Table of Contents

4.8.2019 BoE Mtg. Agenda
3.19.2019 Special BoE Mtg. Minutes
ag2120
ag2131
ag2210a
ag2210c
ag2210d
ag2220
ag2230
ag2231
ag2240
ag2240b
ag2250
ag2252
ag2260
ag2260b
ag2260c
ag2260d
ag2260f
ag2260.01A
ag2260.01B
ag2260.02
ag2270
ag2271
ag2280
ag2280.01
ag2280.02
ag2280.03
ag2280.04
ag2280.05
ag2280.06
ag2280.07
ag2280.08
ag2330
ag2340a
ag2340b
ag2340c
ag2340d
ag2340e
ag2340f

ag2370
ag2411
ag2412
ag2421.01
ag2423b
ag2430a
ag2430
ag2430a
ag2431
ag2431a
ag2431b
ag2431c
ag2431.01
ag2440
ag2450
ag2460
ag2510
ag2520a
ag2520c
ag2520d
ag2531
ag2531a
ag2605
ag2623a
ag2623b
ag2623c
ag2623d
ag2623.02
ag2626
ag2626a
ag5113.02
ag7540.02
BRT Charter Service Agreement
Cummins Sales & Service Agreement
College Now MoU
School Calendar 2021-2022
Policy Changes (Background Info)
Bylaw 0100 (Definitions)
po2220
po2240
po2260.02
po2340
po2370
po2430

po2431
po2440
po2450
po2520
po2623
po5113.02
po5610
po5610.03
po6320
po6325
po6605
po7540
po7540.02
po7540.04
po8400
po8500
OHSAA 2019-2020 Membership
Summit ESC Contract for Services
Studies Weekly
Financial Report by Fund
Monthly Financial Update

WADSWORTH CITY SCHOOL DISTRICT
BOARD OF EDUCATION

WADSWORTH, OHIO

REGULAR STATED MEETING
MONDAY, APRIL 8, 2019, 7:00 p.m.
JAMES R. McILVAINE PERFORMING ARTS CENTER, 625 BROAD STREET

AGENDA

I. Call to Order

II. Pledge of Allegiance

III. Roll Call

IV. Motion for Approval and Signing of Special Meeting Minutes

V. Student/Staff Recognition

A. April Students of the Month

Student	Grade	School
Paige Gross	04	Franklin Elementary School
*Henry Chen	04	Isham Elementary School
Hayden Eagon-Mohlmaster	04	Lincoln Elementary School
Allison Schilling	04	Overlook Elementary School
Olivia King	04	Valley View Elementary School
Isabelle Martin	05	Central Intermediate School
Chloe Ramsier	07	Wadsworth Middle School
Kiersten White	11	WHD Career-Technical
Tyler Anderson	11	WHS Career-Technical
Anna Callow	12	Wadsworth High School
Nathan Dietrich	12	Wadsworth High School

*Isham's April student of the month will be recognized at the May Board of Education meeting.

VI. Administrative Discussion Items, Presentations, and Updates

A. Kindergarten Registration
B. Wadsworth Grizzlies Community Foundation
C. Administrative Guideline Revisions
D. Mental Health Committee 2019-2020 Implementation Recommendations
E. Discussion: 274 Grandview Ave.

VII. Administrative Items

A. PERSONNEL CONSENT ITEMS

1. Resignations

a) Katelin Schofield, eff. 3/19/2019
b) Sunaina Kelly, eff. 8/15/2019
c) Esther Miller, retirement, eff. 7/1/2019
d) William Goddard, Summer School Teacher (Health), supplemental contract
e) Rachael Wade, eff. 5/31/2019
f) Meghan Nichols, one (1)- year long-term substitute teacher, eff. 8/15/2019

2. Employments

a) Paula Trenta, Substitute Assistant Principal, eff. 4/8/2019

b) Limited Teaching Contracts for 2019-2020 or 2019-2021 (remainder of teaching staff in the middle of two (2)-year contracts, and those on continuing contracts will receive salary notices for the the 2019-2020 school year):

(1) Krista Acierto, 19-20
(2) Andrea Allington, 19-21
(3) Christine Arbogast, 19-21
(4) Barbara Arnold, 19-21
(5) Andrea Atzinger, 19-21
(6) Jennifer Ballinger, 19-20
(7) Courtney Bischof, 19-21
(8) Laura Boyert, 19-20
(9) Lisa Bressler, 19-20
(10) Julie Brooks, 19-21
(11) Taryn Busson, 19-20
(12) Jessica Chada, 19-20
(13) Julie Cloonan, 19-21
(14) Jeffrey Cola, 19-21
(15) Kelly Cossey, 19-21
(16) Shannon DeDomenic, 19-20
(17) Blake Dickson, 19-20
(18) Nicole Doyle, 19-20
(19) Chelsea Duty, 19-20
(20) Kelsie Erhard, 19-20
(21) Susan Everhart, 19-20
(22) Grant Fairhurst, 19-21
(23) Allison Franzolino, 19-20
(24) Trudy Freund, 19-21
(25) Jessica Gabor, 19-20
(26) Kelly Gleason, 19-21
(27) Vicki Griffin, 19-21
(28) Angela Hall, 19-20
(29) Kelly Hall, 19-20

(30) Austin Hanna, 19-20
(31) Haley Hassinger, 19-20
(32) Matthew Hastings, 19-21
(33) Michelle Hevener, 19-21
(34) Eric Heffinger, 19-21
(35) Susan Heideman, 19-21
(36) Sarah Hissner, 19-20
(37) Matthew Hulme, 19-21
(38) Jason Jurey, 19-21
(39) Peri Jurey, 19-21
(40) Lindsay Kelley, 19-20
(41) Hannah Lahiff, 19-20
(42) Megan Letner, 19-20
(43) Briana Lowdermilk, 19-20
(44) Jeffrey Marini, 19-20
(45) Abbey Martin, 19-20
(46) Sarah Maxon, 19-20
(47) Matthew McConnell, 19-21
(48) Jodie McInnes, 19-21
(49) Katie Morfchak, 19-20
(50) Laura Mucha, 19-20
(51) Amy Muhl, 19-20
(52) Kevin Myers, 19-21
(53) Meagan Neumann, 19-21
(54) Meghan Nichols, 19-20
(55) Brandon Nolin, 19-21
(56) Zachary Ockunzzi, 19-21
(57) Abbey Pecnik, 19-21
(58) Brianne Pernod, 19-20
(59) Samuel Piehl, 19-20
(60) Alexandra Richards, 19-20
(61) Lauren Ross, 19-21
(62) Katherine Ruff, 19-21
(63) Kathleen Ryan, 19-21
(64) Matthew Saunders, 19-20
(65) Lisa Smith, 19-21
(66) Joanna Snitil, 19-21
(67) Jennifer Sorrent, 19-20
(68) Megan Steinkerchner, 19-21
(69) Kristie Stoll, 19-20
(70) Lindsay Tenyak, 19-21
(71) Dianna Tenyak, 19-20
(72) Kelsey Thomas, 19-20
(73) Justin Todd, 19-20
(74) Chari Turski, 19-20
(75) Serra VanZandt, 19-20
(76) Lisa Wallen, 19-21
(77) Anna Warren, 19-20
(78) Briana Whited, 19-20
(79) Kaitlyn Wilson, 19-20

(80) Kathryn Witmer, 19-20
(81) Alexandra Zwisler, 19-20

c) New Continuing Teaching Contracts for 2019-2020:

(1) Peter Alexander
(2) Patricia Gear
(3) Sara Good
(4) Angel Kusmits
(5) Stephen Luchka
(6) Kristina Marias
(7) Valerie May
(8) Shannon Myer
(9) Bryce Weber
(10) Katherine Wolf
(11) Hope Zakany

d) Supplemental Contracts, per attached list

e) Volunteers, per attached list

3. Recommendation to approve one hour of unpaid leave for Allison Franzolino on May 3, 2019

4. Recommendation to approve three days of unpaid leave for Shelly White on March 27-29

5. Recommendation to approve unpaid leave for Alexandra Zwisler through the 2018-2019 school year

B. ACTION CONSENT ITEMS

1. Recommendation to approve the following overnight trips:

a) Boys varsity basketball team to Delaware Hayes High School (Delaware, OH) on December 27 and 28, 2019

b) Varsity wrestling team to Canon McMillan High School (Canonsburg, PA) on Dec. 26-28

2. Recommendation to accept a donation of automotive hand tools from Lula B. Jones, valued at $1,000

3. Recommendation to approve the BRT Charter Service Agreement, eff. 3/18/2019

4. Recommendation to approve the Planned Maintenance Agreement Terms and Conditions between Cummins Sales and Service and the Wadsworth City School District Board of Education

5. Recommendation to approve the Memorandum of Understanding between College Now Greater Cleveland and the Wadsworth City School District Board of Education for the term of August 1, 2019 through June 30, 2020

6. Recommendation to approve the 2021-2022 school calendar

7. Recommendation to approve a first reading of the following Wadsworth City School District Board of Education bylaw and policies:

    a) Bylaw

        (1) 0100, Definitions

    b) Policies:

        (1) 2220, Adoption of Courses of Study
        (2) 2240, Controversial Issues
        (3) 2260.02, Single Gender Classes and Activities
        (4) 2340, Field and Other District-Sponsored Trips
        (5) 2370, Educational Options
        (6) 2430, District-Sponsored Clubs and Activities
        (7) 2431, Interscholastic Athletics
        (8) 2440, Summer School
        (9) 2450, Adult and Community Education
        (10) 2520, Selection of Instructional Materials and Equipment
        (11) 2623, Student Assessment and Academic Intervention Services
        (12) 5113.02, School Choice Options
        (13) 5610, Removal, Suspension, Expulsion, and Permanent Exclusion of Students
        (14) 5610.03, Emergency Removal of Students
        (15) 6320, Purchasing and Bidding
        (16) 6325, Procurement-Federal Grants/Funds
        (17) 6605, Crowdfunding
        (18) 7540, Technology
        (19) 7540.02, Web Accessibility, Content, Apps, and Services
        (20) 7540.04, Staff Technology Acceptable Use and Safety
        (21) 8400, School Safety
        (22) 8500, Food Services

8. Recommendation to accept the donation of a 2005 GMC Canyon from Dennis and Janine Black

9. Recommendation to approve the following reduction in student instruction hours for the 2018-2019 school year:

School	Grade(s)	Reduced Hours
Franklin Elementary	K	19.76
Franklin Elementary	1-4	20.24
Isham Elementary	K	19.76
Isham Elementary	1-4	20.24
Lincoln Elementary	K	20.00
Lincoln Elementary	1-4	20.24
Overlook Elementary	K-4	20.00
Valley View Elementary	K	20.00
Valley View Elementary	1-4	20.24
Central Intermediate	5-6	20.66
Wadsworth Middle	7-8	21.50
Wadsworth High	9-12	21.50

10. Recommendation to approve the 2019-2020 Membership in the Ohio High School Athletic Association (OHSAA)

11. Recommendation to approve the Contract for Services Supervised by an ESC Board between the Summit Educational Service Center Governing Board and the Wadsworth City School District Board of Education for the 2018-2019 school year

12. Recommendation to adopt Studies Weekly as the social studies textbook/instructional materials for kindergarten through fourth grade beginning with the 2019- 2020 school year

13. Recommendation to approve the Exceptional Grizzlies logo

VIII. Items of the Treasurer

A. ACTION CONSENT ITEMS

1. Announce the Wadsworth City School Board of Education received a clean, unqualified opinion on the Fiscal Year 2018 audit, available for review by clicking here. In addition, the district received the Auditor of State Award. The district has received the Auditor of State Award for five of the last six years.

2. Recommendation to accept the March financial reports as presented and subject to audit

IX. Legislative Update

X. Floor Items

XI. Board Member Items

XII. Executive Session

WHEREAS, a public board of education may hold an executive session only after a majority quorum of this board determines by a roll call vote to hold such a session and only at a

regular or special meeting for the sole purpose of the consideration of any of the following matters:

A. To consider one or more, as applicable, of the check marked items with respect to a public employee or official:

    1. Appointment
    2. Employment ✔
    3. Dismissal
    4. Discipline
    5. Promotion
    6. Demotion
    7. Compensation
    8. Investigation of charges/complaints (unless public hearing requested)

B. To consider the purchase of property for the public purposes or for the sale of property at competitive bidding

C. Conferences with an attorney for the public body concerning disputes involving the public body that are the subject of pending or imminent court action

D. Preparing for, conducting or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment.

E. Matters required to be kept confidential by federal law or rules or state statutes

F. Specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing or avoiding prosecution for a violation of the law

NOW, THEREFORE BE IT RESOLVED, that the Wadsworth City Board of Education, by a majority of the quorum present at this meeting, does hereby declare its intention to hold an executive session on A2 and E as listed above.

XIII. Adjournment

In accordance with State and Federal law, the District will provide reasonable accommodations to persons with disabilities who wish to attend and/or participate in school events. Such individuals should notify the Superintendent if they require a reasonable accommodation.

EMPLOYMENTS
April 8, 2019

Supplemental Contracts

Samantha Harvey	Volunteer Asst. Softball Coach, eff. 3/22/2019
Deborah Kasminsky	Speech/Language Pathologist Mentor (prorated), eff. 1/10/2019-3/5/2019
Mike Sladky	Summer School Teacher (Health)
Brandon Nolin	Summer School Teacher (Health)

Volunteers

Julie Acker
Jennifer Asente
Tonya Barger
Jessica Bird
Brittany Bruce
Freda Chapman
Natalie Clark
Lindsay Frame
Becky Grywalski
Deborah Header
Marie Hostetler
Timothy Hoynes
Sara Mahoney
Rhonda Massie
Julie Mittleman
Shauna Morrison
Jenny Neforos
Angela Puertas
Brian Renner
Stacey Renner
Lorie Saiben
Jessica Senior
Shannon Shaffer
Meaghan Shellhorn
Joshua Thompson
Scott Valatka
Russell Valentine, eff. 4/8/2019
Alisia VanArnam
Sarah West
John Wolohan
Tammy Young

WADSWORTH CITY SCHOOL DISTRICT
BOARD OF EDUCATION
Regular Stated Meeting
April 8, 2019

Agenda Detail Sheet

VI. Administrative Discussion Items, Presentations, and Updates

A. Kindergarten Registration for the 2019-2020 School Year: Kindergarten registration for the 2019-2020 school year is now open. Details can be found by clicking here.

B. Wadsworth Grizzlies Community Foundation: As part of our district's previous strategic plan, the Wadsworth Grizzlies Community Foundation was established. The Wadsworth Grizzlies Community Foundation is a 501 (c) (3) organization that provides financial support to teachers beyond taxpayer responsibility, aligned with district goals and enhancing student achievement within our school district. The goal is to provide grant opportunities for teachers in our district to fund innovative classroom projects.

You can learn more about the foundation by visiting their website. On the website, you can learn more about the foundation's May 17 fundraiser.

You are also encouraged to "like" and "share" the foundation's Facebook page. If you are interested in becoming involved in the foundation, please contact Mrs. Kristy Hayduk, President, at kristy@haydukinsurance.com or at 216-312-5215.

C. Administrative Guideline Revisions: The administrative guideline review process, written about extensively on the February 11, 2019 board of education meeting agenda detail sheet, continues. After careful review of the administrative guidelines and corresponding policies, the following recommendations are being made in relation to the administrative guidelines found in section 2000, Program:

Administrative Guidelines

2120, The School Improvement Process (delete)
2131, Characteristics of an Effective Statement of Educational Outcomes (delete)
2210a, Curriculum Development (delete)
2210C, Assessing the District's Learning Programs (delete)
2210D, Premises about Learning (delete)
2220, Preparation for the World of Work (delete)
2230, Course Guides (delete)
2231, Guidelines for Planning Effective Learning Activities (delete)
2240, Controversial Issue (delete)
2240B, Alternative Learning Activities for Opt Out Students (delete)
2250, Innovative Projects (delete)

2252, Strategy for Planning a Project (Job, Task, Activity) (delete)
2260, Nondiscrimination and Access to Equal Educational Opportunity (delete)
2260B, Complaint Procedures for Nondiscrimination and Equal Educational Opportunity/Access (delete)
2260C, Major Differences between IDEA and Section 504 (delete)
2260D, Notice of Nondiscrimination (delete)
2260F, Limited English Proficiency Program (keep as is)
2260.01A, Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE (delete)
2260.01B, Section 504/ADA Parents' Procedural Rights, Including Due Process Hearing (delete)
2260.02, Single Gender Classes and Activities (delete)
2270, Religion in the Curriculum (delete)
2271, College Credit Plus Program (keep as is)
2280, Preschool Staff (keep as is)
2280.01, Preschool Cumulative Records/Child Information (keep as is)
2280.02, Preschool Program (keep as is)
2280.03, Preschool Health and Safety (keep as is)
2280.04, Preschool Admission and Attendance (keep as is)
2280.05, Preschool Behavior Management/Discipline (keep as is)
2280.06, Preschool Facility (keep as is)
2280.07, Preschool Food Services (keep as is)
2280.08, Preschool Equipment and Supplies (keep as is)
2230, Homework (delete)
2340A, Field Trip Guidelines (delete)
2340B, District-Sponsored Trips (Co-Curricular and Extra-Curricular) (delete)
2340C, Overnight Trips (District-Sponsored) (delete)
2340D, Non District-Sponsored Trips (revised)
2340E, Trip Leader Responsibilities (delete)
2340F, Chaperones for Trips (delete)
2370, Educational Options (delete)
2411, Guidance and Counseling (delete)
2412, Homebound Instruction (delete)
2421.01, Students as Trainees (keep as is)
2423B, Checklist for Implementing School to Work Programs (delete)
2430A, Student Participation in Summer Camps/Programs (delete)
2430, District-Sponsored Clubs and Activities (delete)
2430A, Student Participation in Summer Camps/Programs (delete)
2431, Interscholastic Athletics (delete)
2431A, Playing Time for Athletes (delete)
2431B, Sportsmanship Expectations (delete)
2431C, Concussions and Head Injuries (delete)
2431.01, Athletic Participation/Concussions (delete)
2440, Summer School (delete)

2450, Community and Adult Education (delete)
2460, Special Education (delete)
2510, Selection of Basic Text Materials (delete)
2520A, Selection of Instructional Materials and Equipment (delete)
2520C, Resource Speakers (delete)
2520D, Student Use of Libraries/Media Centers (delete)
2531, Copyrighted Works (keep as is)
2531A, Copyrighted Works (keep as is)
2605, Evaluation of Program Purpose (delete)
2623A, Testing Program (delete)
2623B, Security Provisions for Statewide Assessments (delete)
2623C, Participation of Students with Disabilities in General State and District-Wide Assessments (delete)
2623D, Standards Relative to the Ethical Use of Assessments by Staff (delete)
2623.02, Midyear Promotion for Third Grade Students Retained Due to Performance on English Language Arts Assessment (delete)
2626, Procedure for Analyzing Tests (delete)
2626A, Analyzing a Test Item (delete)
5113.02, School Choice Options Provided by the No Child Left Behind Act School Improvement (delete)
7540.02, Web Content and Functionality Specifications (delete)

D. **Mental Health Committee 2019-2020 Implementation Recommendations:** The Mental Health Committee 2019-2020 implementation recommendations are as follows:

Wadsworth City School District Board of Education's Mental Health Committee Implementation Recommendations for the 2019-2020 School Year

After careful consideration by the Wadsworth City School District Board of Education of all items presented and discussed during the Mental Health Committee meetings (meeting minutes and documents can be viewed by clicking here), the Wadsworth City School District Board of Education has worked to prioritize the needs. The process of prioritization has not been easy, and the board of education appreciates all of the time those involved in the committee have invested. The board of education has no doubt that our employees on the front lines of assisting students with mental health, social and emotional needs do a great job of managing difficult situations. There is also no doubt, through the discussions of the committee, that there are a number of ways to enhance our current support of students in these areas. What follows below are the initial recommendations, to begin implementation in the 2019-2020 school year.

