and up to the \$5000~~ \$5,000 limit. **Open Blanket** purchase orders will not extend beyond the current fiscal year.

A "super blanket": ~~An open~~ purchase order for a "specific" permitted purpose and in an amount not to exceed \$ _____ ~~or~~ the line-item appropriation and fund, ~~whichever is less~~, is authorized to the extent permitted by law. The permitted purpose list may include payment for accountants, architects, attorneys, construction project managers, consultants, engineers, fuel oil, gasoline, food items and utilities. The ~~specific purpose~~ **super blanket** purchase order may not extend beyond the current fiscal year.

The acquisition of supplies, equipment and services is centralized in the business office, which functions under the supervision of the purchasing agent through whose office all purchasing transactions are conducted.

The Board assigns to the purchasing agent the responsibility for the quality and quantity of purchases made. The Treasurer is charged with the responsibility to ensure that all purchases do not exceed appropriations and that they are consistent with the approved educational goals and programs of the District **and are conducted in accordance with all applicable laws and regulations.**

[Adoption date:]

LEGAL REFS.: Ohio Const. VIII, Section 2e
ORC 9.314
3313.172; 3313.18; 3313.33; 3313.46
3319.04
3327.08
5705.38; 5705.39; 5705.40; 5705.41; 5705.412
2 C.F.R. Part 200

CROSS REFS.: **DECA, Administration of Federal Grant Funds**
DJC, Bidding Requirements
DJF, Purchasing Procedures
DK, Payment Procedures

NOTE: The board may wish to dictate certain limits depending on the control it wishes to maintain. It could limit the open purchase order amount on a consultant contract but may not find it necessary when it comes to restricting utilities or food items payments that are staples to district operations.

PETTY CASH ACCOUNTS

The Board directs the Treasurer to create petty cash accounts allowing certain administrators to make purchases within the District. Money can be drawn from accounts by check ~~or debit card~~. The Treasurer designates who can use the accounts, the amount of money that may be placed in the accounts as well as the procedures and requirements for replenishing the accounts.

~~The debit card and check~~ **Account** access is limited to only those individuals who have a job-related need to use these ~~payment methods~~ **accounts**. Any person using the ~~debit card or check~~ **accounts** must keep a written log, which is to be turned in each day.

Annually, the Treasurer establishes the amount of money to be placed in the accounts. The Treasurer's approval is needed to replenish the accounts. No major purchases may be made from the accounts.

Any administrator who ignores procedures and ~~allows anyone else to use the card, or who~~ does not take prudent measures to ensure that proper security is maintained, may be held personally liable for losses.

[Adoption date:]

LEGAL REFS.: ORC **9.22**; 9.38
3313.291; 3313.31; 3313.51

CROSS REF.: DM, Cash in School Buildings

NOTE: House Bill 312 (2018) prohibits school districts from using debit cards.

THIS IS A REQUIRED POLICY

**MUST BE CUSTOMIZED PRIOR TO ADOPTION
BIDDING REQUIREMENTS**

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

(Permissive language)

If feasible, all purchases over \$10,000 ~~but under \$50,000~~ **and not otherwise subject to required federal or state bidding requirements** will be based on price quotations submitted by at least three vendors. These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.

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

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

[Adoption date:]

LEGAL REFS.: ORC 9.314
153.01; 153.12 through 153.14; 153.50 through 153.56
3313.372; 3313.373; 3313.46
3319.04
2 C.F.R. Part 200

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

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

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

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

When using federal funds, districts also are subject to the Uniform Grant Guidance requirements.

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

PURCHASING PROCEDURES

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

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

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

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

(Add if implementing new federal procurement standards)

Prior to July 1, 2018, the District followed the requirements outlined in previous OMB guidance. Effective July 1, 2018 All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

[Adoption date:]

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

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

NOTE: The Uniform Grant Guidance (Uniform Guidance) issued by the U.S. Office of Management and Budget (OMB) effects certain federal funds districts receive.

The guidance replaces requirements found in eight previous OMB circulars. The new rules are in effect for new or noncompeting continuation grants awarded by OMB on or after December 26, 2014.

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

~~*The Uniform Guidance establishes specific requirements for federal procurement. Districts may choose to delay implementation of the Uniform Guidance procurement requirements outlined in 2 CFR 200.317—200.326 through the end of the 2017-2018 fiscal year. If you are utilizing this grace period this must be clearly documented in your internal procurement policies and also should be reflected in this policy.*~~

**MUST BE CUSTOMIZED PRIOR TO ADOPTION
PURCHASING PROCEDURES**

General

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

Requisitions

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

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

Purchase Orders

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

Federal Procurement

Purchasing of goods and services using federal funds must be done in accordance with the above procedures and also in accordance with all federal requirements including allowability of costs. All purchases must be reasonable and free of conflicts of interest and conducted in a manner providing full and open competition.

No purchase will be made using federal funds unless the District verifies that the contractor is not suspended or debarred.

To determine which procurement method type is required, the District will be looking back at the last three years of expenditures for the specific goods or services to be purchased with federal funds and determine which method of procurement/contract type is applicable to the individual situation based on the average aggregate amount spent with the providing vendor in a fiscal year.

Once the threshold has been established, the following methods of procurement will be used for all purchases of goods and services made with federal funds.

- 1. Micro-purchases are purchases up to \$10,000 and may be made in accordance with District purchasing procedures when the costs are reasonable. To the extent practicable, these purchases are distributed equitably among qualified suppliers.**
- 2. Small purchase are purchases between \$10,000 and \$250,000. Prior to authorizing the purchase, the District will try to obtain price rates or quotations from a minimum of 3 vendors or providers. The District will obtain these price rates or quotations by either obtaining quotes verbally, in writing, using price listing on websites, or a combination of all three.**
- 3. Sealed bid procedures are used for firm fixed price contracts over \$250,000 and is used as the preferred method for construction projects. Bids are solicited from an adequate number of known suppliers, which cannot be less than two responsible bidders. The District will solicit bids using the same process it uses for bidding projects with state funds. The contract will be awarded to the lowest responsive and responsible bidder.**
- 4. Competitive proposals are used for all purchases over \$250,000 for which sealed bids are not appropriate and must be used for architectural or engineering services. Contracts entered into for competitive proposals may be fixed-price or cost-reimbursement. The District will publicize a request for proposal by using various advertising methods including but not limited to, radio, internet, newspapers, etc. The District will**

evaluate proposals in order to award the contract to the most advantageous proposal when considering cost and other factors. The District will evaluate proposals by a predetermined scoring rubric.

- 5. Sole source procurement is used only when the goods or services are only available from a single source; a public exigency or emergency exists; there is inadequate competition and the applicable pass through entity approves this method.**

All solicitations:

- 1. Include clear and accurate description on the technical requirements for the material, product or service to be procured. This description sets forth the minimum and essential characteristics the material, product or service must meet.**
- 2. Will not contain specifications that unduly restrict competition.**
- 3. Identify all requirements offerors must fulfil and all other factors to be used in evaluating bids or proposals.**

The District maintains records to verify selection of procurement type and compliance with applicable procurement requirements.

(Approval date:)

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

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

~~Districts may choose to delay implementation of the Uniform Guidance procurement requirements outlined in 2 CFR 200.317—200.326 through the end of the 2017-2018 fiscal year. If you are utilizing this grace period this must be clearly documented in your internal procurement policies and procedures.~~

**MUST BE CUSTOMIZED PRIOR TO ADOPTION
CREDIT CARDS**

The Board recognizes the efficiency and convenience afforded the day-to-day operation of the District through the use of credit cards under the supervision of the Treasurer. However, credit cards are not to be used to circumvent the general purchasing procedures required by State law and Board policies.

~~The Board authorizes the use of credit cards in the following manner.~~ **The Board authorizes the Treasurer to review available credit card accounts to determine which account and account provider best meets the needs of the District. The Treasurer will determine how many accounts, cards and checks are to be issued, and establish a process for credit card reissuance or cancellation.**

Credit Cards

- 1. The District name must appear on each card and/or check associated with the credit card account. The maximum credit card account limit is \$100,000. The Treasurer provides an annual report to the Board detailing all rewards received based on use of the credit card account.**

~~2.1.~~ *(Select one of the following)*

(Use this version if the Treasurer retains general possession and control of credit cards.)

All credit cards issued to and in the name of the District ~~shall~~ **are** be held and supervised by the Treasurer and used only for approved District-related activities purposes authorized by this policy. The Treasurer establishes a system for cards to be signed out for use by an authorized user.

OR

~~*(Use this version the Treasurer does not retain general possession and control of credit cards.)*~~

~~The Board appoints a compliance officer who reviews the number of cards and accounts issued, the number of active cards and accounts issued, and the card and account expiration dates and credit limits at least once every six months. The Treasurer cannot serve as the compliance officer. The compliance officer cannot authorize an individual to use the credit card. The compliance officer cannot use the credit card account except when the compliance officer is the Superintendent. If the Superintendent is the compliance officer and the Board has authorized the Superintendent to use the credit card, the Treasurer/designee must monthly review the credit card transaction detail and sign attestation to the review.~~

3. Credit cards may only be used by the following individuals: Board Members, Administrators, Supervisors, Designated Teachers (ex: Science)

(Customize items 4 through 7 to reflect District practice as required by law, cards are only allowed to be used for expenses authorized in this policy.)

- ~~4.2-~~ Credit cards may be used for District-related transportation, reservations and expenses, conference registrations and hotel reservation guarantees for the Board and staff. **Such expenses are subject to the reimbursement limits established by the Board.**
- ~~5.3-~~ If monies are budgeted and deposited with the Treasurer in advance, credit cards may be used by school employees for student trips and competitions for safety and security reasons.
- ~~6.4-~~ With prior approval of the Treasurer, credit cards may be used by school employees for school-related purchases from a vendor who does not accept purchase orders or vouchers.
- ~~7.5-~~ Gratuities are permissible only when card use is for group purchases and the tip is automatically added to the bill.
- ~~8.6-~~ **All credit card statements are sent directly to the Treasurer's office.** The Treasurer keeps a record of all credit card use.
- ~~9.7-~~ Receipts and appropriate form(s) are to be turned in with the credit card to the Treasurer within **five five** business days upon completion of approved use. **Receipts for meals must include the names of all individuals for whom meals were provided and the purpose of the meeting.** Failure to turn in receipts and appropriate form(s) to the Treasurer within ~~five business days~~ **the required timeframe** may result in the charges being deemed unrelated or unsubstantiated. The user is responsible for any unsubstantiated or unrelated purchases. **Any late fees assessed to the District due to an employee failing to submit invoices and credit card receipts on a timely basis are the responsibility of the employee.**
- 10. All authorized users must immediately report loss or theft of the District credit card to the Treasurer who will immediately contact the credit card issuer.**

The use of the credit card for the following items is considered unauthorized use and classified as credit card misuse:

- 1. expenditures not specifically authorized by this policy;**

2. **purchase of personal goods or services for an administrator, an administrator's spouse, children or anyone employed or not employed by the Board and attending a District business function;**
3. **payment of any fines, penalties or personal liabilities incurred by the administrator or anyone else;**
4. **alcoholic beverages or tobacco;**
5. **fuel for use in a personal vehicle;**
6. **entertainment expenses, including pay-per-view movie charges and/or**
7. **cash advances.**

Persons using a credit card for personal, nonauthorized purposes or undocumented expenditures shall be held personally responsible for those expenditures. Misuse of the credit card is subject to disciplinary procedures, including termination. An employee or officer of the Board who knowingly misuses a District credit card account also is in violation of State criminal law.

[Adoption date:]

**LEGAL REFS.: ORC 9.21; 9.22
2913.21
3313.311**

CROSS REFS.: DJ, Purchasing
~~DJB, Petty Cash Accounts~~
DLC, Expense Reimbursement
GCL, Professional Staff Development Opportunities
GDL, Support Staff Development Opportunities

NOTES: *House Bill 312 adds new requirements for district credit cards.*

Credit card accounts are defined as any bank-issued credit card account, store-issued credit card account, financial institution credit card account, affinity credit card account or any other card account allowing the holder to purchase goods or services on credit or to transact with the account and any debit or gift card

account related to the receipt of grant moneys. The definition specifically does not include: procurement card accounts, gasoline or telephone credit card accounts or any other card account where merchant category codes are in place as a system of control for use of the card account.

Boards holding credit cards on the bill effective date must adopt policies for these cards meeting statutory requirements no later than three months after the bill's effective date. Boards not currently holding credit card accounts must adopt a written policy meeting the requirements prior to holding a credit card account.

The board policy must include:

- *The officers or positions authorized to use credit card accounts;*
- *The types of expenses for which a credit card account may be used;*
- *The procedure for acquisition, use and management of credit card accounts and presentation instruments related to the account including cards and checks;*
- *Procedures for submitting itemized receipts to the treasurer or chief fiscal officer or their designee;*
- *Procedures for credit card issuance, reissuance, cancellation and the process for reporting lost or stolen credit cards;*
- *The credit account's maximum credit limit or limits and*
- *Actions or omissions by an officer or employee that qualifies as credit card misuse.*

If the treasurer retains general possession and control of the account and presentation instruments, they may use a system to sign out credit cards to users authorized by the board policy. If the user does not provide itemized receipts in accordance with the policy, they may be required to reimburse the amount in accordance with State law or board policy.

If the treasurer does not retain general possession and control of the account and presentation instruments, the board must appoint a compliance officer who must fulfill statutory requirements.

This policy must be locally customized prior to adoption.

THIS IS A REQUIRED POLICY

**REMOVE REGULATION. ALL DETAILS COVERED IN POLICY
CREDIT CARDS**

~~Credit cards may be used for the following purposes:~~

- ~~1. School business travel, meetings, lodging and meals for out-of-District meetings or seminars are subject to the reimbursement limits established by the Board.~~
- ~~2. Gratuities are permissible only when card use is for group purchases and the tip is automatically added to the bill.~~
- ~~3. Purchases from vendors that require a credit card as form of payment do not supersede the requirement of preapproval of a purchase order for the purchase. The use of the credit card for electronic commerce must be preapproved by the submission of a purchase order prior to purchase.~~
- ~~4. The use of the credit card over the Internet must be safeguarded at all times. All vendors must be preapproved for use and must show sufficient proof of being a legitimate business entity. All purchases over the Internet are the sole responsibility of the Board's authorized buyer in the event of business fraud.~~
- ~~5. If the use of a tax exempt form is not possible, the expenditure is allowed. The person using the credit card should take along the appropriate tax exemption form so that sales tax is not charged.~~

~~Upon returning from an approved business trip, an employee shall submit all original itemized invoices and original credit card charge receipts to the Treasurer's office. Credit card statements will not suffice as invoices. Credit card statements will be mailed directly to the Treasurer's office. Any late fees assessed to the District due to an employee failing to submit invoices and credit card receipts on a timely basis are the responsibility of the employee. Receipts for meals must include the names of all individuals for whom meals were provided and the purpose of the meeting.~~

~~The use of the credit card is prohibited for the following items:~~

- ~~1. purchase of personal goods or services for an administrator, an administrator's spouse, children or anyone employed or not employed by the Board and attending a District business function;~~
- ~~2. payment of any fines, penalties or personal liabilities incurred by the administrator or anyone else;~~
- ~~3. alcoholic beverages or tobacco;~~

File: DJH-R

- ~~4. fuel for use in a personal vehicle;~~
- ~~5. entertainment expenses, including pay per view movie charges and/or~~
- ~~6. cash advances.~~

~~Persons using a credit card for personal, nonauthorized purposes or undocumented expenditures shall be held personally responsible for those expenditures. Abuse of the credit card is subject to disciplinary procedures, including termination.~~

~~The use of a credit card does not supersede the required completion of a professional leave form when applicable. These procedures also dictate the reimbursement procedures of the Board.~~

~~(Approval date:)~~

FIRST AID

The school nurse develops guidelines for the emergency care of any student or staff member who is injured or becomes ill at school or while engaged in a school-sponsored activity. The guidelines are reviewed by the Board prior to implementation.

The guidelines provide for at least one person in each building to have special training in first aid.

The District provides employee automated external defibrillator (AED) training in accordance with State law. **Compliance with this training requirement is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.**

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

In the case of an emergency involving a student, the emergency medical authorization form is followed and efforts are made to contact the parent/guardian.

[Adoption date:]

LEGAL REFS.: ORC 2305.23
3301.56
3301.68
3313.6021; 3313.6023
3313.712; 3313.717
OAC 3301-27-01
3301-35-06

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EBC, Emergency Management and Safety Plans
IGD, Cocurricular and Extracurricular Activities
JHCD, Administering Medicines to Students
Emergency Medical Authorization Form
Staff Handbooks

NOTE: The guidelines for administering first aid and emergency care should be placed in the district's comprehensive safety plan, unless the district has included the guidelines in other staff handbooks.