The board of education believes that equally as important as the first step of implementation, is the need to monitor the progress of the implemented changes to determine the impact they have had on the gaps that were identified by the committee. The board of education would like to see the committee meet in October of 2019 to discuss these items.

Implementation Recommendations

School Counselors

A. Staffing

Add one (1) elementary school counselor; and
Add one (1) intermediate school counselor.

Current School Year

Grade Span	*Student Count	No. of Counselors	**Student/Counselor Ratio
K-4	1,548	2.5	619:1
5-6	*667	1.0	667:1
7-8	*751	2.0	376:1
9-12	*1,489	4.0	372:1

*Taken from the January 3, 2019 Class Size and Enrollment Projections Document
** Rounded to the nearest whole number

2019-2020 School Year

Grade Span	*Projected Student Count	No. of Counselors	**Student/Counselor Ratio
K-4	1,537	3.5	439:1
5-6	682	2.0	341:1
7-8	715	2.0	358:1
9-12	1,478	4.0	370:1

*Taken from the January 3, 2019 Class Size and Enrollment Projections Document
** Rounded to the nearest whole number

Current Student/Counselor Averages (*Education Week*, March 13, 2019)

National:	444:1
Lowest in the USA:	207:1
Highest in the USA:	758:1
Ohio:	507:1

B. Testing/504 Plans at Wadsworth High School

Remove testing and 504 plans from the main responsibilities of school counselors at the high school level. This will allow for high school counselors to focus more on items that were identified in the gap analysis created through the work of the Mental Health Committee.

Administrative Support at Wadsworth High School

Create a substitute high school assistant principal rate of pay of $262/day. Contract with an administrator for no more than fifty (50) days for the 2019-2020 school year. This substitute assistant will be able to provide our high school administrators with the support needed to add the testing/504 plan responsibilities. This anticipated cost would not exceed $13,100.00.

Clerical

Add one (1) hour of additional clerical support per day to the school counselors at Wadsworth Middle School. The number of days of clerical support for school counselors at the middle school in a school year will remain the same.

Community Agencies

Work with Bellefaire JCB to expand resilience work to our elementary schools;

Work with OhioGuidestone and the United Way to enhance services at our preschool level; and

Work with the Medina County ADAMH Board to explore other community-based programs that may be of assistance to our students.

VII. Administrative Items

A. PERSONNEL CONSENT ITEMS

2. Employments

(b54.) Meghan Nichols: Ms Nichols was granted a one-year long-term substitute contract as an Isham Elementary second grade teacher for the 2018-2019 school year. She has resigned from this position and is being recommended to fill a full-time elementary teaching position for the 2019-2020 school year.

B. ACTION CONSENT ITEMS

3. **BRT Charter Service Agreement:** The BRT Charter Service Agreement being recommended for approval is for a Lincoln Elementary School field trip to the Cleveland Metropark Zoo.

4. **Cummins Sales and Service Agreement:** The Planned Maintenance Agreement Terms and Conditions between Cummins Sales and Service and the Wadsworth City School District Board of Education being recommended for approval is for the community center. The Wadsworth City School District Board of Education

has to approve this contract because they are the fiscal agent for the community center.

5. **College Now Greater Cleveland:** The Memorandum of Understanding between College Now Greater Cleveland and the Wadsworth City School District Board of Education being recommended for approval will allow our high school students and parent/guardian(s) to continue to access services from College Now Greater Cleveland during the 2019-2020 school year.

7. **Bylaw and Policy Revisions:** The Wadsworth City School District Board of Education bylaw and policy revisions being recommended for a first reading are necessary to align our bylaws and policies with changes in state law, best practices and our administrative guideline revisions referenced above.

9. **Reduction of Student Instruction Hours for the 2018-2019 School Year:** The resolution to reduce student instruction hours for the 2018-2019 school year being recommended for approval is necessary to officially adjust the board-approved 2018-2019 school calendar to account for the calamity days. This year we had three (3) calamity days and one (1) delayed start due to weather. Even with the reduction in instruction hours, we are well above the minimum number of instruction hours required in a school year by Ohio Revised Code. The required hours are as follows:

Grade Levels:	Hours:
K-6	910
7-12	1001

What is allowed to "count" toward hours of instruction is defined by Ohio Revised Code and is summarized in guidance provided by the Ohio Department of Education. Each elementary school has a building schedule that is a little different. As a result, total hours of instruction vary by building, and in some cases, by grade level as well.

11. **Contract for Services Supervised by ESC Board:** The Contract for Services Supervised by ESC Board between the Summit Educational Service Center Governing Board and the Wadsworth City School District Board of Education being recommended for approval will allow for three (3) days of educational audiologist services, in addition to the days already purchased this school year, to meet the needs of students, as identified in the students' individualized education program.

12. **Studies Weekly:** The Studies Weekly social studies textbook/instructional materials being recommended for adoption for kindergarten through fourth grade, beginning in the 2019-2020 school year, are the materials that were

presented at the March 11, 2019 board of education meeting by members of the Social Studies Textbook Adoption Committee. The textbooks/instructional materials have been available for review at the Charles R. Parsons Administration Building since March 12, 2019.

The social studies textbook recommendations for fifth through twelfth grade are on hold as we work to create a contract with each vendor that is compliant with Ohio Revised Code.

13. **Exceptional Grizzlies Logo:** The Exceptional Grizzlies logo being recommended for board approval (see below) was created by a parent who is part of a parent/ guardian advisory group created by Mrs. Joyce Walker, our Director of Student Services. The advisory group would like to use the logo on a t-shirt they are having made for an event in May and they would like to use the logo for other events they plan in the future.



VIII. Items of the Treasurer

A. ACTION CONSENT ITEMS

1. **Fiscal Year 2018 audit:** The Wadsworth City Schools received a clean, unqualified opinion, as well as the Auditor of State Award, for the FY 2018 audit. Thank you to the entire Wadsworth City Schools community for their part in this process, especially Christine Chase, Cheryl Harris, and Jill Young in the Treasurer's office.

RECORD OF PROCEEDINGS
WADSWORTH CITY BOARD OF EDUCATION

Minutes of Special Meeting Date: March 19, 2019

The Wadsworth City Board of Education met in Special Session on Tuesday, March 19, 2019, at **5:11** P.M. at the Charles R. Parsons Administration Building, 524 Broad Street.

PLEDGE OF ALLEGIANCE AND ROLL CALL

Present	Batey, Gordon, Kramer, McComas, McDougal
Absent	
Administrators	3
Staff	0
Visitors	1

19-03-27 **APPROVAL OF BOARD MINUTES**

The motion was made by **Gordon**, seconded by **McDougal**, to approve the following Board of Education Meeting Minutes:

Regular March 11, 2019

VOTE: Yea - Gordon, Kramer, McComas, McDougal, Batey
Nay - None Motion Carried,

ADMINISTRATIVE ITEMS:

19-03-28 Upon the recommendation of Superintendent Hill, the motion was made by **Batey**, seconded by **McComas**, to adopt the Personnel Consent Items from the March 19, 2019, Special Meeting, as presented:

A. **PERSONNEL CONSENT ITEMS**

1. Resignations

a)	William Goddard	Certified Teacher	(retire 06/01/19)
b)	Nicholas Ranallo	Certified Teacher	(eff. 08/15/19)
c)	Kristy Doyle	Non-Teaching	(eff. 03/29/19)
d)	Bailey Archer	Intervention Specialist	(eff. 08/15/19)
e)	Melissa Eaton	Certified Teacher	(eff. 08/15/19)

VOTE: Yea – Kramer, McComas, McDougal, Batey, Gordon
Nay – None Motion Carried,

BOARD OF EDUCATION DISCUSSION

A. Discuss/Review the Board of Education goals for the 2018-19 school year.

1. Continue to increase our financial IQ.

a. Understand the relationship between our budget and District goals.

(1) 2016-2020 strategic plan with goals and funding/ budget.

(2) Staffing presentation and proposed funding at 03/11/2019 BOE meeting.

b. Understand the potential need for a new levy.

(1) Staffing discussion and five-year forecast implications (sales tax fund, OFCC Maintenance fund) at February Executive session.

(2) Five-year forecast presentation at October BOE meeting.

c. Replacement/Upgrade for CIS.

(1) $20,000,000 bond issue w/ current interest rates and our current Assessed Valuation (subject to change).

20 year bonds = 2.0 mill levy
25 year bonds = 1.73 mill levy
30 year bonds = 1.55 mill levy

2. Continue to create a climate of support for our District staff:

a. Continue to utilize the culture climate survey and follow up with deliverable action items on topics that need addressed.

b. Continue 2018 “Just Because” events.

c. Continue to expand the shadowing program.

d. Continue to attend teacher and staff functions.

Lunches continue to be well received, shadowing will be deferred to next year, and Board has attended the first and last teacher work day as well as the new teacher orientation.

3. Board Professional Development:

   a. Continue to hold yearly work sessions and attend OSBA trainings.

   b. Select a topic for the Board as a whole to work on, set a task list with action items to achieve this goal, and evaluate progress throughout the year.

Board Professional Development: Board has attended Capital Conference and local OSBA workshops.

4. Collaborate with appropriate officials and organizations on all levels and continue to communicate with District staff and the Wadsworth Community concerning the CIS funding situation.

Board, Superintendent and Treasurer have sent out numerus communications and engaged in dialogue at Board meetings keeping the CIS discussion in the forefront.

5. Promote, support, and recognize student activities and accomplishments and those of our District overall.

The Board continues to support and recognize student activities throughout the District.

Next year: Celebrate a different building each month and recognize what is happening at each building and student achievement.

6. Increase support to educate, address, and improve mental and emotional health issues for our students.

Mental Health Committee – Board's Involvement

EXECUTIVE SESSION

WHEREAS, a public board of education may hold an executive session only after a majority of a quorum of this board determines by a roll call vote to hold such a session and only at a regular or special meeting for the sole purpose of the consideration of any of the following matters:

A. To consider one or more, as applicable, of the check-marked items with respect to a public employee or official:

1. Appointment
2. **Employment**
3. Dismissal
4. Discipline
5. Promotion
6. Demotion
7. Compensation
8. Investigation of charges/complaints (unless public hearing requested).

B. To consider the purchase of property for the public purposes or for the sale of property at competitive bidding.

C. Conferences with an attorney for the public body concerning disputes involving the public body that are the subject of pending or imminent court action.

D. Preparing for, conducting or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment.

E. Matters required to be kept confidential by Federal law or rules or State statutes.

F. Regularized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing or avoid prosecution for a violation of the law.

NOW, THEREFORE, BE IT RESOLVED, that the Wadsworth City Board of Education, by a majority of the quorum present at this meeting, does hereby declare its intention to hold an executive session on A2 as listed above.

19-03-29 **EXECUTIVE SESSION**

The motion was made by **McDougal**, seconded by **Batey**, to enter Executive Session at **6:06** p.m.

VOTE: Yea – McComas, McDougal, Batey, Gordon, Kramer
Nay – None Motion Carried,

EXECUTIVE SESSION recessed at **7:00** p.m.

19-03-30 **ADJOURNMENT**

The motion was made by **McComas**, seconded by **McDougal**, to adjourn at **7:00** p.m.

VOTE: Yea – McDougal, Batey, Gordon, Kramer, McComas
Nay – None Motion Carried,

(Signed)_____
Linda Kramer, President

(Attested)_____
Douglas D. Beeman, Treasurer

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of THE SCHOOL IMPROVEMENT PROCESS
Code	ag2120
Status	
Adopted	November 19, 2007

~~2120 **THE SCHOOL IMPROVEMENT PROCESS**~~

~~The District has established a school improvement process which will function under the leadership of the District School Improvement Team. The Team will consist of:~~

A. ~~Superintendent from District administration;~~
B. ~~the principal, staff members, and parents from the elementary school level;~~
C. ~~the principal, staff members, and parents from the middle school level;~~
D. ~~the principal, staff members, and parents from the high school level;~~
E. ~~Business Advisory Council representative.~~

~~There will be a School Improvement Team at each building under the leadership of the principal and consisting of professional staff members, classified staff members, and parents.~~

~~The purpose of the School Improvement Teams is to focus on programs and procedures which can help the District achieve its educational mission and which meet one or more of the following criteria:~~

A. ~~will result in a more effective use of existing resources~~
B. ~~will strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the school~~
C. ~~will articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals~~
D. ~~are sustainable using existing resources or those that the school or District can obtain for long-term use~~

~~All proposals for new programs or extensive revision of existing programs are to be developed according to AG 2250 and submitted by school improvement teams to the District Improvement Team, which in turn, shall submit them to the Superintendent and the Board for final approval.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of CHARACTERISTICS OF AN EFFECTIVE STATEMENT OF EDUCATIONAL OUTCOMES
Code	ag2131
Status	
Adopted	November 19, 2007

~~2131 **CHARACTERISTICS OF AN EFFECTIVE STATEMENT OF EDUCATIONAL OUTCOMES**~~

~~The following characteristics should be true of the District's educational outcome statements which will guide the outcomes-based curriculum.~~

A. ~~Each outcome should be concise and understandable to staff, students, parents, and the community.~~
B. ~~Each outcome should encompass previous learnings and require the student to integrate and then apply certain knowledge, skills, and attitudes in order to demonstrate achievement of the outcome.~~
C. ~~Each outcome should constitute learning that is:~~

    1. ~~durable -- will be useful to the student for a considerable period of his/her lifetime;~~
    2. ~~significant -- will have a major effect upon how the student will function;~~
    3. ~~transferable -- will be useful in meeting needs in other educational programs, the world of work, and/or the student's personal life.~~

D. ~~Each outcome should be feasible for the staff and students to accomplish.~~
E. ~~Each outcome should be measurable on a cumulative basis and at different stages of the students career in the District and the measurement should be both valid and reliable.~~
F. ~~Each outcome should be accompanied by both the criteria by which the learning will be judged and the standards of quality which will apply.~~

-

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of CURRICULUM DEVELOPMENT
Code	ag2210a
Status	
Adopted	November 19, 2007

~~2210A - **CURRICULUM DEVELOPMENT**~~

~~The District's curriculum development will be managed through the leadership of Director of Instruction.~~

A. ~~Responsibilities~~

1. ~~continually evaluate selected areas of the District's curriculum~~
2. ~~establish priority areas for revision~~
3. ~~establish working committees in the selected areas~~
4. ~~maintain liaison with working committees to determine progress and assist with possible problems~~
5. ~~determine how best to implement a newly developed or revised course of study including faculty orientation~~
6. ~~develop or advise on in-service programs and seminars needed to strengthen and enrich the District's program~~
7. ~~establish procedures for effective evaluation of courses of study~~

B. ~~Composition (if committee)~~

1. ~~Superintendent of Schools - (ex officio)~~
2. ~~Chairperson - Director of Instruction~~
3. ~~At least one (1) principal (All principals are invited to participate.)~~
4. ~~Teachers from each school (or grade level or subject area)~~
5. ~~representatives from Special Education Department~~

~~The Director of Instruction may establish curriculum working committees, define its purpose, and select its members. Each committee will serve as long as deemed necessary and may be reactivated as needed.~~

~~Upon approval of the Curriculum Review Committee and the Director of Instruction, all new or revised programs, courses of study, and/or course guides will be forwarded to the Superintendent and then to the Board for final approval.~~

~~Guidelines for Program Development~~

~~In developing or redesigning a learning program, a working committee should use the following questions as planning guidelines to prepare each component designated by the Board in its curriculum policy:~~

~~Component #1 - Intended Program Outcomes (Applied Learning)~~

~~What are the expected results of this program? and/or~~

~~What will students be able to accomplish as a result of properly completing this program? and/or~~

~~What kinds of "products" or performances will a student be able to produce or what kinds of situations will a student be able to effectively deal with through integration and application of the knowledge, attitudes, and skills this program should develop?~~

~~Component #2 - Intended Learnings (Knowledge, Attitudes, Skills)~~

~~SKILLS~~

~~What are the skills needed to accomplish the program outcome?~~

~~Which are new skill areas and which are applications of skills learned earlier?~~

~~What are the standards (result, time, process, etc.) for performance of each skill needed by the student in order to accomplish the intended program outcome?~~

~~How will the skills be sequenced?~~

~~What will be the means for initial assessment of each skill?~~

~~Is the means both reliable and valid?~~

~~ATTITUDES~~

~~What particular actions must a student be willing to take consistently, if s/he is to accomplish what this program intends?~~

~~Which of these are applications of previously formed attitudes and which need to be developed in this program?~~

~~KNOWLEDGE~~

~~What concepts and cause/effect principles must a student be able to use in order to accomplish the intended program outcomes? Which of these should the student already have learned? Which will need to be learned or~~

extended during this program? What level of understanding of each is needed for a student to accomplish the program outcomes?

Component #3 - Learning Activities

SKILLS

What will be the nature and frequency of practice? What opportunities will be provided for the student(s) to critique performance of each skill against the established standards?

ATTITUDES

What will be the means for initial assessment? What activities will be needed to reinforce the current attitudes?
What activities will be needed to develop the new attitudes?
What opportunities will be provided for the student(s) to assess progress in forming/applying these attitudes?

KNOWLEDGE

What will be the means for initial assessment?
Is this means both reliable and valid?
What activities are needed for the student to form or extend his/her understanding of the concepts and cause/effect principles?
What will be done to provide evidence that the student has developed the necessary level of understanding?

ROTATION

How will the activities be rotated within a unit between introduction, data-gathering, processing of information, synthesis, and application to ensure maximum opportunity for a student to develop the intended learnings?
What are the contingencies when a student fails to accomplish the intended learning(s)?
How will the components of the program be sequenced?
Is the particular sequence critical to the outcomes or are variations appropriate? If so, what are some of the feasible, appropriate variations in sequence?

Component #4 - Methods of Instruction

What particular instructional strategies are needed for students to develop each type of learning and then make appropriate applications?
Which of these strategies and techniques are the instructors currently able to employ at the needed proficiency level?
What kind of assistance will be provided either through the program or through staff development?
Will staff development sessions be provided or are instructors expected to make program applications of the strategies on their own?

Component #5 - Materials and Resources

What materials/resources will be used to provide students with the information needed to develop the knowledge, attitudes, and skills?
Will texts and other selected materials/resources be analyzed to ensure they contain the appropriate information for these particular learnings?
To what extent do the materials/resources allow the student to develop and apply his/her own learning as opposed to memorizing those of the author?
Do the materials/resources meet the selection criteria for texts and other learning resources established in the District's AG 2510 and AG 2520A?

Component #6 - Evaluation

See guidelines for Program Evaluation in AG 2605.

Component #7 - Financial Needs and Constraints

How closely did the actual costs of development/revision match the budgeted costs?
Will the costs for implementation stay within those in current and estimated budgets?

Introduction of New and Revised Courses of Study and Course Guides

In planning for the introduction of a new or revised course of study, it is essential that teachers are properly oriented and prepared to make effective use of the course. In-service programs, provided by District personnel or outside consultants, should include activities related to both the use of the course and the criteria and standards required for proper evaluation of both student outcomes and course utilization.

Supervision of Courses of Study

The primary responsibility for the supervision of instruction rests with the individual building principal in accordance with Board policies and administrative guidelines related to the District's curriculum. Director of Instruction shall be available at the request of the principal to assist in the proper utilization of courses of study. Principals and other supervisory personnel are to monitor how well each teacher is using the courses of study, help them overcome any difficulties they are encountering, and obtain their suggestions for improvement of the courses. All such suggestions are to be submitted to Director of Instruction.

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of ASSESSING THE DISTRICT'S LEARNING PROGRAMS
Code	ag2210c
Status	
Adopted	November 19, 2007

~~2210C - **ASSESSING THE DISTRICT'S LEARNING PROGRAMS**~~

~~There is a continuing need to assess the courses of study and other programs that comprise the learning plan for the District. Knowing the strengths and weaknesses of the total curriculum and of each learning program is the first step in producing a quality revision or update.~~

~~Scope and Sequence~~

~~It is essential that, periodically, an analysis be done of the learning objectives for each subject and skills area to ensure that:~~

A. ~~the learning objectives (intended learnings) for each grade or level are building cumulatively toward student accomplishment of the learning outcomes at each grade or level and for the entire curriculum area;~~
B. ~~there are no gaps in the learning objectives that would inhibit a student from accomplishing the learning outcomes;~~
C. ~~there are no unnecessary duplications or redundancies in the learning objectives or the learning outcomes.~~

~~Learning Programs (Courses of Study)~~

~~Prior to a working committee undertaking the revision of a course of study or any other learning program offered by the District, the committee should use Form 2210 F1 to conduct an analysis of each of the six (6) components that should comprise any effective program or course. These components are:~~

A. ~~EXPECTED LEARNING OUTCOMES;~~
B. ~~INTENDED LEARNINGS;~~
C. ~~LEARNING ACTIVITIES;~~
D. ~~METHODS OF INSTRUCTION;~~
E. ~~MATERIALS AND RESOURCES;~~
F. ~~ASSESSMENT.~~

~~If the assessment is conducted properly, it should yield valuable information about both the strengths and weaknesses of the program. This information can then serve as a guide to the revision process along with other guidelines provided in AG 2210A and AG 2605.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of PREMISES ABOUT LEARNING
Code	ag2210d
Status	
Adopted	November 19, 2007

2210D - **PREMISES ABOUT LEARNING**

In designing or revising any of the District's learning programs, recommended teaching and learning strategies should be based on the following convictions about learning and the instructional process.

- All learning is self-generated. It cannot be given or received.
- The only evidence of learning is the student's demonstrating his/her ability to do something (mentally or physically) that s/he could either not do or do as well before instruction.
- Learning comes in three forms:

Knowledge (facts, concepts, cause-effect principles)
Skills (result-producing actions which are improvable through practice)
Attitudes (mind-sets for action directed toward a referent)

- Each form of learning requires the student to use a different sequence of thinking and physical actions (knowledge is not learned in the same way as skills, etc.)
- Knowledge is usually a prerequisite for learning attitudes and skills, knowledge and skills are prerequisites to learning attitudes.
- Students learn some things without being aware of what they are learning (mannerisms, some habits, etc.)
- Students generate *conscious* learning by using specific thinking skills to gather and process information.
- Information consists of facts and inferences used to generate knowledge, skills, and attitudes.
- Someone else's knowledge is only information to the student. Such information can be given and received in three forms:

real (information containing *all* of the characteristics or dimensions the student needs to acquire, e.g. a live, on-site demonstration of a procedure);
representational (information containing *some but not all* of the characteristics the student needs to acquire, e.g. a video-taped demonstration of a procedure);
symbolic (information containing *none* of the characteristics of what the student needs to acquire, e.g. a written description of a procedure).

- Information is meaningless unless the student can relate it to personal experience. For a student to develop knowledge about something, s/he must have personal experience with what the knowledge deals with.
- Learning is useful only when the student can apply it properly in new situations to achieve needed results.
- The quality of learning is only as good as the *quality of the result it produces*. The quality of the result is only as good as the mental and physical actions that produce it.
- Instruction is the *process* for generating learning and its application through the student's use of appropriate thinking skills and physical actions to gather, retrieve, and process relevant information.
- The quality of instruction is only as good as:

1. the quality of defined learning it allows students to produce;
2. the quality of the *confirmation* of the learning.

- Instruction can produce *intended learnings* (means) or *learning outcomes* (applied learnings or ends). For instruction and learning to be effective, "means" learnings should build *cumulatively* toward learning outcomes.
- Learning outcomes of an educational program should be *durable, significant, and transferable*.

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of PREPARATION FOR THE WORLD OF WORK
Code	ag2220
Status	
Adopted	November 19, 2007

~~2220 - **PREPARATION FOR THE WORLD OF WORK**~~

~~One of the desired educational outcomes of the District is for students to have the prerequisite knowledge, attitude, and skills with which to enter the world of work at some later time in their lives. Board of Education Policy 2220 directs that the administration and staff include as a learning outcome for each course of study that students can demonstrate both willingness and ability to be punctual, to be present regularly at the learning site, to participate in the learning activities, and to complete assignments on time and as directed.~~

~~For students to develop these basic "workplace behaviors", teachers will need to emphasize their importance as they conduct learning activities. Such reminders can be part of directions, assignments, learning reviews, and feedback sessions on how well students functioned during activities.~~

~~As with other types of learning, one of the most effective strategies for helping students realize the importance of these "workplace behaviors" is for staff to model the behaviors that will be expected of the students.~~

~~These attitudes and behaviors are to be made a part of the student's final grade in a course after principals and teachers determine the best method for grading such learnings and their weight relative to academic content of each program. It should be made clear to students at the beginning of each course and prior to the end of each marking period that the "workplace behaviors" will be part of the grade for the course.~~

~~The District has prepared a Form 2220 F1 which provides a list of workplace competencies that business and industry considers of primary importance. Surveys of employers indicate they are more interested in young people reflecting these behaviors than in technical knowledge and skill which can be developed by the employer. The form can be used, initially, to help staff formulate learning objectives for the courses of study which will produce the desired outcome. Additionally, the form facilitates the grading of each behavior. Form 2220 F2 has been designed for students to use to help them develop and maintain an awareness of these competencies and to assist teachers and counselors in their discussions with and evaluations of students.~~

~~Since the development of good work habits takes time, effort, and continued reinforcement, such learning should start at the elementary level and build with increasing emphasis through the high school programs. The relative grading weight for these behaviors should also increase commensurately.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of COURSE GUIDES
Code	ag2230
Status	
Adopted	November 19, 2007

~~2230 **COURSE GUIDES**~~

~~Any guides developed as an outcome of a new or revised course of study should incorporate the following features:~~

A. ~~**The General Purpose and Outcome of the Course**~~
~~These should be broadly stated and should include the purposes, philosophy, and expected learning outcomes of the course.~~

B. ~~**The Learning Goals of the Course**~~
~~These are the particular behaviors the students should demonstrate when the purpose of each unit or section of the course is being achieved at the desired level of performance.~~

C. ~~**Content/Concept**~~
~~The content should be organized in ways that will provide for applied learning of the concepts involved in the learning outcomes.~~

D. ~~**Methodology**~~
~~The guide should include learning activities that ensure the students can achieve the outcomes of the course. Suggested teaching strategies should relate directly to helping students participate properly in learning and applying the important concepts contained in the content. It also should indicate the resources necessary for the learning activities to function as intended.~~

E. ~~**Student Evaluation**~~
~~Procedures for student evaluation should be included in the guide. Procedures may include pencil and paper tests if such tests will confirm that students are achieving the desired learning.~~

F. ~~**Resources**~~
~~A listing of the people, materials, equipment, etc. that will be available to help students/teachers accomplish the course objectives.~~

~~Each guide shall be consistent with the course of study of which it is a part.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of GUIDELINES FOR PLANNING EFFECTIVE LEARNING ACTIVITIES
Code	ag2231
Status	
Adopted	November 19, 2007

2231 - **GUIDELINES FOR PLANNING EFFECTIVE LEARNING ACTIVITIES**

WHAT	WHY	HOW	WITH WHAT	RESULT
1.Determine and justify specific learning need.	Unless the teacher is clear about what students need to learn and why, the learning time is easily wasted and there is no focus to the students' learning effort.	Determine what learners need to know or be able to do. Compare need with what they currently know or can do. Select first essential learning gap to be filled.	Course of Study, direct observation, staff input, teacher guides, etc.	A concise statement of the learning need (links the content with learning task).
2.Describe the needed or desired learning result.	Unless teacher/learners have a clear picture of the outcome, needed achievement cannot be confirmed nor can the learning be adequately justified.	Form a mental picture of the situation that it would be like if the learning need has been met both appropriately and sufficiently.	Personal knowledge of such a result or a description of the learning result as provided by a competent resource.	A complete, accurate description of what learners will have said or done at the completion of the learning task.
3.Decide on the learning and associated teaching strategies needed to produce the learning result.	This decision circumscribes the necessary sequence of events so that time/effort are not wasted on unproductive actions.	Analyze the learning result by asking "what do learners need to do to achieve this result." Then ask, "What do I need to do for them to participate properly in the learning?"	Previous experience or reference to effective learning/teaching strategies.	A listing of the teaching strategies, or if necessary, a listing of the essential actions.
4.Select needed materials and/or resource people.	Without the information available in appropriate forms, learners/teachers do not have the content necessary to produce the learning result.	Refer to Course of Study or other resources that provide the essential data. Examine carefully to confirm data is complete, accurate, and appropriate for the particular learners.	Course of Study, task analyses, personal knowledge of related situations, media centers, etc.	A complete, accurate description of the critical information as well as the means for its presentation.
5.Determine the procedures for managing	Because any learning activity can take place in a variety of ways, it is economical and efficient to determine	Decide how students will be organized first. Ask yourself, "what are the most effective ways for students to be organized so they can achieve	Notes from previous lessons, references which describe how to establish a	A description of the physical arrangements of students and materials plus

and organizing materials and learners.	ahead of time the most favorable, possible conditions for achieving the learning result.	the result?" Then consider materials — how many, when, where, etc.	productive learning environment, etc.	the schedule for conducting the learning activities.
6. Decide on the Initiating Procedure.	Essential to establishing focus and relevance for learners.	Refer to learning result for designing a lesson overview. Refer to Teacher Guides for general focus procedures and adapt for a particular situation. Examine to be sure the procedure will initiate relevant, on-focus learning behavior.	Step 2 of your plan. Course of Study, course guides, etc.	A statement students will understand concerning what is to be done, why, and the intended result. A question or direction that meets the criteria for initiating focused, relevant learning.
7. Determine follow-through procedures needed to ensure the learning result.	The learning result will not occur from only the Initiating Procedure. Without well-planned follow-through, the prospects for students achieving the needed result is almost nil.	Anticipate what could occur during the activity that could interfere with students achieving the learning result. Design questions/directions that would effectively eliminate each of the identified learning roadblocks.	Previous experience with such activities, colleagues' advice, teacher guides, etc.	A list of questions and direction that ensure achievement of the intended learning.
8. Check internal consistency of each element in the plan.	It is easy to think of different elements as separate entities and not as a necessary part of the whole process for achieving the needed result. If elements are not related, the result is in jeopardy.	Analyze the assessed needs relative to the expected result and ask, "If this result were achieved, would the needs of the situation be met satisfactorily?" Then relate the result to the lesson strategy, "If students do what is planned, could the result be achieved?" Then relate materials/preparation to the result, "Do the materials and conditions provide what is needed to best ensure the students can achieve the learning?" Relate the Initiating Procedure to the result, "If I did this, could students get started on focus?" Lastly, relate follow-through procedures to result, "Is there anything I haven't anticipated that could interfere with students achieving the needed learning result?"	Notes from teacher training and this plan.	An appropriate and sufficient plan that maximizes the likelihood that the learners will achieve the needed learning result.
9. Design follow-on activities.	If students achieved the result, the learning lesson should be used to apply or reinforce, or to develop new, related	Plan additional lessons using these guidelines and the experiences of this lesson.		

~~learnings. If not, lack of learning needs to be addressed.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	ag2240
Status	
Adopted	November 19, 2007

~~2240 **CONTROVERSIAL ISSUES IN THE CLASSROOM**~~

~~The following guidelines are designed to assist teachers in the instruction of controversial issues in the classroom, as defined in Policy 2240.~~

A. ~~When a controversial issue is not part of an approved course of study, its use must be approved by the principal.~~
B. ~~Before introducing a controversial issue, teachers should consider:~~

   1. ~~the chronological and emotional maturity of the students;~~
   2. ~~the appropriateness and timeliness of the issue as it relates to the course and the students;~~
   3. ~~the extent to which they can successfully handle the issue from a personal standpoint;~~
   4. ~~the amount of time needed and available to examine the issue fairly.~~

C. ~~When discussing a controversial issue, the teacher may express his/her own personal position as long as s/he makes it clear that it is only his/her opinion. The teacher must not, however, bring about a single conclusion to which all students must subscribe.~~
D. ~~The teacher should encourage student views on issues as long as the expression of those views is not derogatory, malicious, or abusive toward other student views or toward a particular group.~~
E. ~~Although the Board is prohibited from adopting any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs, such exercise or expression may be limited to lunch periods or other non-instructional time periods when students are free to associate.~~
F. ~~Teachers should help students use a critical thinking process such as the following to examine different sides of an issue: For each stated position:~~

   1. ~~What is the person (group) saying?~~
   2. ~~What evidence is there that what is being said is true?~~
   3. ~~What is said that would lead you to think the position is valid?~~
   4. ~~What are the strengths and weaknesses of this position?~~
   5. ~~What do you think would happen if this point of view was accepted and was put into practice?~~

   ~~For reaching conclusions:~~

   1. ~~On balance, what do you think is the most reasoned statement? the most valid position?~~
   2. ~~What is there in the statements that supports your conclusion? What other things, beside what is being said, leads you to your conclusion?~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS
Code	ag2240b
Status	
Adopted	November 19, 2007

~~2240B - **ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS**~~

~~Situations may arise in which the parents have requested that their child not participate in a particular instructional activity. Board of Education policy authorizes that such requests are to be honored if the reason relates to a conflict between the subject matter and religious or philosophical beliefs held by the parents. Requests may not be honored, however, if the reason relates not to subject matter but to pedagogy or other concerns. In such cases, the parent should be referred to the principal. When a student is to be excused from an activity, the teacher should:~~

A. ~~prepare an alternative activity in the general subject area which the student can work at on his/her own to reinforce and/or extend acquired learning of content and/or skill or develop new knowledge or skill;~~
B. ~~arrange for a work location for the student that is properly supervised and provides access to help, if and when needed;~~
C. ~~try to ensure that there are no repercussions for the student either academically or socially as a result of not participating in the regularly scheduled activity;~~
D. ~~keep a record of the alternative activity for communication with the parents, if such information is requested.~~

-

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of INNOVATIVE PROJECTS
Code	ag2250
Status	
Adopted	November 19, 2007

~~2250 - **INNOVATIVE PROJECTS**~~

~~Any professional staff member or school improvement team may submit a proposal for an innovative program. When a proposal is presented, it should be forwarded to the principal.~~

~~Each proposal should contain a clear, adequate statement on each of the following:~~

A. ~~**Need** - including importance relative to District/school goals.~~
B. ~~**Expected Result** - including a description of how students, staff, or the District will be different as a result of the project.~~
C. ~~**Time Requirements** - including any suggestions on how requirements can be met.~~
D. ~~**Personnel Requirements** - including types, qualifications, costs, and possible availability.~~
E. ~~**Facilities/Equipment Requirements** - including type, costs, and possible availability.~~
F. ~~**Strategies/Methodologies** - including evidence of effectiveness in other settings.~~
G. ~~**Schedules** - including suggestions for ameliorating any disruptions to current programs and schedules.~~
H. ~~**Evaluation** - including what criteria and standards will be used to judge the success or worthiness of the project.~~
I. ~~**Follow-Up** - including what could or should happen if the project results do or do not meet expectations.~~

~~After all of the above has been completed and the written approval or denial forwarded to the Superintendent, s/he shall review the proposal with relevant parties. If appropriate, a presentation to the Board may be arranged.~~

~~If approval is forthcoming and the project is implemented, a written evaluation by the professional staff involved will be prepared at a stage mutually agreed upon.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of STRATEGY FOR PLANNING A PROJECT (JOB, TASK, ACTIVITY)
Code	ag2252
Status	
Adopted	November 19, 2007

2252 - **STRATEGY FOR PLANNING A PROJECT (JOB, TASK, ACTIVITY)**

This guideline has been provided as a resource to help staff members create an effective plan. It provides a planning strategy that can be used in its entirety or in parts. The end result should be a plan that meets the criteria described in Step 4.

Step One - Envision the End-Product (Result)

Prior to deciding what should be done, it is essential to clarify what the desired results of the project (job, task, activity) should be. Without a clearly defined "end", the "means" are not only harder to determine, but are also difficult to justify.

Strategy

A. Define all the important features or elements of the end-product.

B. Questions to ask:

1. What should _____ look like after all the work is done and the project (job, task, activity) is finished?
2. What should be its specific features or characteristics? (Describe each in detail.)
3. What would I **not want** to find true of the end result?
4. What should **not be true** in the situation after the project (task, activity) has been completed?
5. What would the end-product be like if it is just minimally acceptable?
6. What makes this end-product important? What might happen if the end-product doesn't meet expectations?

C. Confirmation:

Review the desired end-product and confirm the description is:

- clear - each element is comprehensible to relevant others;
- complete - all elements have been described;
- accurate - all details are correct;
- justified - each element is essential to achieving the desired end - product.

Step Two - Develop a General Outline of the Plan

It is usually more efficient and effective to "sketch out" all of the tasks or steps before developing the details of each. It helps to avoid both gaps and getting too focussed on a particular part of the plan before its diversions are clear.

Strategy

A. What to do:

Determine that necessary resources are available and then identify and list each step or task necessary to produce the end-product.