House Bill 49 exempts some district employees from the AED training requirements. Substitutes, adult education instructors who are scheduled to work the full-time equivalent of less than 120 days per school year and persons employed on an as-needed, seasonal or intermittent basis are not required to receiving this training. This exemption does not include coaches and supervisors of interscholastic athletics, who are still required to receive training.

Under Ohio Revised Code (RC) 3313.6021, students in grades 9-12 are required to receive instruction in CPR and use of an AED. Students may be excused from this instruction in accordance with State law.

Senate Bill 216 (2018) enacted RC 3301.68 requiring the Ohio Department of Education (ODE) to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote "yes" to indicate compliance or "no" to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- ***Training on the use of physical restraint or seclusion on students;***
- ***Training on harassment, intimidation, or bullying;***
- ***Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;***
- ***Training on crisis prevention intervention;***
- ***The establishment of a wellness committee;***
- ***The reporting of a district's or school's compliance with nutritional standards;***
- ***Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and***
- ***Compliance with interdistrict and intradistrict open enrollment requirements.***

If a district or school denotes "no" on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

THIS IS A REQUIRED POLICY

FOOD SALE STANDARDS

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines.

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:
 - A. daily nutritional needs of students, consistent with the guidelines established by the U.S. Department of Agriculture (USDA);
 - B. provisions of the District's student wellness program and
 - C. nutritional guidelines established by State law.
2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:
 - A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school premises in compliance with State law and
 - B. specifying the time and place each type of food or beverage may be sold.
3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced for non-breakfast/lunch food and beverage sales:
 - A. Foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations may not be sold during the school day. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.
 - B. Bake sales and other school fundraising activities involving food and beverage items may not be held during the school day.
4. Annually, the food services supervisor reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for events and activities held outside the school day.

Compliance with nutritional standards is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date:]

LEGAL REFS.: ORC **3301.68**
3313.814; 3313.816; 3313.817
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFG, Student Wellness Program
IGDF, Student Fundraising Activities

NOTE: In light of the national concerns with poor health and childhood obesity, districts should be particularly vigilant of the types of foods sold in the schools. School wellness plans and programs must include nutrition guidelines equal to the guidelines issued by the U.S. Department of Agriculture (USDA).

Senate Bill (SB) 210, passed in 2010, requires boards of education to adopt standards specifying the nutritional standards governing the types of food and beverages that may be sold on school premises and the time and place each type of food or beverage may be sold. Boards are encouraged to delegate this duty to food services supervisors and/or other administrators. Specifications should be detailed in food services plans of operation or administrative guidelines and made available to the board for adoption.

The USDA interim final rule establishing standards for all food and beverages sold on school campus throughout the school day to students, took effect July 1, 2014. Where the provisions of SB 210 and the USDA rules differ, districts are required to comply with the more restrictive requirements. The Ohio Department of Education (ODE) has provided information on their website for district implementation of these requirements. The ODE information also outlines foods that are exempt from the specific nutrition requirements (including fresh fruits) and provides necessary definitions and standards. Districts should review the new guidelines when establishing guidelines for the sale of food and beverage items to students during the school day on school premises.

Fundraisers: ODE may set a number of exempt fundraisers that happen during the school day and must be infrequent in nature. ODE has not yet determined if any exempt fundraisers will be allowed during the regular school day. Food and beverages sold outside of the defined regular school day and/or any food and beverages given to students at no cost are exempt from the nutrition standards.

SB 216 (2018) enacted Ohio Revised Code (RC) 3301.68 requiring the ODE to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote “yes” to indicate compliance or “no” to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- ***Training on the use of physical restraint or seclusion on students;***
- ***Training on harassment, intimidation, or bullying;***
- ***Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;***
- ***Training on crisis prevention intervention;***
- ***The establishment of a wellness committee;***
- ***The reporting of a district’s or school’s compliance with nutritional standards;***
- ***Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and***
- ***Compliance with interdistrict and intradistrict open enrollment requirements.***

If a district or school denotes “no” on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

THIS IS A REQUIRED POLICY

STUDENT WELLNESS PROGRAM

The Board directs the Superintendent/designee to develop and maintain a student wellness plan in compliance with Federal law.

The student wellness plan:

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

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

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

The District reports compliance with the establishment of a wellness committee to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date:]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220
7 CFR 225
7 CFR 245
ORC 3301.68
3313.814
OAC 3301-91-09

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

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

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

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

Senate Bill 216 (2018) enacted Ohio Revised Code (RC) 3301.68 requiring the Ohio Department of Education (ODE) to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote “yes” to indicate compliance or “no” to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- ***Training on the use of physical restraint or seclusion on students;***
- ***Training on harassment, intimidation, or bullying;***
- ***Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;***
- ***Training on crisis prevention intervention;***
- ***The establishment of a wellness committee;***
- ***The reporting of a district’s or school’s compliance with nutritional standards;***
- ***Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and***
- ***Compliance with interdistrict and intradistrict open enrollment requirements.***

If a district or school denotes “no” on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

NOTE: THIS IS A REQUIRED POLICY

PERSONNEL POLICIES GOALS

The personnel employed by the Board are a very important resource for effectively conducting a quality educational program. The District's program functions best when it employs **properly certified or licensed** ~~highly qualified~~ personnel, conducts appropriate staff development activities and establishes policies and working conditions that are conducive to high morale and enable each staff member to make the fullest contribution to District programs and services.

The goals of the personnel program include:

1. developing and implementing those strategies and procedures for personnel recruitment, screening and selection, which result in employing the best available candidates: those with the highest capabilities, strongest commitment to quality education and greatest probability of effectively implementing the educational program;
2. developing a general assignment strategy, which makes the greatest contribution to the educational program, and using it as the primary basis for determining staff assignments;
3. providing positive programs of staff development designed to contribute both to improvement of the educational program and to each staff member's career development aspirations;
4. providing for a genuine team approach to education, including staff involvement in planning, decision making and evaluation;
5. developing and using for personnel evaluation positive processes that contribute to the improvement of staff capabilities and assist in making employment decisions and
6. encouraging all employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all students.

[Adoption date:]

LEGAL REFS.: ORC 124.11
3313.602
3319.01; 3319.02; 3319.081; 3319.11; 3319.111
Chapter 4117

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

File: GA

NOTE: The personnel section of the OSBA coding system is divided into three subsections: the GA and GB series, topics pertaining to all personnel; the GC series, topics pertaining to professional or certificated personnel; the GD series, topics pertaining to support (or classified) personnel.

THIS IS A REQUIRED POLICY

STAFF GIFTS AND SOLICITATIONS

Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and tokens of appreciation for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be consistent with the Board's purchasing policy and within the appropriation limits established by the Board.

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the District are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs.
2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

Vendor Compensation

Any compensation paid by a vendor to a District official or employee, after the official or employee has participated in selecting the vendor, is considered "public money" and must be returned to the District.

Solicitations

The Superintendent annually approves all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the prior approval of the Superintendent.

Employees may not engage in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes. No staff member is to collect any money or distribute any fundraising literature without the expressed approval of the Superintendent.

Staff members are prohibited from soliciting funds in the name of the school or District through the use of online fundraising or a crowdfunding campaign without approval of the Superintendent. All crowdfunding campaigns must comply with District policies and procedures.

[Adoption date:]

LEGAL REFS.: ORC 102.03
117.01
2921.43
3313.81; 3313.811
3315.15
3329.10

CROSS REFS.: **GBIA, Online Fundraising Campaigns/Crowdfunding (Also IG DFA)**
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

The Board believes that a fair teacher compensation plan, which includes an adequate base salary, increments and employee benefits, is necessary to attract and ~~hold~~ **retain properly certified or licensed highly qualified** men and women to provide a quality educational program.

As required by law, notice of annual salary is given to each certificated/licensed employee by July 1.

Teacher Contracts

Written contracts of employment are issued to all certified/licensed teaching personnel. Contracts are by and between the staff member and the Board.

The basic types of contracts are as follows:

1. Limited Contract

A limited contract is one to five years in length. It may be entered into by a teacher who has not been an employee of the Board for at least three years and must be entered into, regardless of length of previous employment, by a teacher who holds a provisional or alternative license or who holds a professional license and is not eligible to be considered for a continuing contract.

Any teacher employed under a limited contract and not eligible to be considered for a continuing contract is, at the expiration of the contract, considered re-employed at the same salary plus any increment provided by the salary schedule, unless acted upon by the Board.

The Board may, acting on the Superintendent's written recommendation that the teacher not be re-employed, not renew a limited contract so long as evaluation procedures have been completed in compliance with law. The Board must give the teacher written notice of its intent not to re-employ on or before June 1.

2. Extended Limited Contract

An extended limited contract of one or two years in length is given to a teacher who is eligible for consideration for, but not awarded, a continuing contract.

3. Continuing Contract

Teachers who have taught in the District for at least three years within the last five years and teachers who have attained continuing contract status elsewhere and have served two years in the District are eligible for continuing contracts.

A continuing contract may be issued to eligible teachers who:

- A. Hold a professional, permanent or life teaching certificate or
- B. Any teacher who was initially issued a teacher's certificate or educator's license prior to January 1, 2011 who meets the following conditions:
 - 1) Holds a professional educator license or a senior professional educator license or lead professional educator license;
 - 2) Has completed the applicable one of the following:
 - a. If the teacher did not hold a master's degree at the time of initially receiving the license, 30 semester hours of course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
 - b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
- C. Any teacher who never held a teacher's certificate and was initially issued an educator license on or after January 1, 2011 who meets the following conditions:
 - 1) Holds a professional educator license or a senior professional educator license or lead professional educator license;
 - 2) Has held an educator license for at least seven years;
 - 3) Has completed the applicable one of the following:
 - a. If the teacher did not hold a master's degree at the time of initially receiving an educator license, 30 semester hours of course work in the area of licensure or an area related to the teaching field since the issuance of the license.

- b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.

Upon the recommendation of the Superintendent that a teacher eligible for continuing contract service status be re-employed, a continuing contract is granted unless the Board rejects the recommendation by three-fourths vote. A continuing contract remains in effect until the teacher resigns, elects to retire, is retired for reasons consistent with law or until he/she is terminated or suspended.

If the Board rejects the recommendation for re-employment of the teacher, the Superintendent may recommend re-employment of the teacher under an extended limited contract for a term not to exceed two years, if continuing service status has not previously been attained elsewhere. Written notice of the Superintendent's intention to make such a recommendation must be given to the teacher with reasons directed at the professional improvement of the teacher on or before June 1. Upon subsequent re-employment of the teacher, only a continuing contract may be entered into.

The Board may reject the Superintendent's recommendation for re-employment of the teacher under an extended limited contract by three-fourths vote of its full membership.

The Board declares its intention not to re-employ the teacher by giving the teacher written notice on or before June 1. If evaluation procedures have not been completed in compliance with law or if the Board fails to give the teacher written notice of its intent not to re-employ by the aforementioned date, the teacher is re-employed under an extended limited contract for a term not to exceed one year at the same salary plus any increment provided by the salary schedule.

The Superintendent's recommendation is considered in all contracts pertaining to certificated/licensed individuals.

[Adoption date:]

LEGAL REFS.: ORC 3313.53
3317.13; 3317.14
3319.07; 3319.08; 3319.09; 3319.10; 3319.11; 3319.111; 3319.12;
3319.22; 3319.227; 3319.24; 3319.26

File: GCB-1

CROSS REFS.: GCBA, Professional Staff Salary Schedules
GCBB, Professional Staff Supplemental Contracts
GCBC, Professional Staff Fringe Benefits
GCBD, Professional Staff Leaves and Absences
GCBE, Professional Staff Vacations and Holidays

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: Specific provisions for teacher contracts are established through negotiated agreements for those districts with collective bargaining units. Supplemental contracts for teachers are addressed in policy GCBB.

Policy GCB-1 applies to teachers. Policy GCB-2 applies to administrators. This numbering system is followed in other policies such as AFC-1 regarding teachers and AFC-2 regarding the same topic for administrators.

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Administrators)

Fair compensation plans are necessary in order to attract and ~~hold~~ **retain properly certified or licensed highly-qualified** administrators to provide and manage a quality educational program.

The Board may establish a salary schedule for its administrators, with the exception that the salary of the Superintendent is usually determined by the employee contract. Notice of annual salary is given to each administrator by July 1.

All administrators shall be issued written limited contracts. The contract specifies the administrative position and duties, the salary and other compensation to be paid for performance of such duties, the number of days to be worked, the number of days of vacation leave and any paid holidays in the contractual year.

The term of the administrator's contract will not exceed three years, except that an individual who has been employed as an administrator for three years or more shall be entitled to receive a contract of not fewer than two nor more than five years. The Superintendent may recommend employment of an individual who has served as an administrator in the District for three years or more under a one-year administrative contract once during such individual's administrative career in the District.

An administrator who has earned teacher tenure in the District retains such status while serving as administrator. Any administrator who previously obtained teacher tenure in another district achieves teacher tenure in the District after re-employment with two or more years' experience as an administrator in the District.

The Superintendent's recommendation is considered in all contract renewals. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed and a written copy is given to the administrator no later than the end of the administrator's contract year as defined by his/her salary notice.

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 any Board action on the employee's contract, and a written copy of the preliminary evaluation is given to the administrator at this time.

The final evaluation includes the Superintendent's intended recommendation for the employee's contract. 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. If the Board fails to take action on the expiring contract, then the administrator is renewed. If the administrator has been in the District for two years or less, he/she will receive a one-year contract. If the administrator has been in the District three years or more, he/she will receive a two-year contract.

Before June 1, any administrator whose contract expires at the end of the school year is notified by the Board of the date on which the contract expires and of the individual's right to request a meeting with the Board in executive session to discuss the reasons for considering renewal or nonrenewal of his/her contract. Also prior to June 1 of the year in which the employment contract expires, any administrator whom the Board intends to nonrenew receives written notification of the Board's intent not to re-employ.

The Board may request an alternative administrative license valid for employing a superintendent or any other administrator, consistent with State law.

[Adoption date:]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.111; 3319.12; 3319.225; 3319.27
4117.01
OAC 3301-24-11; 3301-24-12

CROSS REFS.: GCBA, Professional Staff Salary Schedules
GCBB, Professional Staff Supplemental Contracts
GCBC, Professional Staff Fringe Benefits
GCBD, Professional Staff Leaves and Absences
GCBE, Professional Staff Vacations and Holidays

PROFESSIONAL STAFF HIRING

The Superintendent determines the District's personnel needs and recommends to the Board **properly certified or licensed** ~~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 **be properly certified or licensed.** ~~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 **properly certified or licensed 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.
ORC 2921.42
3307.01; 3307.353
3313.53
3319.02; 3319.07; **3319.074**; 3319.08; **3319.088**; 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.

Senate Bill 216 (2018) replaced “highly qualified teacher” with “teachers who are properly certified or licensed.” Effective July 1, 2019 no city, exempted village, local, joint vocational, or cooperative education school district can employ any classroom teacher to provide instruction in a core subject area (reading and English language arts, mathematics, science, social studies, foreign language, and fine arts) to any student, unless such teacher is a properly certified or licensed teacher (requirements are outlined in RC 3319.074). Nor can they employ any paraprofessional to provide academic support in a core subject area to any student, unless such paraprofessional is a properly certified paraprofessional (requirements are outlined in RC 3319.088).

THIS IS A REQUIRED POLICY

SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

(Select the following two paragraphs for local, exempted village and joint vocational districts and educational service centers.)

Contracts

All newly hired, regular support staff employees, including regular hourly rate and per diem employees, enter into written contracts for their employment, which are for a period of not more than one year. If such employees are rehired at the end of their first contracts, their **three** subsequent contracts are for periods of two years **each**.

After the expiration of the **third** two-year contract, if the contract of an employee is renewed, the employee receives a continuing contract. The salary provided in the contract may be increased but not reduced unless such reduction is a part of a uniform plan affecting the support staff employees of the entire District.

Contracts

All newly hired, regular support staff employees, including regular hourly rate and per diem employees, serve a probationary period of not less than 60 days nor more than one year. This period is set by the local municipal civil service commission. If such employees successfully complete this probationary period, they are considered as permanent employees.

Compensation Plans

In determining and developing salary schedules for support staff other than administrators, the Board considers the responsibilities of the position, the qualifications needed, past experience of the individual and years of service credit.