B. Questions to ask:

1. Are the resources (time, money, people, equipment, etc.) necessary to produce the desired end-product, available when and in the amount needed?....If not, what changes will have to be made in the end-product?
2. What needs to be done first?.....What is the first task?
3. Why should _____ be the first task (step)?
4. What does the result of that task (step) have to be in order to move on to the next task (step)?
5. What should be the next task (step)?
6. Why does that need to be done next?
7. If that task (step) is done properly, what should the result be?

8. Recycle questions 5, 6, and 7 until sequence is complete.

C. Confirmation:

Review the list of tasks (steps) and the description of the end product. Ask, "Is there any part of the end product that would be missing, incomplete, or unacceptable if just these listed tasks (steps) were taken?"

Step Three - Develop the Plan for Each Task (Step)

The heart of a plan is the details associated with each major task (step). The more complete the details (written or thought), the more likely it is the desired end product will be achieved.

Strategy

A. What to do:
Create a written description of **how** each major task (step) outlined in Step Two will be done.

B. Questions:

1. Who will do this task?
2. Where will it be done?
3. When does it have to be done?.....How long should it take?
4. What resources (materials, tools, supplies, etc.) are needed?.....When will they be needed?
5. What specifically is involved in performing this task?
6. What policies or guidelines have to be adhered to?.....What conditions have to be met?
7. What could go wrong? (list possibilities)
8. What can be done to deal with the problem and still achieve the desired result?
9. Recycle 1 - 8 for each major task listed in the outline.

C. Confirmation:

Review each detailed task and confirm that:

- the knowledge/skills needed to perform the task are available;
- all needed resources have been identified and are available;
- the funds necessary to procure the resources are located;
- enough time has been allocated to perform the task well enough to produce the results needed for that phase of the plan;
- probable "roadblocks" have been identified and a workable contingency procedure developed to eliminate or "get around" each one.

Step Four - Assess the Effectiveness of the Plan (Use Form 2252 F1)

Step Five - Obtain Approval of the Plan

It is essential for both implementing the plan and obtaining the necessary support that the plan is both understood and agreed to by all parties who have responsibilities associated with the management of the project.

Strategy

A. Reaffirm the commitment to the desired end product and its benefits before reviewing the plan.
B. Present the general outline accompanied by a schedule of completion for each of the listed tasks.
C. Provide details of the plan to the extent desired by those who must approve. Be sure to include the contingency plans designed for the anticipated "roadblocks."
D. Obtain a commitment to a list of support actions that management needs to provide for if the project is to be successful.
E. If the project plan is complicated enough to require an additional plan to make sure it starts off properly (a plan to implement the plan), submit this plan for review and approval after developing it through the use of Steps 1 - 4 above.

Step Six - Implement the Plan

If Steps 1 - 5 have been successful, the plan should work effectively to accomplish the desired end product. It will be essential, however, to monitor its implementation on a regular basis to:

A. assess the results of tasks as they are being completed;
B. determine what may be causing any inadequacies in those results (e.g. inadequate or improper actions, outside influences, etc.);
C. make any necessary adjustments in the actions, resources, etc. through the use of Steps 3, 4, and 5 above;
D. reinforce those actions and influences that are contributing to the accomplishment of the desired end product.

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	ag2260
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

~~2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**~~

~~These administrative guidelines are established to assist in the proper implementation of Policy 2260. That policy states:~~

~~The Board of Education does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.~~

~~The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.~~

~~Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.~~

~~The following person has been designated to handle inquiries regarding the non-discrimination policies of the District or to address any complaint of discrimination:~~

~~Name and/or Title: Director of the Four Cities Educational Compact~~

~~Address: 524 Broad St. Wadsworth, OH 44281~~

~~Telephone No.: 330-336-3571~~

~~Notice of the Board's policy on nondiscrimination in educational practices shall be posted throughout the District, published in any District statement regarding the availability of educational services, and in all student handbooks.~~

~~The District will identify, evaluate, and provide a free appropriate public education to students with disabilities.~~

~~**Sex-Based Harassment/Discrimination**~~

~~The United States Department of Education, Office for Civil Rights ("OCR") considers gender-based harassment to be a form of sex discrimination. In 2010, OCR stated:~~

~~Title IX prohibits harassment of both male and female students regardless of the sex of the harasser – i.e., even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target.~~

~~Although Title IX does not prohibit discrimination based solely on sexual orientation, Title IX does protect all students, including lesbian, gay, bisexual, and transgender (LGBT) students, from sex discrimination. When students are subjected to harassment on the basis of their LGBT status, they may also be subjected to forms of sex discrimination prohibited under Title IX. The fact that the harassment includes anti-LGBT comments or is partly based on the target's actual or perceived sexual orientation does not relieve a school of its obligation under Title IX to investigate and remedy overlapping sexual harassment or gender-based harassment.~~

~~Courts have also endorsed this interpretation of Title IX.~~

~~Administrators and professional staff are directed to thoroughly investigate any allegations of gender-based harassment. Any questions concerning whether alleged conduct might involve gender-based harassment/sex discrimination should be promptly brought to the Superintendent's attention.~~

~~**FACILITIES**~~

~~The educational program of this District shall be accessible to all students. All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise qualified student with a disability the opportunity to participate in the academic or other school program on the same basis as a nondisabled student.~~

~~Service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the District. See AG 9160B.~~

~~**PROGRAM**~~

~~The educational program includes the academic and nonacademic setting. Each qualified, disabled student shall be educated with nondisabled students to the maximum extent appropriate. In the nonacademic setting, the disabled student shall participate with the nondisabled students to the maximum extent appropriate.~~

~~Each principal shall verify that the procedures used with students and parents for selection of and participation in any part of the District's academic, co-curricular, or extra-curricular program do not discriminate on the basis of the Protected Classes. See AG 2411 - Guidance and Counseling.~~

~~COMPLAINTS~~

~~All complaints shall be handled in accordance with the procedures described in AG 2260B or AG 2260.01B. The complainant shall be informed that s/he may contact the U.S. Department of Education's Office for Civil Rights at any time.~~

~~Revised 9/10/08~~

~~Revised 9/29/10~~

~~Revised 10/14/13~~

~~© Neola 2012~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of COMPLAINT PROCEDURES FOR NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITY/ACCESS
Code	ag2260b
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

~~2260B -- **COMPLAINT PROCEDURES FOR NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITY/ACCESS**~~

~~If a person believes that s/he has been discriminated against or denied equal opportunity or access to the District's programs, activities or services, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.~~

~~The following person is designated as the District's Civil Rights Coordinator:~~

~~Title: Director of Four Cities Educational Compact~~

~~School: Wadsworth City School District~~

~~Address: 524 Broad St. Wadsworth, OH 44281 Phone: 330-336-3571~~

~~The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Cleveland Office, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: http://www.ed.gov/ocr.~~

~~Internal Complaint Procedures~~

~~A person who believes s/he has a valid basis for a complaint may discuss the matter informally and on an oral basis with the District's Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant. If the informal procedures do not resolve the matter to the complainant's satisfaction or s/he skips the informal process, s/he may initiate formal procedures according to the following steps:~~

~~Step 1~~

~~Investigation by the District Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint (Form 2260-F1) with the District Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall permit the complainant to present witnesses and other evidence in support of his/her complaint. The investigation shall be completed within fifteen (15) school days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District's files and records relating to the complaint.~~

~~Step 2~~

~~Appeal to the Superintendent: If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the Superintendent within five (5) school days after receipt of the Coordinator's response. The Superintendent will review the case, may conduct an informal hearing, and will notify the complainant in writing of his/her decision within ten (10) school days of receiving the appeal.~~

~~Step 3~~

~~Appeal to the Board of Education: If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) school days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.~~

~~The complainant may be represented, at his/her own cost, at any of the above described meetings/hearings.~~

~~The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a Complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.~~

~~The Civil Rights Coordinator will provide a copy of the District's complaint procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.~~

~~A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.~~

~~**Prohibition Against Retaliation**~~

~~The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.~~

~~Revised 4/19/10~~

~~Revised 9/29/10~~

~~Revised 10/14/13~~

~~© **Neola 2012**~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of MAJOR DIFFERENCES BETWEEN THE IDEA AND SECTION 504
Code	ag2260c
Status	
Adopted	November 19, 2007

2260C - **MAJOR DIFFERENCES BETWEEN THE IDEA AND SECTION 504**

–	The IDEA	Section 504
Who is protected?	Lists 13 categories of qualifying conditions. Autism Deaf-Blindness Deafness Hearing Impairment Mental Retardation Multiple Disabilities Orthopedic Impairment Other Health Impairment Serious Emotional Disturbance Specific Learning Disability Speech/Language Impairment Traumatic Brain Injury Visual Impairment	Much broader. A student is eligible so long as s/he meets the definition of qualified handicapped person; i.e., has or has had a physical or mental impairment which substantially limits a major life activity, or is regarded as handicapped by others.
Duty to provide a free appropriate education	Both require the provision of a free appropriate education to students covered under them including individually designed instruction.	
Requires the District to provide IEPs. "Appropriate education" means a program designed to provide "educational benefit."	"Appropriate" means an education comparable to the education provided to nonhandicapped students.	
Special Education vs. Regular Education	A student is only eligible to receive IDEA services if the multi-disciplinary team determines that the student has one of the 13 handicapping conditions and needs special education	A student is eligible so long as s/he meets the definition of qualified handicapped person; i.e., has or has had a physical or mental impairment which substantially limits a major life activity, or is regarded as handicapped by others. The student is not required to need special education in order to be protected.
Funding	If a student is eligible under the IDEA, the District receives additional funding.	Additional funds are not provided.
Accessibility	Not specifically mentioned although if modifications must be made to provide a free appropriate education to a student, the IDEA requires it.	Detailed regulations regarding building and program accessibility.

Procedural Safeguards	Both require notice to the parent or guardian with respect to identification, evaluation, and placement.	
Requires written notice	Does not require written notice, but a District would be wise to do so.	
Notice provisions are much more comprehensive. What the notice at a minimum must provide, is specifically spelled out.		
Written notice is required prior to any change in placement.	Notice is required only before a "significant change in placement."	
Provisions for independent evaluations.	Not required.	
Due Process Hearings	Both require Districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation, or placement of a student with disabilities. (See grievance procedure requirement.) The rules are virtually identical.	
Exhaustion	The parent or guardian must pursue the administrative hearing before seeking redress in the courts.	No exhaustion requirement.
Enforcement	Not enforced by OCR. Compliance is monitored by the Ohio Department of Education.	Enforced by the Federal Office for Civil Rights.
Both statutes provide for due process hearings. The U.S. Department of Education will resolve complaints.		
Employment	No provision.	Employment of persons with disabilities is regulated.

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of NOTICE OF NONDISCRIMINATION
Code	ag2260d
Status	
Adopted	November 19, 2007

~~2260D - **NOTICE OF NONDISCRIMINATION**~~
~~The public notice contained on Form 2260 F8 - Notice of Nondiscrimination is to be disseminated at least annually to students, parents, employees, and the general public.~~
~~This notice is to be placed in the District annual report prepared by the District.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	2000 Program
Title	LIMITED ENGLISH PROFICIENCY PROGRAM
Code	ag2260f
Status	Active
Adopted	November 19, 2007

Keep

2260F - **LIMITED ENGLISH PROFICIENCY PROGRAM**

The Board of Education believes in the importance of providing English language instruction to students in the District who are Limited English Proficient (LEP), including immigrant children and youth. The Board's Limited English Proficiency Program ("LEP Program") shall be provided to enable LEP students to become competent in the areas of listening, speaking, reading, and writing of the English language and effectively participate in the District's educational program. In order to ensure that LEP students are properly identified, regularly assessed, provided with high quality language and academic instruction, achieve English language proficiency, and meet the same challenging State academic content and student achievement standards as all students in the District are expected to meet, the Board will adhere to the procedures set forth in these guidelines.

The LEP Program shall be an essential component of the District's educational program and shall use language instruction curricula that is tied to scientifically based research and designed to effectively meet the special and diverse needs of LEP students. The overall instruction and curriculum content of the LEP Program shall be based on State instructional objectives, goals, and proficiency standards.

Identification and Assessment

Each student enrolling in the District for the first time will be required to complete a Home Language Survey (see Form 2260F F1) in order to identify whether the student's primary or home language is other than English. Additionally, current students will be required to fill out a Home Language Survey. Each completed survey will be included as a part of the permanent record of each student in the District. Each student who identifies that his/her primary or home language is other than English will be assessed in order to determine whether s/he is LEP and needs special language assistance in order to effectively participate in the District's educational program.

Such assessment will be administered in accordance with the age and educational level of the student. Based on the assessment results, the District will determine whether the student is eligible to participate in the LEP Program.

Parental Notification and Consent

If a student is identified and assessed as LEP and determined to be eligible for services, the District will send written notice to the student's parent. Such notice shall be provided within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year) and include information regarding:

A. the LEP Program and the reasons for the student's identification and assessment;

B. the student's level of English proficiency;

C. the method of instruction to be used in the student's program;

D. how the program will meet the educational strengths and needs of the student;

E. how the program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;

F. the exit requirements for the program, expected rate of transition and expected rate of graduation;

G. parental rights;

H. how the program meets the needs of the student's IEP, if applicable.

No student will be placed in the LEP Program without having received consent from the student's parents. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. If the student fails to make progress on measurable objectives, the Board shall provide the parent with notice of such failure within thirty (30) days after the failure occurs.

Placement and Services

Each student who is eligible to participate in the LEP Program will be placed in a setting that is appropriate for his/her age, grade level, and language and educational needs. The Board will ensure that each student is to be placed in a classroom with instructors who individually or in combination, are fluent/proficient in:

A. English, with respect to written, as well as oral communication skills; and

B. the home language of the majority of the students who the instructors teach, if instruction in the classroom is in both the home language and English; or

C. any other home language of the students who the instructors teach.

In addition to placing a student in a setting that will help him/her learn English and attain State academic content and achievement standards for grade promotion and graduation, the Board will provide additional services (based on the needs of individual students) including, but not limited to:

A. a translator in the home language of the student;

B. individual language instruction; and

C. individual instruction in core academic subjects.

Annual Evaluation

Each student shall be tested on an annual basis and monitored to determine how well s/he is learning English and becoming more proficient in the areas of listening, speaking, reading, and writing of the English language. Students will also be tested in the academic content areas of reading/language arts, math, and other core academic subjects. The District will provide each student's parent(s) with the results of the tests so that s/he will know how the student is progressing.

State-mandated Assessments

A. Testing of LEP Students

Each student who is assessed as LEP must participate in all State assessments, including the Ohio Proficiency Tests and Ohio Graduation Test. In particular, an LEP student must be assessed in one of the following manners by:

1. taking a State assessment in the same manner as it is administered to other students;

2. taking a State assessment with accommodations during testing (e.g., use of a dictionary, extended time to take the test, etc.) that are tailored to the student's special needs; or

3. an alternate assessment method, including assessing the student in his/her native language. To that end, if a student is permitted to take a proficiency or achievement test in his/her native language, after three (3) consecutive years of enrollment in U.S. schools, such student must be assessed in reading/language arts in English. However, the student may continue to be assessed in his/her native language in other subject areas until they have achieved English language proficiency, regardless of how long they have been enrolled in U.S. schools.

   Once a student has attained English language proficiency, all proficiency and achievement tests must be taken in English.

B. Exemptions

A student who is assessed as LEP, and has been enrolled in U.S. schools for less than one (1) full school year shall not be required to take the State assessments in reading or writing administered to other students in their grade level. However, no LEP student will be prohibited from taking such State assessments, if the student chooses to do so. Despite this permissible exemption, each LEP student, regardless of his/her length of enrollment in U.S. schools shall be required to take all other State assessments in math, science, and social studies, with or without accommodations. In addition, each LEP student shall be required to pass all five (5) of the Ohio Graduation Tests in reading, writing, math, science and social studies in order to qualify for a high school diploma.

For purposes of determining Adequate Yearly Progress (AYP), the test scores for any LEP student who has been enrolled in U.S. schools for less than one (1) full school year shall be excluded from the calculations of the percentage of students who are proficient in reading and math, even if such student voluntarily chooses to take the State assessment in reading. In addition, any LEP student who does not take the State assessment in reading shall not be counted towards the ninety-five percent (95%) participation rate in reading and math proficiency if s/he did not complete an assessment in English language proficiency in the same school year. However, if an LEP student has completed an assessment in English language proficiency, s/he shall be counted towards the ninety-five percent (95%) participation rate even if the student did not take the State assessment in reading in the same school year.

Exit Procedures

Once a student has been placed in the LEP Program, s/he will be provided with services and evaluated on an annual basis until it is determined that the student is proficient enough to meaningfully participate in the District's regular educational program. Teacher recommendation will initiate the process for the student to exit the LEP Program. Once a student has been identified for exit, s/he will be reassessed.

In determining whether a student is able to participate in the regular educational program, the District will evaluate factors including, but not limited to:

A. the results of the assessment;

B. the teacher recommendation that the student is ready to be exited from the program;

C. whether the student is able to keep up with his/her non-LEP peers in the regular educational program; and

D. whether the student is able to participate successfully in essentially all aspects of the District's curriculum without the use of simplified or modified English language materials.

Additionally, the overall retention in-grade and dropout rates of LEP students may be evaluated to determine whether such rates are similar to the student's non-LEP peers.

Upon exit from the LEP Program, a student will be monitored for a period of up to two (2) years in order to determine whether s/he is achieving academically and continuing to achieve English language proficiency.

Data

The District shall maintain records on all LEP students indicating the annual increases the number or percentage of students:

A. making progress in learning English;

B. attaining English proficiency by the end of the school year;

C. making adequate yearly progress.

Also, the Board shall include in its annual report card, data that is sufficient to yield statistically reliable information, as determined by the State, and does not reveal personally identifiable information about an individual student.

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY, INCLUDING PROCEDURES FOR THE IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS SUSPECTED OF HAVING A DISABILITY, AND THE RIGHT TO FAPE
Code	ag2260.01A
Status	
Adopted	November 19, 2007
Last Revised	September 10, 2018

~~2260.01A - **SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY, INCLUDING PROCEDURES FOR THE IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS SUSPECTED OF HAVING A DISABILITY, AND THE RIGHT TO FAPE~~

~~The Superintendent establishes these administrative guidelines for the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA. These guidelines, along with AG 2260.01B, further fulfill the Board's directive to adopt a system of procedural safeguards that includes the right to have a due process hearing. Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") prohibit discrimination against qualified persons with a disability in any program or activity receiving Federal financial assistance. The Board will not knowingly permit discrimination against any qualified person with a disability in any of the District's programs, activities, policies, and/or practices.~~

~~Building Principals shall serve as Building Section 504/ADA Compliance Officers (Building Compliance Officers).~~

~~**A person with a disability** is anyone who:~~

A. ~~**has** a physical or mental impairment that substantially limits one (1) or more major life activities;~~

B. ~~**has a record of** (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one (1) or more major life activities; or~~

C. ~~**is regarded as having** a physical or mental impairment that substantially limits one (1) or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).~~

~~Major life activities include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.~~

~~Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.~~

~~**Physical or mental impairment** means:~~

A. ~~any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one (1) or more of the following body systems:~~

1. ~~neurological;~~
2. ~~musculoskeletal;~~
3. ~~special sense organs;~~
4. ~~respiratory, including speech organs;~~

5. ~~cardiovascular;~~
6. ~~reproductive;~~
7. ~~digestive;~~
8. ~~genito-urinary;~~
9. ~~hemic and lymphatic;~~
10. ~~skin;~~
11. ~~endocrine.~~

B. ~~any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.~~

~~A physical or mental impairment that is episodic in nature or in remission is a disability for the purposes of Section 504/ADA if the impairment substantially limits a major life activity when active (e.g., asthma, allergies, or cancer).~~
~~The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.~~
~~Individual with a disability does not include the following (i.e., Section 504 specifically **excludes**):~~

A. ~~individuals who are currently engaging in the illegal use of drugs, when the District acts on the basis of such use~~

B. ~~an individual on the basis of homosexuality or bisexuality~~

C. ~~an individual on the basis of:~~

1. ~~transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;~~
2. ~~compulsive gambling, kleptomania, or pyromania; or~~
3. ~~psychoactive substance use disorders resulting from current illegal use of drugs.~~

~~Individual with a disability includes an individual who:~~

A. ~~has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;~~

B. ~~is participating in a supervised rehabilitation program and is no longer engaging in such use; or~~

C. ~~is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.~~

~~Notwithstanding the preceding, for purposes of programs and activities providing educational services, the District may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities.~~
~~The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one (1) or more major life activities). Said education shall entail the provision of regular or special education and related aides and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the~~

District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would alter the fundamental nature or purpose of the service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Superintendent or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the Superintendent or his/her designee determines that an undue burden would result, the District will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

If a parent disagrees with a determination made by the District's professional staff concerning the identification, evaluation, or placement of a student with a disability, the parent may request a hearing before an impartial hearing officer that is not employed by the District (see AG 2260.01B).

Alternatively, the parent may file an internal complaint (see Policy 2260.01). A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and the parent does not waive that right if s/he first opts to try to resolve his/her dispute through the internal complaint process.

Procedures Applicable to Section 504 Referrals/Evaluations/Plans

Annually the District will undertake to identify and locate every qualified person with a disability residing in the District who is not receiving a public education, and notify the person and their parents or guardians of the District's duties and responsibilities under Section 504.

Referral

Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form (Form 2260.01A F2) and submitted to the Building Compliance Officer. Referrals may be made at any time. Parents may request a referral form by contacting the Building Compliance Officer or a District Compliance Officer.

Generally, a staff member should refer a student for an evaluation under Section 504 if s/he suspects that the student not only has a mental or physical impairment but also suspects an impairment which substantially limits one (1) or more major life activities.

Assessment/Evaluation

Upon receipt of a Suspected Disability Referral Form, the Building Compliance Officer will notify the appropriate 504 Case Manager who will collect all relevant information on the student (e.g., medical reports, grade cards/report cards, school history, disciplinary action, etc.) to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one (1) or more major life activities. A medical statement is not a condition of evaluation under Section 504. If the District determines, based on the facts and circumstances of an individual case, that a medical assessment is necessary to make an appropriate evaluation, the District will offer to secure the assessment at no cost to the student or his/her parents.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written parental consent shall be obtained within thirty (30) calendar days of the referral for an evaluation and a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F1) sent to the parents.

The evaluation must be sufficient to accurately and completely assess the nature and extent of the suspected disability. The evaluation must also assess whether the student, because of a disability, needs or is believed to need special education or related services. Evaluations that are more limited than a full special education evaluation may be adequate in some circumstances. The evaluation or review of assessment information should include consideration of any behaviors that interfere with the otherwise qualified student's regular participation in the educational program and/or activities.

If the District does not suspect that a student has a mental or physical impairment that substantially limits one (1) or more major life activities and therefore determines not to evaluate, it will notify the parents/guardian of that decision through the issuance of a prior written notice (Form 2260.01A F8) and provide them with a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Before any action is taken with respect to the provision of special education or related services pursuant to a Section 504 Plan for a student with a disability, an evaluation shall be conducted or assessment information reviewed to determine if the student is disabled under Section 504.

Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The assessment information may include, but will not be limited to, medical reports that document a physical/mental impairment, aptitude and achievement test scores, teacher observations and recommendations, and other data, including information on social or cultural background and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered. Additionally, if an evaluation is conducted, the Building Compliance Officer, in conjunction with the designated 504 Case Manager is responsible for verifying that:

A. tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

B. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and

C. tests are selected and administered so that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Re-Evaluations

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three (3) years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice (Form 2260.01A F8) and a copy of the Notice of Section 504/ADA Procedural Information and Rights. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

Eligibility Determination

Within a reasonable period of time (generally no more than sixty (60) calendar days), the Building Compliance Officer will convene an Intervention Assistance Team ("IAT") Conference. The student's parents will be sent a letter inviting them to attend and participate in the IAT conference (Form 2260.01A F4). The letter to the parents should be sent at least ten (10) calendar days prior to the Conference. Parents will also be sent a copy of the Notice of Section 504/ADA Procedural Information Rights. The IAT shall be composed of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and should at a minimum include the Building Compliance Officer, the designated 504 Case Manager, and the parents. The IAT may also include general education teacher(s), student, guidance counselor, school psychologist, the District's Health Coordinator, school nurse, Director of Pupil Services/Special Education, and other persons with knowledge of the student or the suspected disability, and any other individual the parents may wish to bring to the Conference. The purpose of the Conference is to discuss the information gathered, determine whether the student has a disability under Section 504 (i.e. review the impairment and determine whether it substantially limits one (1) or more major life activities), and, if so, determines whether the student requires special education or related services, including accommodations/modifications/interventions in order to receive a free appropriate public education ("FAPE") and to access the District's programs and activities on an equal basis to students without disabilities.

The Building Compliance Officer will serve as the Chairperson of the IAT Conference. The Chairperson has the following responsibilities:

A. at each IAT Conference, to verbally explain and offer a written copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F1)

B. gather information

C. organize the presentation of the data

D. coordinate the deliberation of Section 504 eligibility:

1. Does the student have a physical or mental impairment?
2. Does that impairment "substantially limit one (1) or more major life activities"?
3. Does the team have the data to justify a disability determination?
4. Is the student a qualified individual with disabilities within the meaning of Section 504?

At the IAT Conference, the IAT will determine the needs, special education or related services, including accommodations/modifications/interventions, and placement for the student, which may include, but are not limited to:

A. adjusting testing procedures;

B. individualize classroom assignments, homework;

C. provide staff interventions;

D. utilize assistive technology;

E. provide a buddy to take notes;

F. provide an interpreter (for students or adults);

G. ~~modify materials;~~

H. ~~modify the student's day;~~

I. ~~facilitate or modify parents/student/teacher/staff communication;~~

J. ~~modify school procedures (e.g., provide additional time for passing between classes, adjust transportation, or approve early dismissal);~~

K. ~~develop and implement appropriate medical plans (e.g. emergency, asthma, seizure, or allergy plans) for eligible students whose physical or mental impairment impacts a major life activity other than learning.~~

~~The special education or related services, including accommodations/modifications/interventions will be individualized to meet the needs of the student.~~

~~In interpreting data and making placement decisions, the District will draw upon information from a variety of sources, including aptitude and achievement tests, teacher observations and recommendations, medical reports that document a physical/mental condition, social or cultural background, and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered.~~

~~Possible Outcomes of the IAT Meeting~~

A. ~~Student is eligible for a Section 504 Plan (Form 2260.01A F6). The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01A F5). Section 504 Plan is developed by the IAT. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F1).~~

B. ~~Student is ineligible for a Section 504 Plan. The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01A F5). Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F1).~~

1. ~~The IAT determines if the student needs interventions pursuant to an RtI Plan. If RtI is determined to be appropriate, the IAT will develop strategies to provide necessary interventions. The interventions should be documented on RtI paperwork. A copy of the RtI plan should be filed in the student's cumulative record folder. A copy of the RtI plan is NOT required to be sent to the District Compliance Officer.~~

2. ~~Student will be served appropriately in the regular education program without written interventions.~~

C. ~~The IAT determines that it needs to collect more information before making an eligibility determination.~~

~~The Summary Evaluation Report (Form 2260.01A F5) shall reflect the determination on the issue of whether the student has been identified as disabled under Section 504. This document should be reviewed periodically.~~

~~Section 504 Plan~~

~~If a student is identified as disabled pursuant to Section 504, and the IATstudent requires special education or related services, including accommodations/modifications/interventions in order to receive FAPE and to access the District's programs and activities on an equal basis to students without disabilities, the IAT will develop and complete the Section 504 Plan (Form 2260.01A F6). Aside from the description of the student's disability and the special education or related services and aides needed, the Plan will specify how the student will be provided FAPE. The Plan will specify the special education and/or related services, including accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The Section 504 Plan should be signed by the members of the IAT, including the parents. A copy of the Plan will be sent to the District's Compliance Officer and the Building Compliance Officer **as soon as possible**. A copy of the Plan also will be placed in the student's cumulative folder and given to school personnel who work with the student. If the parents are present, the Building Compliance Officer will request written permission from the parents to implement the Section 504 Plan. For initial plans, parent consent is required prior to implementation by the District. If the parents do not attend the meeting to develop a Section 504 Plan, the District will make reasonable efforts to obtain parental input prior to finalizing the plan and (a) submitting the Plan to parents for consent or (b) implementing a subsequent Plan. After parents consent to the initial Section 504 Plan, the District may implement subsequent plans without written parental consent, but the parents must be provided with a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F1) that explains their right to challenge the District's actions. Regardless of whether it is an initial or subsequent plan a copy of the Plan must be sent to the student's parents. With respect to Section 504 Plans, the designated 504 Case Manager is responsible for:~~

A. ~~informing staff that the Section 504 Plan is a legal document;~~

B. writing and distributing the Section 504 Plan;

C. encouraging staff to request a 504 review if they are concerned about or unable to follow the Section 504 plan;

D. ensuring that reviews of Section 504 plans are held annually by October 15th, and that the results of the annual review are sent to the District Compliance Officer.

Upon completion of the Section 504 Plan, the Building Compliance Officer should follow the Additional Procedures Applicable to Students with Section 504 Plans (see below).

Additional Procedures Applicable to Students with Section 504 Plans

A. Prior to the beginning of each school year:

1. The Building Compliance Officer or his/her designee is responsible for identifying the students in his/her building who have had Section 504 Plans in the past and designating a 504 Case Manager.

2. The designated 504 Case Manager or his/her designee is responsible for obtaining a copy of the previous school year's Section 504 Plans and distributing them to all appropriate staff members.

B. Within the first two (2) months of the school year:

1. The Building Compliance Officer must notify the student's parents that the IAT needs to meet to review the Section 504 Plan and to determine whether it is still necessary/appropriate for the new school year.

2. The Building Compliance Officer must schedule an IAT meeting to formulate a Section 504 Plan for the student for the new school year. The IAT, including the parents, is charged with deciding whether to continue the existing Plan, discontinue the current Plan, or develop a new Plan.

3. If there is an "active" Section 504 Plan, a copy of the Plan needs to be forwarded to the District Compliance Officer by October 15th of each school year and a copy of the Plan placed in the student's cumulative record folder.

4. Updated copies of the student's Section 504 Plan will be distributed to all of the student's teachers after review by the 504 Case Manager.

C. During the school year:

The Section 504 Plan can be reviewed by the IAT at any time if concerns develop as to the appropriateness of the special education or related services, including accommodations/modifications/interventions, being used with the student. This review can be initiated by staff or parents.

D. Procedural Safeguards:

Any time the written results of an IAT meeting are provided to a student's parents, they should also be offered a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F1).

Parents' Options If They Disagree with the District's Identification, Evaluation and/or Placement of Their Child

The parents may challenge the actions of the IAT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing.

Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the District. See AG 2260.01B - Section 504/ADA Parents' Procedural Rights, including Due Process Hearing. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, s/he may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the District's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the District complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

Facilities

With regard to accessibility of facilities, the District will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to

~~persons with disabilities. In choosing among available methods for meeting its obligations, the District will serve persons with disabilities in the most integrated setting appropriate.~~
~~Revised 4/19/10~~
~~Revised 9/29/10~~
~~Revised 10/14/13~~
~~Revised 4/9/18~~
~~© Neola 2018~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SECTION 504/ADA PARENTS' PROCEDURAL RIGHTS, INCLUDING DUE PROCESS HEARING
Code	ag2260.01B
Status	
Adopted	November 19, 2007
Last Revised	April 9, 2018

~~2260.01B - **SECTION 504/ADA PARENTS' PROCEDURAL RIGHTS, INCLUDING DUE PROCESS HEARING**~~

~~**Procedural Information and Rights - Students and Parents**~~

~~In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may be disabled under Section 504, but not also disabled under the IDEIA:~~

A. ~~students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;~~

B. ~~parents have the right to be advised of their rights under Section 504;~~

C. ~~parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;~~

D. ~~parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one (1) or more major life activities;~~

~~This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.~~

E. ~~parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;~~

F. ~~parents have the right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;~~

G. ~~parents have the right to have their child transported in a non-discriminatory manner;~~

~~If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.~~

H. ~~parents have the right to place their child in a private school or alternative educational program;~~

~~However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.~~

I. ~~parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;~~

J. ~~parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;~~

K. ~~parents have the right to obtain, at their own expense, an independent educational evaluation of their child;~~

L. ~~parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;~~

M. ~~parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;~~

N. ~~parents have the right to receive all information in the parents' native language and mode of communication;~~

O. ~~parents have the right to periodic re-evaluations and an evaluation before any significant change in placement;~~

P. ~~parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;~~

~~If the District refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information it contains.~~

Q. ~~parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;~~

R. ~~parents have the right to file an internal complaint;~~

S. ~~parents have the right to be represented at any point in the process by an attorney;~~

T. ~~parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);~~

U. ~~parents have the right to be notified of their Section 504 rights, including but not limited to:~~

1. ~~when the District does not suspect a disability and declines to conduct an evaluation;~~
2. ~~when evaluations and re-evaluations are conducted;~~
3. ~~when consent for an evaluation is provided or withheld;~~
4. ~~when eligibility is determined, including when the team finds the student ineligible;~~
5. ~~when a Section 504 Plan is developed, including when the District decides to implement a Plan without parental consent;~~
6. ~~when the written results of an IAT meeting are provided;~~
7. ~~before there is significant change in the Section 504 Plan, including concerning student's placement; and~~
8. ~~when an internal complaint or a request for a due process hearing is filed.~~

~~Due Process Hearing~~

A. ~~When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer ("IHO") (i.e., by a person not employed by the Board of Education, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with his/her objectivity in the hearing).~~

B. ~~The District will maintain a list of trained IHO's that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) school days after~~

the request for a due process hearing is received.

C. A party to such a due process hearing shall have:

1. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
2. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
3. the right to a written or electronic verbatim record of such hearing; and
4. the right to written findings of fact and the reasons for the decision.

D. The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days from the request for such a hearing, unless this time frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).

E. The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

1. a statement of time, place and nature of the hearing;
2. a statement of the legal authority and jurisdiction under which the hearing is being held;
3. a reference to the particular section of the statutes and rules involved;
4. a statement of the availability of relevant records for examination;
5. a short and plain statement of the matters asserted; and
6. a statement of the right to be represented by counsel.

F. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.

G. The IHO shall make a full and complete record of the proceedings.

H. The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

I. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

Revised 4/19/10
Revised 9/29/10
Revised 10/14/13

© Neola 2018

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SINGLE GENDER CLASSES AND ACTIVITIES
Code	ag2260.02
Status	
Adopted	November 16, 2015

~~2260.02 - **SINGLE GENDER CLASSES AND ACTIVITIES**~~

~~**Documenting Program Justification**~~

~~Before offering the single-gender activity, the administrator must document the important objective justifying the proposed program. He or she must preserve that documentation for a reasonable time after the program ends, in conformity with the District's record retention schedule. After determining whether the **diversity** or **needs** objective best matches the proposed program's goals, the administrator shall take the following steps:~~

A. ~~**Diversity Objective**: First, the program administrator identifies the educational achievement to be improved through the single-gender class or activity. Next, the administrator gathers and documents evidence showing that the single-gender nature of the class is substantially related to the objective.~~
~~This evidence can include comparing other districts' achievements or analyzing research. In comparing schools, the administrator must identify a school with a similar student population, class setting, geographical location, admission requirements, and curricular offerings. The administrator then must obtain data showing that the compared school achieved the previously identified diversity objective. In comparing data, the administrator considers not only possible differences between the schools, but also whether the single-gender nature of the class -- not some other factor -- actually affected the outcome.~~
~~Should the administrator, instead, wish to use research to show that the single-gender nature of the class is substantially related to the objective, the research must:~~

   1. ~~employ a rigorous design allowing for causal inference;~~
   2. ~~demonstrate the effectiveness of the single-sex nature of the class with respect to the specific important objective at issue; and~~
   3. ~~include a population sample that overlaps with the students the District's proposed program targets.~~

~~A general claim that a particular strategy works best with girls or boys does not meet this requirement.~~
~~After identifying the objective and collecting the aforementioned evidence, the administrator must ensure that both genders receive substantially equal classes. To do so, the administrator will assess -- through parent and student surveys -- whether the excluded gender is also interested in having a single-gender class or activity. If so, the District will develop and offer such a program.~~

B. ~~**Needs Objective**: First, the program administrator identifies the educational deficits -- including academic or social needs -- that coeducational classes have not improved so far. Next, the administrator gathers and documents evidence showing that the single-gender nature of the class is substantially related to the objective. The evidence requirements are identical to those described above for the **Diversity Objective** option.~~
~~In ensuring that the both genders are offered substantially equal classes, the administrator will assess whether a single-gender class would benefit one gender or both. If the single-gender class or activity would benefit both boys and girls, the administrator will offer separate single-gender classes for both groups. If the single-gender class benefits only one group, the program will be offered for that gender only. If a single-gender program in another subject would benefit the excluded sex, the administrator will offer that program, albeit in a different subject. If a single-gender program -- in any subject -- would not benefit the excluded group, those students will attend a coeducational program.~~

~~**Voluntary Participation**~~

~~First, the Superintendent shall provide parents and students with pre-enrollment information far enough in advance so as to allow access time for individuals with language barriers or special needs. Additionally, and as described further below, offering substantially equal co-educational classes and activities allows for more voluntary and informed decisions.~~
~~Parents must provide written affirmative consent for their child to participate in a single-gender class or activity. Further, the administrator may not default enrollment to the single-gender class with an opt-out exception, or use a less stringent enrollment procedure for that class or activity.~~

~~**Substantially Equal Co-Educational Classes and Activities**~~

~~Aside from offering, as needed, substantially equal single-gender classes for the excluded students, administrators must also offer a co-educational option for every single-gender class they offer. Specifically, at least one co-educational section -- and more~~

~~if needed – should be offered for each subject for which a single-gender class is available.~~
~~In ensuring that the co-educational classes are substantially equal, the administrator should compare:~~

A. ~~admission criteria and policies;~~
B. ~~quality, range, and content;~~
C. ~~quality of books, materials, and technology;~~
D. ~~staff qualifications;~~
E. ~~geographic accessibility; and~~
F. ~~quality, accessibility, and availability of facilities and resources.~~

~~© Neola 2015~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of RELIGION IN THE CURRICULUM
Code	ag2270
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

~~2270 **RELIGION IN THE CURRICULUM**~~

~~The Board of Education has adopted a policy favoring the understanding of religions by the students of this District and the contributions religions have made to the advancement of civilization. The Board has further acknowledged that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. When developing or implementing any course of study in which religion is dealt with, the following guidelines should be followed:~~

A. ~~Course content can neither inhibit nor advance any religion.~~
B. ~~No devotional practices shall be permitted or requested of the students.~~
C. ~~The use of art, literature, and music descriptive of the religion is permitted.~~
D. ~~Students electing to participate may not be excused from selected portions of the course on the grounds that participation therein interferes with the free exercise of their religion. However, it should be noted that if, after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular class periods for specified reasons. In such cases, the teacher will provide the student with alternate learning activities during the times of such parent requested absences.~~
E. ~~Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.~~
F. ~~District staff members may limit a student's exercise or expression of his/her religious beliefs to lunch periods or other non-instructional time periods when students are free to associate.~~

~~Course(s) of study including instruction on religions shall be subject to the same administrative reviews as other course material and may not be implemented without prior Board approval.~~

~~© **Neola 2013**~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	2000 Program
Title	COLLEGE CREDIT PLUS PROGRAM
Code	ag2271
Status	Active
Adopted	November 19, 2007
Last Revised	June 11, 2018

Keep

2271 - **COLLEGE CREDIT PLUS PROGRAM**

The following guidelines are established in accordance with Board policy and the rules of the State Department of Education.