Salaries for support staff are reviewed and established annually by the Board upon the recommendation of the Superintendent.

In compliance with State law, employees are notified in writing by July 1 of their salary for the following school year.

[Adoption date:]

LEGAL REFS.: ORC Chapter 124
3317.12
3319.081 through 3319.083; 3319.088

CROSS REFS.: GDBA, Support Staff Salary Schedules
GDBC, Support Staff Fringe Benefits
GDBD, Support Staff Leaves and Absences
GDBE, Support Staff Vacations and Holidays

NOTE: For the convenience of all concerned, it is suggested that policies relating to the support staff parallel in coding, format and treatment of negotiated items, policies relating to the professional staff.

City districts should cite Ohio Revised Code Chapter 124 and are governed by the civil service rules and regulations pertaining to appointment and contractual status.

Senate Bill 216 (2018) revised the contract sequence for nonteaching employees. Prior to adopting this policy districts should review it in conjunction with local collective bargaining agreements to determine if the contract sequence outlined here is the one followed in the district.

STUDENT FUNDRAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through cocurricular activities in fundraising projects that contribute to their educational growth and that do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor of State's Office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. All such related activities must be:

1. conducted by a recognized student group for the purpose of contributing to educational objectives;
2. appropriate to the age or grade level;
3. activities in which schools may appropriately engage;
4. conducted under the supervision of teachers, advisers or administrators;
5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;
6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work;
7. evaluated annually by teachers, advisers, administrators and students;
8. limited in number so as not to become a burden or nuisance to the community and
9. sensitive to direct competition with fundraising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent. Each principal submits to the Superintendent a list of the proposed sales or fund drives that the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

Online fundraising/crowdfunding campaigns also must be conducted in accordance with related policies and procedures.

Funds derived from approved student fundraising activities are handled by the Treasurer's office in accordance with the Auditor of State's requirements.

File: IGDF

[Adoption date:]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

CROSS REFS.: **GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDF)**
IGD, Cocurricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

NOTE: THIS IS A REQUIRED POLICY

INTERSCHOLASTIC ATHLETICS

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and a positive mental attitude as prerequisites to participation.

The Superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic athletic programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility, the principal consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in interscholastic athletics.

Coaches are required to complete all approved course work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education in order to qualify to serve as coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the OHSAA and State law must be followed. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform to regulations of the OHSAA. They include the requirements that a student have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as to make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Students in grades 9-12 are eligible ~~ineligible~~ for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, and are ineligible for the remainder of the regular season contests and ineligible to participate in OHSAA tournaments in these sports until the one-year anniversary date of enrollment in the school to which the student transferred ~~to~~. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season and the student must finish fulfilling his/her transfer consequence, for only that sport in which the mid-season transfer occurred, at the commencement of the sport season during the next school year and is ineligible for all preseason and regular season contests until the total number of regular season contests missed (including those missed during the previous season) equals 50% of the maximum allowable regular season contests in that sport. Exceptions to the ~~ineligibility~~ provisions are outlined in the OHSAA Bylaws.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with OHSAA Bylaws.

(Permissive language)

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in interscholastic athletic programs offered by a school of the District. The activity must be one the district the student is entitled to attend does not offer.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled does not offer;
2. the student is not participating in the activity in the student's district of residence;
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

[Adoption date:]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.5310; 3313.5311; 3313.5312; 3313.5314; 3313.539;
3313.66; 3313.661; 3313.664
3315.062
3319.303
3321.04
3707.52
OAC Chapter 3301-27

CROSS REFS.: IGCH, College Credit Plus (Also LEC)
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-Chartered or Home Schooling
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

NOTE: Districts are required to allow resident students enrolled in community schools (House Bill (HB) 487 (2014)), STEM and STEAM schools to participate in the district's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Senate Bill (SB) 3 (2016) added Ohio Revised Code (RC) 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school, STEM and STEAM 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.

Districts may allow nonpublic, community, STEM and STEAM school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

SB 3 (2016) also allows the superintendent to allow a nonresident student attending a nonpublic school located in the district the ability to participate in an activity that is interscholastic athletics or interscholastic competitions in music, drama or forensics provided certain criteria are met.

HB 49 (2017) revised language in RC 3313.5310 requiring a student wishing to participate in athletics to submit a form signed by the student and parent stating that both have received and reviewed a copy of the sudden cardiac arrest guidelines. The change requires the form to be submitted once annually, rather than each school year for every athletic activity in which the student participates.

Concussion Management

HB 143 (effective April 23, 2012) added requirements to State law for concussion management in athletics. The specific requirements are outlined in Section RC 3313.539. The law states that if districts are subject to the rules of an interscholastic athletic conference, they will be in compliance if the rules of the organization are substantially similar to that of State law. Districts who are part of the Ohio High School Athletic Association (OHSAA) should already be implementing procedures that are similar to what is now in State law. If your district is not a member of OHSAA, or has sports that are not recognized as OHSAA sports, check with your regulatory organization to ensure compliance with State law.”

OHSAA has already made a concerted effort to provide educational resources to member schools on concussion management. This information is outlined in the OHSAA Bylaws and sports regulations.

Specifically, OHSAA has adopted the following sports regulation:

“Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the contest and shall not return to play until cleared with written authorization by an appropriate health care professional.” HB 487 (2014) amended the requirements for who can clear a student to return to practice or play, after the student was removed for exhibiting signs or symptoms of a concussion. The requirements are outlined in RC 3313.539.

OHSAA has further defined parameters to guide OHSAA licensed officials, medical personnel and member schools in implementing these guidelines. Information is provided by OHSAA on recognizing signs and symptoms consistent with a concussion. Specific guidelines and expectations for coaches, officials, and students for concussion management are outlined in the OHSAA general sports regulations. Details are additionally outlined in these regulations for when athletes can be returned to play and who is able to decide whether a student is fit to return to practice or competition.

HB 143 amended the requirements for the issuing or renewal of a pupil-activity program permit to coach interscholastic athletics. These permits are issued by the Ohio Department of Education. To receive a first time permit, each individual must successfully complete a training program that is specifically focused on brain trauma and brain injury management. To renew a permit, individuals must present evidence that they have successfully completed a training program in recognizing the symptoms of concussions and head injuries within the previous three years.

OHSAA has a Web page dedicated to sports safety, which includes links to concussion resources. Visit <http://www.ohsaa.org/sportssafety> for more information.

Requirements for coverage by insurance and for physical examinations might be part of such a policy or these could be dealt with under Student Insurance Program and Physical Examinations of Students and cross-referenced from this page. Another source of information would be the student handbook.

THIS IS A REQUIRED POLICY

INTERDISTRICT OPEN ENROLLMENT
(Do Not Participate)
~~ADMISSION OF INTERDISTRICT TRANSFER STUDENTS~~
(Version 1)

The Board does not participate in an open enrollment program for students from other districts and does not accept such students.

The District notifies the Ohio Department of Education (ODE) of any change to this policy within 30 days of adoption. The District maintains records verifying adherence to this policy and that complaints regarding this policy are addressed. These records are provided to ODE upon request.

Compliance with this policy is reported to the ODE by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date:]

LEGAL REFS.: ORC 3313.64; 3313.978; 3313.983
Chapter 3327
OAC 3301-48-02

NOTE: Districts are required to notify the ODE of any change to this policy within 30 days of adoption. ODE also may request a district to report any complaints filed or received regarding its open enrollment policy and may request documentation to verify open enrollment policies are being adhered to and complaints are being addressed. This oversight may include on-site visits.

Senate Bill 216 (2018) enacted Ohio Revised Code 3301.68 requiring ODE to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote “yes” to indicate compliance or “no” to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- *Training on the use of physical restraint or seclusion on students;*
- *Training on harassment, intimidation, or bullying;*
- *Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;*
- *Training on crisis prevention intervention;*
- *The establishment of a wellness committee;*
- *The reporting of a district’s or school’s compliance with nutritional standards;*
- *Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and*
- *Compliance with interdistrict and intradistrict open enrollment requirements.*

If a district or school denotes “no” on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

THIS IS A REQUIRED POLICY

STUDENT ABSENCES AND EXCUSES

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

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

1. personal illness of the student;
2. illness in the student's family necessitating the presence of the child;
3. needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved by the Superintendent (applies to students over 14 years of age only);
4. death in the family (applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence);
5. quarantine for contagious disease;
6. observance of religious holidays consistent with a student's truly held religious belief;
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);
8. college visitation;
9. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;
10. absences due to a student being homeless or
11. as determined by the Superintendent.