Each year, prior to February 1st, the District shall provide information regarding the College Credit Plus Program to the students currently enrolled in grades six (6) through eleven (11) and to their parents (Form 2271 F6). This information should be provided through multiple and easily accessible resources, including, but not limited to, the District's website, student assemblies, written communications to students (either electronically or through hard copy), and joint communication events with institutions of higher education.

The institutions of higher education ("IHE") to which the College Credit Plus Program applies are: both public colleges as defined in R.C. 3365.01 and participating private colleges as defined in R.C. 3365.01.

All courses offered under the College Credit Plus Program must be the same courses included in the partnering IHE's course catalogue for college-level, nonremedial courses, and must apply to at least one (1) degree or professional certification at the partnering college or university.

All instructors teaching a course under the College Credit Plus Program must meet the credential requirements set forth in guidelines and procedures established by the chancellor of the Ohio Board of Regents. If the guidelines require high school teachers to take any additional graduate-level coursework in order to meet the credential requirements, that coursework will be applicable to continuing education and professional development requirements for the renewal of the teacher's educator license. For high school teachers that are teaching courses for the college at a secondary school under the College Credit Plus Program, the participating IHE will provide at least one (1) professional development session per school year for such teachers and conduct at least one (1) classroom observation per school year for each course that is authorized by the college and taught by a high school teacher to verify that the course meets the quality of a college-level course.

Eligibility (see Form 2271 F2 and Form 2271 F3)

A. Students must be bona fide seventh graders, eighth graders, freshmen, sophomores, juniors, or seniors for the year in which participation is sought. In addition, the student must meet the standards for admission, enrollment, and course placement of the IHE and relevant academic programs.

B. Students must be remediation-free in one (1) of the assessments established under R.C. 3345.061(F) (i.e., uniform statewide standards in mathematics, science, reading, and writing established by college presidents). A student who scores within one (1) standard error of measurement below the remediation-free threshold for one (1) of those assessments is considered to have met this requirement if the student also either:

1. has a cumulative high school grade point average of at least 3.0. If the student is seeking to participate in seventh or eighth grade, the student must have an equivalent cumulative grade point average in the applicable grade levels;

2. receives a recommendation from a school counselor, Principal, or career-technical program advisor.

C. A student who has been expelled by this Board is ineligible to enroll during the period of expulsion. The Board may deny high school credit for the College Credit Plus Program any portion of which are taken during the period of a student's

expulsion. If the student has elected to receive both high school and college credit, that election is automatically revoked for all college courses in which the student enrolled during the college term in which the expulsion is imposed.

Students participating in the College Credit Plus Program must elect at the time of enrollment in each course whether s/he is enrolling under **OPTION #1** or **OPTION #2** as outlined below:

OPTION #1

The student is responsible for all tuition, textbooks, materials, and fees associated with the course, and must choose whether to receive only college credit, or high school and college credit for the course; or

OPTION #2

The student will have the participating college reimbursed by the Ohio Department of Education for all tuition, textbooks, materials, and fees associated with the course, and the student will receive both college credit and high school credit for the course.

During the time a student attends a course under **OPTION #1**, the student is not considered attending or enrolled in school anywhere. During the time a student attends a course under **OPTION #2**, the student is considered attending or enrolled in the District.

A student may not enroll in courses to receive credit toward high school graduation for more than the equivalent of:

A. four (4) academic school years, if the student so enrolls for the first time in grade nine (9);

B. three (3) academic school years, if the student so enrolls for the first time in grade ten (10);

C. two (2) academic school years, if the student so enrolls for the first time in grade eleven (11);

D. one (1) academic school year, if the student so enrolls for the first time in grade twelve (12).

Enrollment

A. By April 1st of each year, a student or his/her parent must complete and submit the Letter of Intent to Participate in College Credit Plus Program Form 2271 F1 to the Principal which signifies the student's intent to participate in the program for the following school year. Prior to completing this form the student and his/her parents must participate in the special counseling sessions described below and confirm receipt of these counseling services by signing the Statement of Responsibility Form 2271 F7.

B. Failure to meet this deadline shall exclude the student from the program for that school year unless written consent is granted by the Principal and the Principal notifies the department of education of the student's intent to participate within ten (10) days of the date the student seeks consent. If the Principal does not grant consent, the student may appeal the Principal's decision to the Superintendent. The decision of the Superintendent is final. Participation may be withdrawn by the student or parent at any time upon written notification to the high school administration.

C. Students must identify which credit option, either **OPTION #1** or **OPTION #2** above, they wish to pursue prior to the start of the first class session of the fall quarter or semester at the college. Once the first class session of the fall term has been held, the student may not change the option selected during the period of that school year, regardless of the number of courses taken.

Expulsion Notices to IHE

When a student is expelled, the Superintendent will send a written notice to any IHE in which the expelled student is enrolled under a College Credit Plus Program at the time the expulsion is imposed. This notice must indicate the date the expulsion is scheduled to expire and that the Board has adopted a policy under R.C. 3313.613 to deny high school credit for college courses taken during an expulsion. If the expulsion is later extended, the Superintendent again must notify the IHE.

Annual Information Session

The District will schedule at least one (1) informational session per school year to allow each partnering IHE that is located within thirty (30) miles of the school to meet with interested students and parents. The session will include the benefits and consequences of participation, as well as information concerning eligible courses, and will outline any changes or additions to the requirements of the program. The session will also include information concerning the probation, dismissal, and appeal procedures for underperforming and ineligible students as set forth in Board policy. If there are no partnering IHEs located within thirty (30) miles of the school, the District will coordinate with the closest partnering college to offer an informational session. Multiple high schools within a district and multiple districts may participate together in a combined event, as long as in

each instance parents and students have an opportunity to interact with a representative of and receive information from each participating College Credit Plus Program institution and their secondary school, so they will understand their College Credit Plus Program opportunities.

Program Requirements

Students can choose to enroll in (1) courses taught at the college or university, (2) online courses, if available, or (3) College Credit Plus Program courses taught within the District, if available, or in a combination of the three (3). All students who have enrolled in the IHE under the College Credit Plus Program must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered.

For College Credit Plus Program classes taught within the District, such classrooms will consist of students who all follow the same course syllabus, use the same textbook and materials, aspire to achieve the same learning outcomes, and are assessed using the same methods as the college course delivered on the college campus. A District student who is not enrolled in the IHE, but who is in the College Credit Plus Program classroom must, along with the student's parents, be provided written notice (Form 2271 F5) stating the student is not earning college credit and would likely be required to retake the course upon enrollment at an institution of higher education if college credit is desired.

The District will verify that none of its students participating in the College Credit Plus Program is taking more than thirty (30) college credit hours during an academic year and not more than the equivalent of four (4) academic years or 120 college credit hours total through the College Credit Plus Program.

The District will determine the number of college credits a student earned through the College Credit Plus Program by using the following calculation:

A. Take the number of high school units scheduled by the District for which the student receives only high school credit, then multiply that number by three (3) and then subtract the result from thirty (30). The resulting number shall be the total number of college credits a student participant may earn under the College Credit Plus Program in an academic year.

OR

B. Under the College Credit Plus Program, postsecondary quarter hours are equal to .67 semester hours rounded to the nearest whole number.

The District will determine the amount of high school credit earned through participation in the College Credit Plus Program by using the following calculation:

A. A College Credit Plus Program course transcripting three (3) or more semester credit hours shall count as one (1) full high school unit.

OR

B. A College Credit Plus Program course transcripting less than three (3) semester hours shall count as the proportional fraction of a high school unit.

The District will ensure that enrollment in a College Credit Plus Program course for which an end-of-course examination is required under Section 3301.0712 of the Ohio Revised Code does not circumvent the participating student's obligation to take the required end-of-course examination.

Course Eligibility

A student participating in the College Credit Plus Program shall complete fifteen (15) semester credit hours of Level I courses that may be applied toward a certificate or degree prior to taking a Level II course, except as follows:

A. A student may take a Level II course in the same subject prior to completing the required fifteen semester credit hours upon successful completion of a Level I course.

B. A student may take a Level II course that has a Level I course as a prerequisite if the student, in accordance with the course placement guidelines of the IHE in which the student enrolls, has demonstrated by an assessment or other means that the student is academically prepared for the course.

C. A student may count an advanced placement course or international baccalaureate diploma course completed in the District toward the fifteen semester credit hours of courses with evidence that the student attained the required score on an examination covering the coursework. In the case of an advanced placement course, the required score shall be the passing score set forth in the standards adopted under R.C. 3333.163. In the case of an international baccalaureate

diploma course, the required score shall be the passing score specified by the IHE in which the student enrolls that the IHE considers sufficient to award college credit for the course.

After successfully completing fifteen semester credit hours as set forth above, the student may enroll in a Level II course that may be applied toward a certificate or degree.

Non-Allowable Courses

A. an applied course that involves one-on-one private instruction such as instruction in instrumental music, voice, or art;

B. a course for which the fees (as defined in the rules and R.C. 3345.49) exceed an amount established by the chancellor of the Ohio Board of Regents;

C. a study abroad course or similar course;

D. a physical education course;

E. a course that is graded on a pass/fail or satisfactory/unsatisfactory basis rather than using letter grades, with the exception of an internship course. This section does not apply to a transferable course that is graded on a pass/fail basis for all students not participating in the College Credit Plus Program;

F. a remedial or non-college-level course as prohibited by R.C. 3365.02;

G. a sectarian course as prohibited by R.C. 3365.02.

If a non-allowable course as set forth above is a part of a predetermined pathway or required sequence of courses leading to a certificate or degree, an IHE, on behalf of one (1) or more students who are enrolled in the IHE through the College Credit Plus Program and have shown progress on that pathway or sequence of courses through their previous coursework, may request the chancellor of the Ohio Board of Regents to allow payment for the course under R.C. 3365.07.

Notifications

Upon receipt of a student's pre-term notice of admission, the District shall verify that the student is enrolled in an appropriate level of course as defined in the course eligibility rules adopted by the Department of Education. If the student is not enrolled in an appropriate level of course, the District shall notify the student and the student's parents that the student must either withdraw from the course prior to the IHE's prescribed no-fault waiver date or pay all tuition, fees, and textbook costs for the course.

The District will work with each IHE in which the District's students are enrolled under the College Credit Plus Program to verify that the required notifications concerning course eligibility are provided to students.

Home-Schooled Students

Any home-schooled student participating in the College Credit Plus Program shall be required to comply with the course eligibility rules adopted by the Department of Education. The student's parents, however, shall be responsible for verifying that the student is enrolled in an appropriate level of course as defined in the course eligibility rules adopted by the Department of Education, and that the student is not enrolled in a non-allowable course.

Development of Model Course Pathways

The District will develop, in consultation with at least one (1) public partnering college or university, two (2) model pathways for courses offered under the College Credit Plus Program. The model pathways will serve as samples of the courses that a student can take toward a specified degree or certificate. One (1) of the model pathways will be a fifteen-credit hour pathway and one (1) will be a thirty (30) credit hour pathway. Each pathway shall include courses which, once completed, all apply to at least one (1) degree or professional certification offered at the IHE. 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 IHE. The Board will publish the pathways among the school's official list of course offerings.

Counseling Services (see Form 2271 F4)

The student and parents must participate in the following counseling services provided by the District. The counseling session may be incorporated into the annual information session provided the District makes alternative dates available for those unable to attend the annual information session. If the counseling session is held separately from the informational session, it will include information concerning the probation, dismissal, and appeal procedures for underperforming and ineligible students as set forth in Board policy, as well as information concerning eligible courses.

Program Eligibility and Credit Options

Potential Risks and Consequences

Among the potential risks of participation the student must be willing to accept are:

A. increased student responsibility for learning because of less instructional guidance;

B. reduced opportunities to participate in high school co-curricular and extra-curricular activities;

C. increased financial obligations for tuition, books, materials, and fees, if college credit only is sought;

D. potential loss of after-school employment opportunities;

E. possible effect on grade point average and class standing;

F. possible delay of graduation;

G. increased time for travel, study, etc.

Potential benefits are:

A. expanded curriculum offerings;

B. opportunities to study in more depth those areas of special interest or need;

C. opportunities to earn college credits while still in high school;

D. opportunities for financial support for taking college courses while still in high school;

E. opportunities to experience college level work and life prior to making final decisions about whether and/or where to attend college.

College Acceptance and Scheduling

Participation is contingent upon admission to the IHE. The District will assist the student in gaining admission by providing transcripts and other related documents but will accept no responsibility if the student is not accepted by the IHE. Students who are awaiting acceptance should register for District classes as if they were not participating in the program. Schedule changes will then be made prior to the start of each semester for those students who receive notice of admission which must be provided by the IHE, in writing, to the student, the District, and the Department of Education within ten (10) days of acceptance.

Participating Institutions of Higher Education

The District will maintain a list of all IHEs that currently participate in the program.

A. In the event that the student withdraws from the college class for high school credit within the first two (2) weeks of the college course, the student will be re-enrolled in the high school class(es) that were previously dropped.

B. Reasonable efforts will be made in scheduling to accommodate the needs of students who will be leaving the school campus in order to participate in this program. However, scheduling conflicts are not the responsibility of the District. Revising the master schedule and/or unduly overloading classes are not required in order to accommodate schedule requests.

Financial Arrangements

Students who elect to take the college course for college credit only will have the financial responsibility for tuition, textbooks, materials, and fees. The Board accepts no financial responsibility for those students who will be paying for their own tuition, fees, or textbooks. Those arrangements are between the college and the student and/or his/her parents.

Students assume no financial obligations if they elect to take the college course for college and high school credit. Tuition, textbooks, materials, and fees are assumed by the Board. Should students fail to complete a course taken for credit (whether through a formal "class drop" process or through nonattendance reasons other than those normally accepted by the school administration) any and all financial obligations assumed by the Board will default to the students and their parents.

Unless the student was expelled by the school, the Superintendent or chief administrator will not seek reimbursement from a

participant or a participant's parent if the participant is identified as economically disadvantaged according to rules adopted by the Department of Education and these guidelines.

Process for Granting Academic Credits

When students elect to receive high school credit for college courses, credit will be awarded for successful completion of courses in accordance with the following guidelines:

A. The Principal shall require the student to submit a course syllabus or detailed description of each college course taken so that a comparison can be made with existing high school courses.

B. If the Principal determines that the college course is comparable to one (1) offered by the high school, the equivalent high school credit shall be granted.

C. If the Principal determines that the college course is not comparable to one (1) offered by the high school, credit shall be granted in a subject area similar to that taken by the student at the college.

D. In the event that the student or parents contest the credit, the Superintendent shall determine the appropriate credit. The Superintendent's decision may be appealed to the Ohio Department of Education, whose decision in the matter shall be final and binding.

E. Students who enroll in a college course for both high school and college credit will receive on their high school transcript the grade issued by the college. While the course will be clearly designated on transcripts as a college course taken for high school credit, the grade will be computed in the grade point average as if issued by the high school faculty.

F. If a student is expelled from the District's schools, the Principal may deny high school credit for any College Credit Plus Progeram courses taken during the expulsion.

G. If a college withdraws its acceptance of an expelled student who elected to take courses for high school credit only, the District shall not award high school credit for the college courses in which the student was enrolled at the time the college withdrew its acceptance.

H. The policy for awarding grades and the calculation of class standing for College Credit Plus Program courses shall not disadvantage students who choose to participate in the College Credit Plus Program rather than in other advanced standing programs. All courses within the same academic subject area will provide the same value for all advanced standing courses, including College Credit Plus Program, advanced placement, international baccalaureate, and honor courses.

Criteria for Transportation Aid

All students participating in the College Credit Plus Program will be responsible for their transportation to and from their homes and the college or to and from the district school and the college.

If the District provides transportation to its students in grades eleven and twelve, the parent of a student participating in College Credit Plus may apply to the Board for full or partial reimbursement for the necessary costs of transporting the student between the secondary school the student attends and the IHE in which the student is enrolled.

Available Student Services

Students enrolled in the College Credit Plus Program will be entitled to all student services provided to any other of the District's school students (counseling, health, etc.). However, these services will be provided only while the students are on the school campus and only upon request. It is also the students' responsibility to keep themselves informed of academic and other requirements for all students who attend the school.

Consequences of Failing or Not Completing a Course

A. If students withdraw from the college course(s) within the first two (2) weeks of the course, they will be rescheduled for the appropriate District course(s), and no record of the college course will appear on the transcript. However, if students withdraw from the college course(s) after two (2) weeks of the classes, the course will appear on the transcript and will carry a grade of Withdrawn/Failing, which will be computed in the same manner as a failing grade on the high school transcript.

B. Any course taken for high school credit at an IHE and completed (or recorded as Withdrawn/Failing) will be clearly identified on the transcript along with the name of the IHE where the work was undertaken.

Effect on Completion of Graduation Requirements

Students may use college courses for credit toward high school graduation. However, it is the responsibility of participating students and parents to be sure that the courses undertaken will meet the graduation requirements for the students. Upon acceptance by the IHE, students should schedule an appointment with a high school counselor to develop a written schedule showing courses to be taken at the high school and at the IHE as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program.

Academic and Social Responsibilities of Students and Parents

A. When attending either regular classes or co-curricular/extra-curricular activities at the high school, students participating in this program will be expected to abide by all Board policies and the Student Code of Conduct. Students and their parents assume all responsibility and liability related to attendance at an IHE and must agree to hold harmless the Board of Education, the administration, and the staff for any incidents arising out of participation in this program.

B. Students must meet all requirements and standards established by the college and assume responsibility for attendance and behavior.

Information and Encouragement to Use College Counseling Services

The school counselors, during the individual counseling sessions, shall make available any information provided by the IHE concerning its counseling services. In addition, counselors should encourage students and their parents to utilize counseling services available at the college to better ensure successful completion of the college courses.

Grade Point Computation and Reporting of Grades

A. For those college courses taken for high school credit, the grade for that course will be computed at the end of the next regular grading period at the high school following the receipt of an official transcript from the IHE. All grades to be entered on the high school transcript must be taken from an official transcript from the IHE. Should there be an urgent need for a letter grade, notification on official letterhead from the college instructor advising of the grade will be accepted to verify the grade.

B. Eligibility for co-curricular and extra-curricular activities in accordance with Board Policy 2430, and Policy 2431, will be affected if courses are taken for high school credit. Eligibility will be checked at the end of each college quarter or semester. A failing grade will result in an ineligibility for the next full school semester.

C. The student and parents must receive the standard packet of information for the College Credit Plus Program developed by the chancellor of the Ohio Board of Regents pursuant to R.C. 3365.15.

Economically Disadvantaged Students

No student considered to be economically disadvantaged shall be charged for anything related to College Credit Plus Program participation.

A student will be considered economically disadvantaged for the purpose of the College Credit Plus Program participation if the student is either: a member of a household that meets the income eligibility guidelines for free or reduced-price meals, less than or equal to 185% of Federal poverty guidelines under the provisions of the National School Lunch Act, 42 U.S.C. 1758; or a member of a household that participates in at least one (1) of the following programs:

A. Medicaid;

B. food stamps;

C. supplementary security income (SSI);

D. Federal public housing assistance or Section 8 (a federal housing assistance program administered by the department of housing and urban development);

E. low income home energy assistance program.

Once the District determines that a student is economically disadvantaged, any of the student's siblings who attend school within the District will automatically be considered economically disadvantaged by the District without the District collecting its own data on that family.

Revised 11/20/17

© Neola 2018

Legal	R.C. 3313.613, 3365.01 through 3365.09 A.C. 3333.1-65.13

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL STAFF
Code	ag2280
Status	Active
Adopted	November 19, 2007
Last Revised	November 20, 2017

Keep

2280 - **PRESCHOOL STAFF**

The preschool program shall be directed and supervised by a director, a head teacher, an elementary principal, or a site administrator (hereafter referred to as "director") who is on site and responsible for supervision of the program. This person shall hold a valid educator license designated as appropriate for teaching or being an administrator in a preschool setting issued pursuant to Ohio law and have completed at least four (4) courses in child development or early childhood education from an accredited college, university, or technical college.

A. The director and staff shall be recruited, employed, assigned, evaluated, and provided in-service education in accordance with adopted Board policies and without discrimination on the basis of age, color, national origin, race, sex, or disability.

B. The preschool staff member assigned in each preschool class shall be of good character, possess adequate physical and emotional health, be equipped by education, training, and/or experience for the work they are to perform, and meet the requirements of State law.

C. Staff members, non-teaching employees, and volunteers shall annually sign a non-guilty/non-conviction statement on a prescribed form.

D. Each director and preschool staff member shall be examined by a licensed physician, physicians assistant, advanced practice nurse, or certified nurse practitioner within twelve (12) months prior to the first day of employment.

E. Each preschool staff member shall be at least eighteen (18) years of age and have a high school diploma or a certification of high school equivalency issued by the State Board of Education or a comparable agency. A staff member may be less than eighteen (18) years of age if:

1. the staff member is a graduate of a two (2) year career-technical center child care training program approved by the State Board of Education;

2. the staff member is a student enrolled in the second year of such a program that leads to high school graduation, provided that the student performs duties in the preschool program under the continuous supervision of an experienced preschool staff member and receives periodic supervision from the career-technical center child care training program teacher/coordinator in the student's high school.

F. The director and staff shall be assigned responsibilities in accordance with written job descriptions commensurate with their certification and/or licensure pursuant to Ohio law, and qualifications, respectively. The director and/or head teacher acting as the director shall be onsite at the preschool program at least half of the program's operating hours.

G. The director of each preschool program shall be responsible for the following:

1. providing that the health and safety of the children are safeguarded by an organized program of school health services designed to identify child health problems and to coordinate school community health resources for children as evidenced by, but not limited to, the following:

a. requiring immunizations and compliance with emergency medical authorization requirements under R.C. 3313.712

b. providing procedures for emergency situations, including fire drills, rapid dismissals, tornado drills, and school safety drills in accordance with R.C. 3737.73, and keeping records of such drills or dismissals

c. posting emergency procedures in preschool rooms and making them available to school personnel, children, and parents

d. posting emergency numbers by each telephone

e. supervising grounds, play areas, and other facilities when scheduled for use by children, and

f. providing first-aid facilities and materials

2. maintaining cumulative records for each child

3. supervising each child's admission, placement, and withdrawal according to established procedures

4. preparing a roster of children enrolled annually

5. providing that clerical and custodial services are assigned for the program

6. supervising the instructional program and daily operation of the program

7. supervising and evaluating preschool staff members according to a planned sequence of observations and evaluation conferences, and supervising nonteaching employees

H. The director of the preschool program shall meet one (1) of the following:

1. A director in a preschool program operated by a public school shall hold either:

a. a valid pre-kindergarten teaching certificate, pre- kindergarten endorsement, or pre-kindergarten associate license issued pursuant to O.R.C.

b. a valid educator license (teacher, administrator, or pupil services) issued pursuant to O.R.C. and have completed at least four (4) courses in child development or early childhood education from an accredited college, university, or technical college

c. a valid principal's license for grades pre-kindergarten through grade six issued pursuant of Ohio law

d. an early childhood license pursuant to paragraph (C) of A.C. 3301-24-05

2. The director of a preschool special education program shall hold one of the following:

a. a valid intervention specialist license or education of the handicapped certificate with an endorsement in pre- kindergarten special needs or early education of the handicapped

b. a valid pre-kindergarten certificate or endorsement or an early childhood license with an endorsement in pre- kindergarten special needs or early education of the handicapped

c. a valid early childhood intervention specialist license or

d. meet the requirements of paragraph (H)(1)(b) or (H)(1)(c) above

3. A director employed prior to July 1, 1988 to direct a program shall be considered to meet the requirements of this paragraph if s/he holds a valid kindergarten-primary certificate issued under Ohio law.

4. A head teacher who meets the educator licensure requirements as a director as described in paragraphs (H)(1), (H)(2), or (H)(3) above may be designated by the director.

I. Each class/group in a preschool program shall have assigned a head teacher in accordance with the following:

Preschool programs operated by a public school shall have a head teacher for each class/group of children enrolled that meets one (1) of the following:

1. valid prekindergarten teaching certificate issued under Ohio law
2. valid prekindergarten associate certificate issued under Ohio law
3. valid kindergarten-primary certificate issued under Ohio law and have completed at least four (4) courses in child development in early childhood education from an accredited college, university, or technical college
4. a bachelor's degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty (30) quarter or twenty (20) semester hours in child development/preschool program planning and methods including a supervised practicum with preschool children
5. an early childhood license pursuant to Ohio law
6. preschool special education programs shall have a head teacher that meets one of the following requirements:
    a. a valid intervention specialist license or education of the handicapped certificate with an endorsement in pre- kindergarten special needs or early education of the handicapped
    b. a valid pre-kindergarten certificate or endorsement or an early childhood license with an endorsement in pre- kindergarten special needs or early education of the handicapped
    c. a valid early childhood intervention specialist license
    d. a valid intervention specialist license that is valid for teaching visually or hearing impaired children if the children are visually or hearing impaired
    e. A valid supplemental teaching license in the areas of pre- kindergarten, special needs, early childhood intervention specialist, or intervention specialist in the areas of visually impaired or hearing impaired, if the children are visually or hearing impaired.

J. Extended day child care provided to preschool children before or after the preschool program shall have staff members assigned that at a minimum, are at least eighteen (18) years of age and have at least a high school diploma or certification of high school equivalency issued by the State Board of Education or comparable agency. The extended child care staff member must also meet requirements related to a medical examination, in-service and background investigation as cited in this rule. Child care staff/child ratios in accordance with this rule must be maintained at all times.

K. Infant and toddler care programs shall have staff members assigned that at a minimum, are at least eighteen (18) years of age and have at least a high school diploma or certification of high school equivalency issued by the State Board of Education or comparable agency. The extended child care staff member must also meet requirements related to a medical examination, in-service and background investigation as cited in this rule. Child care staff/child ratios in accordance with this rule must be maintained at all times.

L. Unless the preschool staff member or director holds an associate or higher degree in child development or early childhood education from an accredited college, university, or technical college, a pre-kindergarten associate certificate or license issued by the State Board of Education, or a pre-kindergarten teaching certificate or endorsement, the preschool staff member and director shall annually complete in-service training of fifteen (15) hours until a total of forty-five (45) hours has been completed.

1. In-service training will be in one (1) or more of the following areas:
    a. child development or early childhood education
    b. child abuse recognition and prevention
    c. first aid
    d. prevention, recognition, and management of communicable diseases

2. Annual completion refers to the school year, from July 1st to June 30th or every twelve (12) months from the date of hire for staff employed after the school year begins.

3. Substitutes for preschool staff members shall meet the following requirements:

    a. requirements related to a medical examination, in-service and criminal background investigation pursuant to R.C. 3301.541 after fifteen (15) school days, and

    b. minimum requirements for the position for which they are substituting after sixty (60) consecutive school days.

M. Preschool staff members who have met the requirements identified in paragraph (L) above shall complete ten (10) annual clock hours of inservice. This may be part of the professional development plan in accordance with A.C. 3301-24 (Ohio law licensure requirements). Annual completion refers to the school year, from July 1st to June 30th or every twelve (12) months from the date of hire for staff employed after the school year begins.

Preschool staff employed part-time shall complete the in-service requirement based upon the percentage of time or full-time equivalency of their preschool assignment.

N. The training specified in paragraph (L) above shall be provided by an approved trainer who shall have at least two (2) years of experience specific to the subject area and possess one (1) of the following:

1. an associate or higher degree in child development or early childhood education, education, special education, speech- language pathology, home economics, nursing, nutrition, psychology, dental hygiene, or social work. Evidence of an associate or higher degree shall be a copy of a diploma, a transcript, or other written evidence accepted by the director as evidence of completion of at least ninety (90) quarter credit hours or sixty (60) semester credit hours from an accredited college, university, or technical college. The coursework shall include at least thirty-six (36) quarter credit hours or twenty-four (24) semester credit hours in courses in any of the subject areas listed in paragraph (L) above

2. a prekindergarten certificate or endorsement or early childhood license issued by the State Board of Education

3. a license as a physician or registered nurse

O. A director and preschool staff member shall provide evidence of a BCII investigation and FBI criminal background check as required by R.C. 3319.391. Documentation that reports and five (5) year updates are sent to the District or to ODE's Office of Educator Licensure as required by law shall be kept on file.

Each staff member and volunteer shall annually complete a non- guilty/non-conviction statement.

P. The preschool staff member/child ratio must be maintained at all times.

1. Sufficient preschool staff members must be physically present with the children at all times to meet staff member/child ratio requirements.

2. Each class/group shall have at least one (1) head teacher as defined in paragraph (I) above.

3. No child shall ever be left alone or unsupervised.

4. In each program the maximum number of children per preschool staff member and the maximum group size by age category of children shall be as follows:

Age Group & Staff Member/Child Ratio	Maximum Group Size
Birth to less than twelve (12) months/1:5 (or 2:12 if two (2) preschool staff members are in the room)	12
Twelve (12) months to less than eighteen (18) months/1:6	12
Eighteen (18) months to less than thirty (30) months/1:7	14

Thirty (30) months to less than three (3) years/1:8	14
Three (3) years/1:12	24
Four (4) year olds and five (5) year olds not in kindergarten or school/1:14	28

5. Preschool special education program shall meet the child/staff ratio requirements of one (1) teacher for eight (8) full day or sixteen (16) half-day children with IEPs and a second staff member when nine (9) or more children are enrolled; maximum group size shall not exceed sixteen (16) children including eight (8) children with IEPs. Waivers are required when a group of more than eight (8) preschool children with IEPs are served in accordance with A.C. 3301-51-11.

Q. At least two (2) responsible adults shall be readily available at all times when seven (7) or more children are present in the program. One (1) adult shall be a preschool staff member. The second adult shall:

1. be available within the building used for the preschool program or in an adjacent outdoor area;
2. be able to be summoned by the preschool staff member without leaving the group alone or unsupervised; and
3. be able to react in response to such summons so as to reduce risk to children during an emergency circumstance.

R. When age groups are combined, the maximum number of children per preschool staff member shall be determined by the age of the youngest child in the group, except that when no more than one (1) child, thirty (30) months of age or older, receives care in a group in which all the other children are in the next older age group, the maximum number of children per preschool staff member and maximum group size requirements of the older age group established in paragraph (P) above shall apply.

S. In a room where children are napping or resting, if all children are at least eighteen (18) months of age, the maximum number of children per preschool staff member shall, for a period not to exceed one and one-half (1 ½) hours in any twenty-four (24) hour day, be twice the maximum number of children per preschool staff member established in paragraph (P) above if all the following criteria are met:

1. at least one (1) preschool staff member shall be physically present in the room at all times during nap/rest time
2. the preschool staff member(s) assigned to a room where children are napping shall be responsible for the care and supervision of the children in the room and shall be able to summon other child- care staff members without leaving the room
3. there shall be enough preschool staff members readily accessible within the building in which the program is located to provide that the maximum number of children per preschool staff member as required by paragraph (P) above is met at all times
4. nap/rest time preparation shall have been completed and all napping children shall be resting or sleeping on cots or mats

   Staff are not required to be present in a nap room for the purpose of supervising children if fifty percent (50%) of the wall space is open, staff can see all children at all times, and staff are routinely checking children every five (5) minutes.

T. Staff members shall be made aware of each child's cumulative and health records.

Revised 9/29/10
Revised 12/12/16

© Neola 2017

Legal A.C. 3301-37-04, 3301-37-07

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL CUMULATIVE RECORDS/CHILD INFORMATION
Code	ag2280.01
Status	Active
Adopted	November 19, 2007
Last Revised	September 29, 2010

Keep

2280.01 - **PRESCHOOL CUMULATIVE RECORDS/CHILD INFORMATION**

The parent shall provide, prior to the date of admission or not later than thirty (30) days after date of admission, and annually from the date of examination thereafter, a report from a licensed physician affirming that the child is in suitable condition for enrollment in the program. "Prior to the date of admission" means:

A. for children younger than three (3) years old at the time of admission, the examination shall occur within six (6) months prior to the date of admission;

B. for children three (3) years old or older at the time of admission, the examination shall occur within twelve (12) months prior to the date of admission.

C. A preschool child with a disability shall not be excluded from the program for lack of a medical statement until the team responsible for the Individualized Education Plan (IEP) established pursuant to A.C. 3301-51 reconvenes; exclusion from the program until the IEP is revised may be a denial of a free appropriate public education.

D. The medical statement shall be provided by a physician, physician's assistant, clinical nurse specialist, or certified nurse.

The program shall secure and have on file all required information no later than the first day of attendance unless otherwise required. The cumulative record of each child shall include but not be limited to:

A. name and date of birth;

B. name, address (home and/or business), and telephone number of parent(s);

C. names, addresses, and telephone numbers of two (2) persons to contact in an emergency if the parent cannot be located;

D. name of persons(s) to whom the child can be released;

E. parent authorization for transportation related to the program.

The health record of each child shall include but not be limited to:

A. a statement signed by a licensed physician as required by paragraph (A) of this rule;

B. physician's and dentist's authorization and written instructions to administer prescription medication to a child enrolled in the program;

C. immunization record as required by R.C. 3313.67, which record shall include immunizations required by R.C. 3313.671 (Policy 5320);

D. a list of any allergies and treatment for said allergies;

E. a list of any medications, food supplements, modified diets, or fluoride supplements currently being administered to the child;

F. a list of any chronic physical problems and any history of hospitalization;

G. a list of any diseases the child has had;

H. names, addresses, and telephone numbers of physician and dentist in case of emergency;

I. permission of parent for emergency medical and dental care as required by R.C. 3313.712; and

J. permission of parent for emergency transportation.

The program shall maintain daily attendance records including admission and withdrawal.

The program shall notify parents when a child is injured and maintain a log of injury reports.

Legal A.C. 3301-37-08, 3301-37-07

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL PROGRAM
Code	ag2280.02
Status	Active
Adopted	November 19, 2007
Last Revised	September 29, 2010

2280.02 - **PRESCHOOL PROGRAM**

A written philosophy and goals shall give direction to the program and shall provide a basis for daily operation that shall address the needs, interests, and abilities of each child through quiet and active play.

A written curriculum shall be adopted which describes developmentally appropriate activities, learning environment, and approaches which meet the individual needs of the children and is aligned to the early learning content standards adopted by the State Board of Education.

The program's daily schedule for each age group shall include a balance of both quiet and active play, throughout the day which shall meet intellectual, physical, social, and emotional needs of each child through indoor and outdoor activities. The written daily schedule shall be reflected in actual observation of the program.

A full-day program serving preschool children shall have a nap/rest period reflected in the daily written program. Nap/rest periods shall not exceed one and one-half (1 ½) hours in the daily schedule for any child in a full day program. A quiet space for children who want to rest or nap shall be provided.

A child who attends the center for five (5) hours or more on a given day shall be provided with a mat or cot to rest. The nap/rest period shall be flexible to meet individual needs with provisions for early risers and non-nappers.

Children's developmental progress shall be reviewed and reported to parent(s) at established intervals. All reporting shall be according to Board of Education policies and procedures concerning grade and progress reports. A conference involving the teacher and parent shall be held at least twice a year.

The program shall have on file and provide to each parent a parent handbook that will encourage parental participation and keep parents informed about the program's operations, services, and policies. The handbook shall include information to advise parents how to obtain copies of inspection reports of the program and how to file a complaint.

Legal A.C. 3301-37-03, 3301-37-07

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL HEALTH AND SAFETY
Code	ag2280.03
Status	Active
Adopted	November 19, 2007
Last Revised	September 29, 2010

Keep

2280.03 - **PRESCHOOL HEALTH AND SAFETY**

The health and safety of the children are safeguarded by an organized program of school health services designed to identify child health problems and to coordinate school and community health resources for children.