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

File: JED

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

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

[Adoption date:]

LEGAL REFS.: ORC 3313.609; **3313.66**
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.19; 3321.38
4510.32
OAC 3301-69-02

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

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

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

THIS IS A REQUIRED POLICY

HAZING AND BULLYING (Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended.

Permission, consent or assumption of risk by an individual subjected to hazing, bullying and/or dating violence does not lessen the prohibition contained in this policy.

The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices or electronic means, are inconsistent with the educational process and are prohibited at all times. The District educates minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the principal/designee and appropriate discipline is administered.

File: JFCF

The Superintendent/designee must provide the Board President with a semiannual written summary of all reported incidents and post the summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students **and by November 30 annually reports to the Ohio Department of Education compliance with this requirement through the consolidated school mandate report. If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.**

Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

[Adoption date:]

LEGAL REFS.: Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii);
(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)

ORC 117.53
2307.44
2903.31
3301.22
3301.68
3313.666; 3313.667
3319.073; 3319.321

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGAE, Health Education
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCK, Use of Electronic Communications Equipment by Students
JG, Student Discipline
JHG, Reporting Child Abuse
JO, Student Records
Student Handbooks

NOTE: The terminology of bullying in this policy also includes harassment and intimidation and is defined as an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

Violence within a dating relationship is also included in this prohibition against harassment, intimidation and bullying.

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

HB 116 (The Jessica Logan Act), signed by the Governor on February 2, 2012, requires districts to update Hazing and Bullying policies to include several new requirements by November 2012. The majority of language changes appear in Ohio Revised Code Section (RC) 3313.666.

Senate Bill 216 (2018) enacted RC 3301.68 requiring the Ohio Department of Education (ODE) to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote “yes” to indicate compliance or “no” to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- *Training on the use of physical restraint or seclusion on students;*
- *Training on harassment, intimidation, or bullying;*
- *Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;*
- *Training on crisis prevention intervention;*
- *The establishment of a wellness committee;*
- *The reporting of a district’s or school’s compliance with nutritional standards;*
- *Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and*
- *Compliance with interdistrict and intradistrict open enrollment requirements.*

If a district or school denotes “no” on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

THIS IS A REQUIRED POLICY

WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment that is free of the dangers of firearms, knives and other weapons.

The definition of a firearm is any weapon (including a starter gun) which is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer or any destructive device (as defined in 18 U.S.C.A. Section 921) that includes any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade **that is capable of causing serious bodily injury**.

Unless a student is permanently excluded, the Superintendent shall expel a student from school for a period of one year for bringing a firearm or knife to a school within the District or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife was initially brought onto school property by another person, except that the Superintendent may reduce this requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

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

A student may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at a school-sponsored interscholastic competition, extracurricular event or other school-sponsored activity.

A student suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county juvenile judge and registrar of motor vehicles within two weeks of the suspension, expulsion or permanent exclusion.

(Permissive language)

The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school vehicle if both of the following apply.

1. The object is indistinguishable from a firearm, whether or not the object is capable of being fired.

2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by State law and for purposes of this policy, an “object that is indistinguishable from a firearm” means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students found in violation of numbers 1 and 2 above may be reported to the local law enforcement authority and may be prosecuted under state criminal statutes, as well as disciplined in accordance with the provisions of the District’s student code of conduct and State law.

(Permissive language)

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

[Adoption date:]

LEGAL REFS.: 18 USC 921
20 USC 2701 et seq., Title IX 9001-9005
Gun-Free Schools Act; 20 USC 7151
ORC 2923.122
3313.66; 3313.661; 3313.662
3321.13

CROSS REFS.: JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCL, Unsafe Schools (Persistently Dangerous Schools)
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Code of Conduct

NOTE: THIS IS A REQUIRED POLICY

STUDENT DISCIPLINE

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

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

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

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

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

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

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

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

[Adoption date:]

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

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

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

HB 318 (2018) restricts out-of-school suspensions and expulsions for students in grades pre-K through three unless the behavior rises to a certain level specified in State law. It is recognized that these forms of discipline are commonly used as a behavior management tool and therefore the General Assembly established a gradual phase in.

For each of the school years 2018-2019, 2019-2020, 2020-2021 and 2021-2022 each school district must report to Ohio Department of Education (ODE) the number of out-of-school suspensions and expulsions issued to a student in grades pre-K through three categorized by the following offenses:

- *Type 1 - A serious offense for which suspension or expulsion is required or authorized by law*
- *Type 2 - An offense not classified as a Type 1 serious offense, but for which the school determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the staff and teachers*
- *Type 3 - Any other offense not described above*

Using the numbers reported for the 2018-2019 school year as a baseline each district must reduce the number of Type 3 suspensions and expulsions according to the following schedule to be in compliance with the revised law:

- *2017-2018 and 2018-2019 – 0% reduction in Type 3 suspensions and expulsions*
- *2019-2020 – 25% reduction in Type 3 suspensions and expulsions*
- *2020-2021 – 50% reduction in Type 3 suspensions and expulsions*
- *2021-2022 – 100% reduction in Type 3 suspensions and expulsions*

For the 2021-2022 school year and going forward all suspensions and expulsions for students in any of grades pre-K through three can only be for Type 1 or Type 2 offenses. Type 3 offenses must be at zero.

Reporting after the 2021-2022 school year will only be required if ODE determines that continued reporting of the information is needed to effectively carry out the requirements of HB 318.

HB 318 also makes clear that in-school-suspensions are to be served in a “supervised learning environment”.

STUDENT SUSPENSION

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

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

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to suspending a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

The District permits students to complete any classroom assignments missed due to suspension.

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

1. The student is informed in writing of the potential suspension and the reasons for the proposed action.
2. The student is provided an opportunity for an informal hearing to challenge the reason for the intended suspension and explain his/her actions.
3. An attempt is made to notify the parent(s) by telephone if a suspension is issued.
4. Within **one school day** ~~24 hours~~, a letter is sent to the parent(s) stating the specific reasons for the suspension and including notice of the right to appeal such action.
5. Notice of this suspension is sent to the:
 - A. Superintendent; ~~and~~

~~B. Treasurer and~~

~~B.C.~~ student's school record (not for inclusion in the permanent record).

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

Appeal Procedure

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

Appeal to the Court

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

[Adoption date:]

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

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

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

HB 318 (2018) restricts out-of-school suspensions and expulsions for students in grades pre-K through three unless the behavior rises to a certain level specified in State law. It is recognized that these forms of discipline are commonly used as a behavior management tool and therefore the General Assembly established a gradual phase in.

For each of the school years 2018-2019, 2019-2020, 2020-2021 and 2021-2022 each school district must report to Ohio Department of Education (ODE) the number of out-of-school suspensions and expulsions issued to a student in grades pre-K through three categorized by the following offenses:

- ***Type 1 - A serious offense for which suspension or expulsion is required or authorized by law***
- ***Type 2 - An offense not classified as a Type 1 serious offense, but for which the school determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the staff and teachers***
- ***Type 3 - Any other offense not described above***

Using the numbers reported for the 2018-2019 school year as a baseline each district must reduce the number of Type 3 suspensions and expulsions according to the following schedule to be in compliance with the revised law:

- ***2017-2018 and 2018-2019 – 0% reduction in Type 3 suspensions and expulsions***
- ***2019-2020 – 25% reduction in Type 3 suspensions and expulsions***
- ***2020-2021 – 50% reduction in Type 3 suspensions and expulsions***
- ***2021-2022 – 100% reduction in Type 3 suspensions and expulsions***

For the 2021-2022 school year and going forward all suspensions and expulsions for students in any of grades pre-K through three can only be for Type 1 or Type 2 offenses. Type 3 offenses must be at zero.

Reporting after the 2021-2022 school year will only be required if ODE determines that continued reporting of the information is needed to effectively carry out the requirements of HB 318.

THIS IS A REQUIRED POLICY

EMERGENCY REMOVAL OF STUDENT

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the Superintendent, principal, assistant principal or personnel employed to direct, supervise or coach a student activity program may remove the student from the premises.

If either suspension or expulsion is contemplated, a due process hearing is held ~~within three~~ **on the next** school days after the removal is ordered. Written notice of the hearing and the reason for removal and any intended disciplinary action is given to the student as soon as practicable prior to the hearing. The student has the opportunity to appear at an informal hearing before the principal, assistant principal and the Superintendent/designee and has the right to challenge the reasons for the removal or otherwise explain his/her actions. The person who ordered or requested the removal is present at the hearing. Within one school day of the decision to suspend, written notification is given to the parent(s) of the student ~~and the Treasurer~~. This notice includes the reasons for the suspension and the right of the student or parent(s) to appeal to the Superintendent/designee.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request, and is given, written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the alleged misconduct is disposed of either by reinstatement, suspension or expulsion.

Students in grades pre-K through three may only be removed for the remainder of the school day and must be permitted to return the following school day. The District may only proceed with a related suspension or expulsion in compliance with State law.

In all cases of normal disciplinary procedures in which a student is removed from a curricular or extracurricular activity for less than 24 hours and is not subject to further suspension or expulsion, due process requirements do not apply.

[Adoption date:]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

File: JGDA

CROSS REFS.: ECAB, Vandalism
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGE, Student Expulsion

THIS IS A REQUIRED POLICY

STUDENT EXPULSION

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

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

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to expelling a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

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

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

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

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

Permanent Exclusion

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

Appeal to the Board

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

Appeal to the Court

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

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

[Adoption date:]

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

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

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

HB 318 (2018) restricts out-of-school suspensions and expulsions for students in grades pre-K through three unless the behavior rises to a certain level specified in State law. It is recognized that these forms of discipline are commonly used as a behavior management tool and therefore the General Assembly established a gradual phase in.

For each of the school years 2018-2019, 2019-2020, 2020-2021 and 2021-2022 each school district must report to Ohio Department of Education (ODE) the number of out-of-school suspensions and expulsions issued to a student in grades pre-K through three categorized by the following offenses:

- ***Type 1 - A serious offense for which suspension or expulsion is required or authorized by law***
- ***Type 2 - An offense not classified as a Type 1 serious offense, but for which the school determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the staff and teachers***
- ***Type 3 - Any other offense not described above***

Using the numbers reported for the 2018-2019 school year as a baseline each district must reduce the number of Type 3 suspensions and expulsions according to the following schedule to be in compliance with the revised law:

- ***2017-2018 and 2018-2019 – 0% reduction in Type 3 suspensions and expulsions***
- ***2019-2020 – 25% reduction in Type 3 suspensions and expulsions***
- ***2020-2021 – 50% reduction in Type 3 suspensions and expulsions***
- ***2021-2022 – 100% reduction in Type 3 suspensions and expulsions***

For the 2021-2022 school year and going forward all suspensions and expulsions for students in any of grades pre-K through three can only be for Type 1 or Type 2 offenses. Type 3 offenses must be at zero.

Reporting after the 2021-2022 school year will only be required if ODE determines that continued reporting of the information is needed to effectively carry out the requirements of HB 318.

THIS IS A REQUIRED POLICY

PHYSICAL EXAMINATIONS OF STUDENTS

The District requires health records of students under the following circumstances.

1. Kindergarten and first-grade students entering school for the first time must have a completed health record before being admitted to school.
2. Health records are requested for all students transferring into the District. If the previous school does not forward a record or if it is incomplete, it is the parents' responsibility to comply with health requirements for students.
3. Students must have physical examinations prior to their participation in interscholastic athletic programs.

The District screens students for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders prior to November 1 of the school year in which a pupil is enrolled for the first time in either kindergarten or first grade in a manner determined by the Board. The District notifies parents, prior to August 1 of the year in which the pupil is required to be screened and gives parents the opportunity to submit a written statement excluding their children. If the results of any screening reveal the possibility of special learning needs, the District conducts further assessment in accordance with State law.

The District reports compliance with these screening requirements to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Parents have the right to refuse to allow their child to participate in nonemergency invasive physical examinations or screenings. Invasive physical exam is defined as any "medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision or scoliosis exam."

The District notifies parents, on an annual basis, of the administration of **additional** health and physical screenings and examinations and, thereby, gives parents the opportunity to exclude their children.

[Adoption date:]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC **3301.68**
3313.50; 3313.671; 3313.673; 3313.68; 3313.73
Chapter 3323

CROSS REFS.: JEC, School Admission
JHC, Student Health Services and Requirements
JHCB, Immunizations

NOTE: *The District may administer the required kindergarten/first grade screenings directly or contract with another person or governmental entity. The Board also may establish a list of approved providers of screening services and request the parents utilize one of the providers, if the Board requests for screenings to be obtained by the parents, they must provide them with the list of providers and also provide information on screening services available in the community to those who cannot afford them.*

Senate Bill 216 (2018) enacted Ohio Revised Code 3301.68 requiring the Ohio Department of Education (ODE) to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote “yes” to indicate compliance or “no” to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- *Training on the use of physical restraint or seclusion on students;*
- *Training on harassment, intimidation, or bullying;*
- *Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;*
- *Training on crisis prevention intervention;*
- *The establishment of a wellness committee;*
- *The reporting of a district’s or school’s compliance with nutritional standards;*
- *Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and*
- *Compliance with interdistrict and intradistrict open enrollment requirements.*

File: JHCA

If a district or school denotes “no” on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS)

The District implements PBIS on a systemwide basis **for the purpose of improving academic and social outcomes and increasing learning for all students**. The Board directs the Superintendent/ designee to develop a PBIS system that is consistent with the components set forth in the State Board of Education's (SBOE) policy on positive behavior interventions and supports. The District encourages family involvement as an integral part of its PBIS system.

Prohibited Practices

The District does not engage in practices prohibited by State law, including:

1. prone restraint;
2. any form of physical restraint that involves the intentional, knowing or reckless use of any technique that:
 - A. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
 - B. uses pressure point, pain compliance or joint manipulation techniques or
 - C. otherwise involves techniques that are used to unnecessarily cause pain.
3. corporal punishment;
4. child endangerment, as defined by Ohio Revised Code Section (RC) 2919.22;
5. deprivation of basic needs;
6. seclusion and restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10;
7. chemical restraint;
8. mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
9. aversive behavioral interventions or

10. seclusion in a locked room or area.

Restraint

Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use of prone restraint is prohibited. This policy does not prohibit the use of reasonable force and restraint as provided by RC 3319.41.

Restraint may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. if the physical restraint does not interfere with the student's ability to breathe;
3. if the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication and
4. by school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Seclusion

Seclusion may not be used as a form of punishment or discipline, for staff convenience or as a substitute for other less restrictive means of assisting a student in regaining control.

Seclusion may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. for the minimum amount of time necessary to protect the student and others from physical harm;
3. in a room or area that is not locked, does not preclude the student from exiting the area should the staff member become incapacitated or leave, and that provides adequate space, lighting, ventilation and the ability to observe the student and
4. under the constant supervision of trained staff able to detect indications of physical or mental distress that require removal and/or immediate medical assistance, and who document their observations of the student.

Repeated Dangerous Behaviors

The District conducts functional behavioral assessments for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students' needs and more effective ways of addressing those needs. Behavioral intervention plans that incorporate appropriate positive behavioral interventions are created when necessary.

Training and Professional Development

The District provides professional development or continuing education in PBIS, as part of the implementation of the PBIS framework in accordance with State law. The District's professional development committee monitors this training and establishes model professional development courses.

The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session.

All student personnel, as defined by OAC 3301-35-15, are trained annually on the SBOE's and the District's policies and procedures regarding restraint and seclusion.

The Board directs the Superintendent/designee to develop a plan for any necessary training of student personnel to implement PBIS on a systemwide basis.

Compliance with training requirements is reported to the Ohio Department of Education (ODE) by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Data and Reporting

Each incident of seclusion or restraint is immediately reported to the building administrator and the student's parent. Each incident of seclusion or restraint is documented in a written report, which is made available to the student's parent within 24 hours. The District maintains written reports of seclusion or restraint. These reports are educational records under the Family Education Rights and Privacy Act.

The District annually reports information concerning the use of restraint and seclusion to the ~~Ohio Department of Education (ODE)~~, as requested by ODE.

Monitoring and Complaint Processes

The Board directs the Superintendent/designee to establish a procedure to monitor the implementation of State law and the District's policy on restraint and seclusion.

The Board directs the Superintendent/designee to establish District complaint procedures, which include a:

1. procedure for parents to present complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion and
2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint and seclusion.

Parents are notified annually of the District's seclusion and restraint policies and procedures, which are also posted on the District's website.

[Adoption date:]

LEGAL REF.: ORC 2919.22
 3301.68
 3319.237
 3319.46
 3326.11
 3328.24
 OAC 3301-35-15
 3301-37-10

CROSS REFS.: IGBA, Programs for Students with Disabilities
 JF, Student Rights and Responsibilities
 JGA, Corporal Punishment
 JH, Student Welfare
 JHF, Student Safety

NOTE: Beginning with the 2013/2014 school year, districts are required to develop policies dealing with seclusion, restraint and PBIS. The requirement stems from Ohio Administrative Code 3301-35-15, which was finalized through the Joint Committee on Agency Rule Review (JCARR) on April 8, 2013. Prior to rule finalization, the State Board of Education (SBOE) adopted an accompanying model policy in January 2013. The rule requires district policies and procedures to be consistent with the SBOE policy.

File: JP

Policies and procedures dealing with seclusion and restraint are required to be posted on the district's website and parents must be notified annually of district policies and procedures dealing with seclusion and restraint.

House Bill (HB) 178 (2014) extends these requirements to community and STEM schools.

HB 318 (2018) requires SBOE to revisit its existing rule (OAC 3301-35-15) on PBIS to create a new PBIS framework. School districts are required to implement a PBIS framework that complies with the amended or updated SBOE policy.

THIS IS A REQUIRED POLICY

File: GBIA (Also IG DFA)

NEW POLICY

File: GBIA (Also IG DFA)

Crowdfunding campaigns on behalf of the District, or any school within the District by any school employee or official is prohibited. Staff is not permitted to use the name of the District or any of its schools, or any images or text related to the District, in any online fundraising effort or campaign.

[Adoption date:]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
ORC 9.38
2921.43
3313.51
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest
GBI, Staff Gifts and Solicitations
IGDF, Student Fundraising Activities
KH, Public Gifts to the District
KI, Public Solicitations in the Schools

File: IG DFA (Also GBIA)

NEW POLICY

File: IG DFA (Also GBIA)

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[Adoption date:]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
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2921.43
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SCHOOL BOARD LEGAL STATUS

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

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

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

The Board of the Garfield Heights City Schools School District is composed of five members elected by the citizens of the District. A regular term is four years.

(Add for joint vocational school districts.)

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

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

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

[Adoption date:]

LEGAL REFS.: ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05; **3311.056**; 3311.19
3313.01; 3313.02; 3313.09; 3313.17

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

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

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

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

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

Preference may be given to qualified individuals who have served on a JVSD business advisory committee. SB 3 also allows any JVSD board to submit an application to the State Superintendent of Public Instruction for approval to revise its membership plan to stagger the members’ terms of office.

Under RC 3311.056, an ESC governing board may adopt a plan to add appointed board members. The plan may provide for adding up to one less than the total number of elected members on the board, provided the total number of elected and appointed members combined is an odd number. The plan must define the term of the appointed members and members must be appointed by a majority vote of the full number of elected ESC board members, the plan also must address how vacancies will be filled. The plan must specify the qualifications of the appointed board members including the experience, knowledge, and skills that advance the mission and vision of the service center and the appointed members may be representative of the client school districts of the service center that are not otherwise represented on the board. The plan and any revisions to or rescission of the plan must be submitted to the State Board of Education for approval. ESCs with an approved plan may customize this policy to reflect the inclusion of appointed members.

EMERGENCY MANAGEMENT AND SAFETY PLANS

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

An emergency is defined as a serious, unexpected, and often dangerous situation requiring immediate action that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies or hazards include, but are not limited to, an active shooter, hostage situations, bomb threats, bullying, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

Comprehensive Emergency Management Plan and Test

The Superintendent/designee develops a comprehensive emergency management plan meeting State law requirements for each building. The plan establishes protocols for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students. The plan includes a floor plan unique to each floor of the building, a site plan including all building property and surrounding property, and an emergency contact sheet. The plan is kept in a secure location and is not considered a public record.

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

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

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

An emergency management test is conducted annually in accordance with State law.

Emergency Drills

The Board directs the Superintendent/designee to conduct all drills required by State law. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur. Plans are posted in each classroom and other areas accessible to staff and students where required by law.

[Adoption date:]

LEGAL REFS.: ORC 149.433
2305.235
2923.11
3301.56
3313.20; 3313.536; 3313.717; 3313.719; **3313.951**
3314.03; 3314.16
3701.85
3737.73; 3737.99
OAC 3301-5-01

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

NOTE: THIS IS A REQUIRED POLICY

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students;
2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the student code of conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.

16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

[Adoption date:]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.5314; 3313.58; 3313.59;
3313.664
3315.062
3319.16
3321.04
Chapter 4112
OAC 3301-27-01
3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
DJ, Purchasing
IGCH, College Credit Plus (Also LEC)
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fundraising Activities

IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Non-Chartered or Home Schooling
JED, Student Absences and Excuses
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the Schools
Student Handbooks

NOTE: Districts are required to allow resident students enrolled in community schools (House Bill (HB) 487 (2014)), STEM and STEAM schools to participate in the district's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Senate Bill (SB) 3 (2016) added Ohio Revised Code 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school, STEM and STEAM 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.

Districts may allow nonpublic, community, STEM and STEAM school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

SB 3 (2016) also allows the superintendent to allow a nonresident student attending a nonpublic school located in the district the ability to participate in an activity that is interscholastic athletics or interscholastic competitions in music, drama or forensics provided certain criteria are met.

School districts must count – up to 24 hours per school year as excused absences – time that a student is absent from school for the sole purpose of traveling out of state to participate in a board-approved enrichment activity or an extracurricular activity. The student is required to make up all missed classroom assignments.

File: IGD

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

For boards developing policy without the assistance of an OSBA consultant, this category is useful for general policy on student activities and for establishing definitions.

THIS IS A REQUIRED POLICY

STUDENT CONDUCT (Zero Tolerance)

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

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

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

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

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

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

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

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

[Adoption date:]

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

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

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

House Bill (HB) 318 (2018) requires each school district’s “zero tolerance” policy to comply with HB 318’s provisions on suspending and expelling students in grades pre-K through three, the State Board of Education’s (SBOE) positive behavioral interventions and supports framework, and the SBOE’s standards for the use of physical restraint or seclusion on students.

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

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

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

THIS IS A REQUIRED POLICY

PUBLIC GIFTS TO THE DISTRICT

Gifts, grants or bequests are accepted by the Board, provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

Any person or organization desiring to give a gift or make a grant or bequest to the Board must contact the Superintendent, who submits the request to the Board.

Proposals for giving funds, equipment or materials to the District with a “matching” agreement or restriction are discouraged. Acceptance of donated equipment or materials may depend upon the compliance with, or experience related to, the Board’s policy of standardizing materials and equipment.

Whenever the District has an established project, contributions that reduce the cost or hasten the completion are welcome.

[Adoption date:]

LEGAL REFS.: ORC 9.20
3313.17; 3313.36

CROSS REFS.: BHD, Board Member Compensation and Expenses
FEE, Site Acquisition Procedure
GBIA, Online Fundraising Campaigns/Crowdfunding (Also IG DFA)

PUBLIC SOLICITATIONS IN THE SCHOOLS

No person may sell or offer for sale within school buildings or on school property any articles or services or solicit contributions except those approved by the Superintendent or the Board. This policy does not prohibit any school fundraising activity authorized by the Superintendent or other appropriate building administrator.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments must not interfere with the classroom work of the teachers.

The school directory or lists of students are not made available to any outside person or agency for a profit-making purpose.

[Adoption date:]

LEGAL REFS.: ORC 2921.43
3319.321

CROSS REFS.: GBI, Staff Gifts and Solicitations
GBIA, Online Fundraising Campaigns/Crowdfunding (Also IG DFA)
KG, Community Use of School Premises (Equal Access)
KK, Visitors to the Schools

FILE: JEB

ENTRANCE AGE

(Mandatory Kindergarten)

Each child who is five years of age on or before August 1 is eligible to enroll in kindergarten.
Each child who is six years of age on or before August 1 who has successfully completed kindergarten is eligible to enroll in first grade.

[Adoption date:]

LEGAL REF,: ORC 3321.01

Cross REFS,: IKEB, Acceleration

JEA, Compulsory Attendance Ages

JEBA, Early Entrance to Kindergarten