The program shall adhere to Board of Education policies and administrative guidelines concerning immunization; emergency medical authorization requirements; providing and posting procedures for emergency situations, including fire drills, rapid dismissals, and tornado drills (including keeping records of such drills or dismissals); and providing procedures for written notification to parents in the event of a child being injured and maintaining a log of injury reports. Medical and dental emergency procedures shall be posted in each preschool room and by each telephone, and shall be made available to school personnel, children, and parents. Emergency numbers shall be posted by each telephone. Grounds, play areas, and other facilities shall be supervised when scheduled for use by children. First-aid facilities and materials shall be provided.

When administering a medication, food supplement, modified diet, or fluoride supplement, the program shall:

A. prior to administration, secure the written instructions of a licensed prescriber as appropriate for the administration of any medication, food supplement, modified diet, or fluoride supplement; and

B. each time medication is administered, a written record or log including dosage, date, and time shall be made. That record or log shall be kept on file for one (1) year.

All preschool staff members shall wash their hands with soap and running water after each diaper change, or after assisting a child with toileting; after cleaning; after toileting; before preparing or eating food; before feeding any child; and when hands have been in contact with nasal or mucous secretions. Disposable towels or an air hand dryer shall be available at all times.

Management of Communicable Disease

A person trained to recognize the common signs of communicable disease or other illness shall observe each child daily as s/he enters a group. A "person trained to recognize the common signs of communicable disease" means any person trained in prevention, recognition, and management of communicable diseases.

The following precautions shall be taken for children suspected of having a communicable disease:

A. The program shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness, or has been exposed to a communicable disease.

B. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his/her parent or guardian:

1. diarrhea (more than one (1) abnormally loose stool within a twenty-four (24) hour period);

2. severe coughing, causing the child to become red or blue in the face or to make a whooping sound;

3. difficult or rapid breathing;
4. yellowish skin or eyes;
5. conjunctivitis;
6. temperature of 100 degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness;
7. untreated infected skin patch(es);
8. unusually dark urine and/or grey or white stool;
9. stiff neck;
10. evidence of lice, scabies, or other parasitic infestation.

C. A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed in paragraph B of this rule as well as the following:

1. unusual spots or rashes
2. sore throat or difficulty in swallowing
3. elevated temperature
4. vomiting

D. Programs shall follow the Ohio Department of Health "child day care communicable disease chart" for appropriate management of suspected illnesses.

E. A child isolated due to suspected communicable diseases shall be:

1. cared for in a room or portion of a room not being used in the preschool program;
2. within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised;
3. made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomitus or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent;
4. observed carefully for worsening condition;
5. discharged to parent, guardian, or person designated by the parent or guardian as soon as practical.

The program shall manage communicable diseases in accordance with Policy 8450 and Policy 8453 and AG 8450, AG 8450A, and AG 8453.

Training shall be provided for all preschool staff in signs and symptoms of illness and in handwashing and disinfection procedures.

The parent or guardian shall be notified immediately when a child is exhibiting signs or symptoms of illness or has been exposed to a communicable disease.

The parents of all enrolled children shall be notified when children are exposed to a diagnosed communicable disease such as pink eye, ringworm, chicken pox, or lice.

All programs must have a procedure regarding the care of a mildly ill child. "Mildly ill child" means a child who is experiencing minor common cold symptoms, but who is not exhibiting any of the symptoms specified in paragraph B above or a child who

does not feel well enough to participate in activities, but who is not exhibiting any of the symptoms specified in paragraph B above.

In each building in which a program is operated there shall be readily available at all times at least one (1) preschool staff member who has completed a course approved by the State Department of Health in (1) first aid and (2) prevention, recognition, and management of communicable diseases.

The parent of a child enrolled in the program shall be permitted unlimited access to the school during its hours of operation to contact his/her child, evaluate the care provided by the program, the premises, or for other purposes approved by the director. Upon entering the premises, the parent shall report to the school office.

Child Abuse Recognition and Prevention

In each building in which a program is operated, there shall be readily available at all times at least one (1) preschool staff member who has completed a course in child abuse recognition and prevention based on an approved curriculum. Consistent with State law and Policy 8462, preschool staff shall complete at least four (4) hours of in-service training in child abuse recognition and prevention within two (2) years of employment and every five (5) years thereafter.

Diapering/Toileting

The changing of diapers for all non-toilet-trained children shall be handled in conformity with the following methods:

A. The changing of diapers for all non-toilet-trained children shall occur in a space that contains a hand-washing facility.

B. The program shall provide disposable gloves for diapering; however, the use of gloves or hand sanitizer does not preclude requirements for proper hand washing.

C. If an infant's diapers are to be changed in his/her crib or at a central changing station, there shall be some separation material between the infant and the changing surface. The material shall be discarded and replaced after each change.

D. The central diaper-changing station or crib shall be disinfected after each diaper change with an appropriate germicidal agent in a manner consistent with the manufacturer's guidelines. If the diaper-changing station is soiled after the diaper change, it shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.

E. Any product used during diaper changing on more than one (1) child shall be used in such a way that the container does not touch the child. Any product obtained applied to a child shall be applied in such a manner so as not to contaminate the product or its container. Common containers shall be cleaned and disinfected with an appropriate germicidal agent when soiled.

F. For the purpose of diapering, topical ointments and creams provided by parents shall include written instructions. Such instructions shall include the name of the ointment, cream, or lotion; name of the child; birth date of the child; date; and signature. Written instructions shall be valid for no longer than three (3) months. Authorization for administration of the ointment, cream, or lotion may be cancelled by written request of the parent at any time.

Storing of clean diapers shall be handled in accordance with the following methods:

A. A clean supply of diapers stored in a specifically designated area shall be available at all times.

B. Diapers or clothing used during diaper changing and brought from the child's home shall be stored in space assigned exclusively for each child's belongings. Soiled clothing and/or diapers shall be sent home daily.

Storage and laundering of soiled diapers shall be handled in accordance with the following methods:

A. Diapers or clothing soiled with fecal matter and sent home with a child need not be rinsed at the program facility, but may be placed directly into a plastic container or bag, sealed tightly, stored away from the rest of the child's belongings and out of the reach of children.

B. Soiled diapers to be disposed of or cleaned by the program shall be placed in a common plastic-lined covered container which shall be emptied, cleaned, and disinfected with an appropriate germicidal agent daily or more frequently as needed. Diapers to be laundered at the program facility should be stored in an appropriate germicidal solution until laundered.

C. Soiled diapers to be commercially laundered shall be held for pickup for laundering for no longer than seven (7) days.

D. Diapers to be laundered at home or by the program shall be held for laundering for no longer than one (1) day.

E. Soiled disposable diapers shall be discarded daily.

Legal A.C. 3301-37-07, 3301-37-11, 3301-37-12

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL ADMISSION AND ATTENDANCE
Code	ag2280.04
Status	Active
Adopted	November 19, 2007

KOOP

2280.04 - **PRESCHOOL ADMISSION AND ATTENDANCE**

The child's admission, placement, and withdrawal shall be supervised according to established procedures by Administrative Council/Student Services.

At least once annually for each group of children in the program, a roster of the name and telephone number of the child and of the child's parent shall be prepared. Upon request, the roster shall be furnished to each parent.

A similar roster of all children in the program shall be prepared and, upon request, made available to each parent with a child in the program.

Prior to including an individual in a roster, a signed statement indicating whether such individual desires to be included in rosters shall be secured from each parent.

The roster may not be furnished to any person other than a parent, accept as authorized or required by law (see Policy 8330).

Legal A.C. 3301-37-07

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL BEHAVIOR MANAGEMENT/DISCIPLINE
Code	ag2280.05
Status	Active
Adopted	November 19, 2007
Last Revised	September 29, 2010

2280.05 - **PRESCHOOL BEHAVIOR MANAGEMENT/DISCIPLINE**

A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

The preschool center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

Behavior management/discipline policies and procedures shall provide for the safety, physical, and emotional well-being of all individuals on the premises.

The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

A. There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.

B. No discipline shall be delegated to any other child.

C. No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.

D. No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.

E. No child shall be subjected to profane language, threats, derogatory remarks about himself/herself or his/her family, or other verbal abuse.

F. Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.

G. Techniques of discipline shall not humiliate, shame, or frighten a child.

H. Discipline shall not include withholding food, rest, or toilet use.

I. Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.

J. The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

The parent of a child enrolled in a center shall receive the center's written discipline policy.

All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

Legal	A.C. 3301-37-07, 3301-37-10

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL FACILITY
Code	ag2280.06
Status	Active
Adopted	November 19, 2007
Last Revised	September 29, 2010

2280.06 - **PRESCHOOL FACILITY**

The program shall be located in a safe and convenient facility and space that accommodates the enrollment, supports child growth and development according to program objectives, and meets the requirements of R.C. 3301.55. The space shall be for the exclusive use of the children enrolled in the preschool program when that program is in session.

The program shall provide written documentation of an annual fire inspection and approval of the facility. Annually means within twelve (12) months of the previous fire inspection.

A phone shall be available while the program is in session.

The indoor space shall include not less than thirty-five (35) square feet of usable, wall-to-wall, floor space for each child.

A. Such floor space shall not include hallways, kitchens, storage areas, or any other areas not available for the care of children.

B. Bathrooms shall be included only if they are used exclusively by children enrolled in the program when the program is in session.

C. Square footage shall determine the maximum capacity or number of children that may be served in the space. Maximum group size shall not exceed the maximum capacity in any given space but maximum group size may be less than the capacity depending upon the ages of children served in the space.

D. Spaces meeting the required square footage per child may be defined by barriers to serve more than one (1) class/group of children. Barriers must be at least thirty-six (36) inches in height, may be permanent or nonpermanent walls, bookcases, partitions or some similar device used to define the area.

Safe play space, including both indoor and outdoor play space, totaling not less than sixty (60) square feet for each child using the space at any one time, shall be regularly available and scheduled for use.

A. The surface of the outdoor play space shall be well drained.

B. The play space shall be free of hazards such as, but not limited to, broken glass, potholes, garbage, flammable materials and other debris.

C. The play area shall be well defined to protect children from traffic, animals, or other hazards.

D. Child staff ratios are maintained at all times.

E. Groups of children are supervised during the use of and traveling to and from the play area.

Programs serving infants and non-toilet trained children shall provide for designated space apart from sleeping quarters so that each infant is allowed to sit, crawl, toddle or walk, and play safely and comfortably according to his/her stage of development.

Handwashing facilities that are located elsewhere may be used when the following requirements are met:

A. For the purposes of diaper changing, no more than one (1) child per preschool staff member shall be removed at any time from the space or spaces where the non-toilet-trained children receive care.

B. The staff member/child ratio requirements of paragraph (T) of A.C. 3301-37-04 (Paragraph (P) of AG 2280) shall be maintained at all times within the space or spaces where the non-toilet-trained children receive care.

Infants and non-ambulatory children eighteen (18) months of age or older shall receive care in rooms on the first story with grade level exits to the outside unless approved by a certified fire safety inspector or State Fire Marshall. Care on a story other than the first story shall be annually approved by a certified fire safety inspector or State Fire Marshall. If other than the first story, the annual fire approval form prescribed by the department shall indicate the story approved for care of infants and non-ambulatory children eighteen (18) months of age or older.

Swimming pools, wading pools, and other bodies of water two (2) or more feet in depth shall be fenced or otherwise make the swimming pool, wading pool, or other body of water two (2) or more feet in depth inaccessible to the children when adult supervision is not available and the pool is not in use.

Legal A.C. 3301-37-05

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL FOOD SERVICES
Code	ag2280.07
Status	Active
Adopted	September 29, 2010

Keep

2280.07 - **PRESCHOOL FOOD SERVICES**

The program shall be in compliance with Policy 8500, R.C. 3313.81, and R.C. 3313.813.

In addition, the program shall provide meals and snacks in accordance with all of the following:

A. Meals and snacks shall be of quantity and quality to supplement food served at home so that the daily nutritional needs of the child are met in accordance with required daily allowance as prescribed by the U.S. Department of Agriculture meal patterns.

B. A food source of Vitamin C shall be served daily and a food source of Vitamin A shall be served three (3) times per week either with the meal required by this rule.

C. Fluid milk shall be Vitamin D fortified. Low-fat, skim, or dry powdered skim milk shall be Vitamin A and Vitamin D fortified. Reconstituted dry powdered milk shall be used only for cooking and shall not be used as a beverage.

D. Lunch shall be served to a preschool child who is in attendance entirely through the hours of eleven a.m. and one-thirty p.m. inclusively.

E. The snack shall be served during the longest period between meals for children attending four (4) hours or longer.

F. A choice from two (2) of the groups listed below must be served for snack:

1. meat/meat-equivalent group;
2. bread/bread-alternatives group;
3. milk group; or
4. fruit/vegetable group.

G. Parents providing snacks shall be provided information on nutritious snack choices.

Current menus for the entire week shall be posted in a conspicuous place and shall reflect all meals and snacks to be served by the program. Any substitute foods served shall be from the same basic food group and shall be recorded on the posted menu on the day the substitute food is served.

Infants

For children under twelve (12) months of age the program shall use formula or breast milk unless otherwise directed in writing by a licensed physician. For children older than twelve (12) months but under twenty-four (24) months of age, the program shall provide and use whole homogenized Vitamin D fortified cow's milk, unless otherwise directed in writing by a licensed physician.

Programs shall provide food and/or formula for infants in accordance with all of the following:

A. Infant food and/or formula provided by the parent shall be labeled with the child's name, date of preparation, and immediately refrigerated, except for unopened commercially prepared canned food or formula.

B. Breast milk or formula provided by the parent shall be labeled with the child's name, the date of receipt, and immediately refrigerated. Breast milk or formula shall not be stored for more than twenty-four (24) hours. The unused portion of the formula, breast milk, or food remaining in the container from which the infant has been directly fed shall not be reheated or served a second time.

C. Infant food and formula shall be prepared, stored, and served in a manner appropriate to the equipment use and the needs of each individual child according to his/her stage of development and in conformity with written instruction from the parent or physician in charge of the child.

D. Formula shall not be heated in a microwave oven.

E. Food heated in a microwave oven shall be stirred or shaken during heating to avoid uneven heating.

F. Infants shall be held for all bottle feedings.

G. Programs that care for infants shall provide commercially prepared formula to be used in the event that the parent does not provide a quantity of formula sufficient to meet the infant's daily requirement.

H. Infant feeding: each infant shall be removed from his/her crib for all feedings. Infants shall be held or fed sitting up for bottle feedings. At no time shall a bottle be propped for an infant.

I. Program policies and practices shall support parent preferences in infant feeding, including breast feeding and introduction of solid foods as long as developmentally appropriate and not detrimental to the health of the child.

J. Infant food shall be prepared and served in a manner appropriate to the developmental needs of each individual child according to his/her stage of development.

K. Infants shall be served food in conformity with dated written instructions from the parent or guardian or physician. The instructions shall include amounts of food, type of food, and feeding times and be updated as needed based upon the child's needs and parent's instructions.

L. Should the parent or guardian not provide instructions for the serving of food to their child, the infant shall be served formula and/or food in sufficient amounts to meet the meal pattern and quality of the USDA child and adult food program child care component.

M. Bottles prepared at program: when infant formula is prepared by the program, it shall be prepared in conformity with the manufacturer' instructions or instructions from the child's parent or guardian, physician, or advance practice nurse. All powdered or concentrated formula shall be prepared according to the manufactures' instructions unless written instructions from a physician or an advance practice nurse certified to prescribe medication are on file at the program.

N. The program shall clean and sanitize all surfaces just prior to preparing formula, breast milk, or food. All equipment, including bottles and nipples, shall be washed in a dishwasher or scrubbed with hot water containing soap, be thoroughly rinsed and boiled for one (1) minute prior to use or reuse. Hand-washing facilities shall not be used for formula, breast milk, or food preparation or for rinsing or washing dishes and bottles or for rinsing for reuse.

O. For children requiring bottles, but no longer on formula, milk shall be poured from the original container into clean, sanitized, and labeled bottles.

P. Programs that care for infants shall have available the appropriate commercially prepared formula to be used in the event that the parent or guardian does not provide a quantity of formula sufficient to meet the infant's daily requirement. Formula beyond its expiration date shall not be served.

Q. Safety and storage: the program shall implement a plan for the safe storage of food, formula, and breast milk.

1. Open containers of ready to feed and concentrated formula shall be covered, dated and refrigerated according to the manufacturer's instructions. Prepared formula and food shall be discarded or sent home daily if not used.

2. Any formula or food to be stored at the program for any period of time, whether prepared by the parent or guardian or the program, shall be labeled with the child's name and date of preparation and shall be used only for the intended child.

3. Until used, all formula or food shall be labeled with the child's name and date of preparation and refrigerated immediately after preparation or upon arrival if prepared by the parent or guardian, and sent home daily. Formula or food that is commercially prepared may not be required to be refrigerated until after opening and shall be stored and served according to the manufacturer's instructions and the expiration date on the label and shall be labeled with the child's name and date of preparation.

4. If breast milk is provided by the parent or guardian, it shall be labeled with the child's name, date expressed, and the date of receipt. The following guidelines shall be followed if breast milk is stored.

   Keep it as long as:

   a. at room temperature (up to 78° F) six (6) to eight (8) hours;

   b. in the refrigerator (39° F or lower) up to five (5) days counted from the day the breast milk was expressed;

   c. in a freezer compartment inside a refrigerator (5°degrees F) two (2) weeks;

   d. in a freezer compartment of a refrigerator with separate doors (O° F) three (3) to six (6) months;

   e. chest or upright deep freezer (-4° F) six (6) to twelve (12) months.

5. If formula or fluid breast milk is to be warmed, bottles shall be placed in a container of hot (not boiling) water or be placed in a commercial bottle warmer. The container of water shall be emptied and cleaned each day. The bottle shall be shaken well, and the milk temperature tested before feeding. Frozen breast milk shall be thawed under cold running water or in the refrigerator.

6. Microwave ovens shall not be used for heating formula, breast milk, or other liquids.

7. Infant bottles, formula and food shall be readily available to staff. Staff/child ratios and supervision shall be maintained when staff are obtaining, preparing or warming bottles or food.

8. The unused portion of formula, breast milk or food remaining in a container from which the infant has been directly fed, shall not be reheated or served again.

9. Food heated in a microwave oven shall be stirred or shaken to avoid uneven heating.

Legal A.C. 3301-37-09, 5101: 2-12-39, 5101: 2-12-41

Book	Administrative Guideline Manual
Section	2000 Program
Title	PRESCHOOL EQUIPMENT AND SUPPLIES
Code	ag2280.08
Status	Active
Adopted	November 19, 2007
Last Revised	December 12, 2016

Keep

2280.08 - **PRESCHOOL EQUIPMENT AND SUPPLIES**

Indoor and outdoor play space shall contain furniture, materials and equipment of appropriate size and type to meet the intellectual, physical, social and emotional needs of the preschool children enrolled in the program. Materials and equipment shall be:

A. maintained in a safe and sanitary condition; and

B. provided in quantities proportionate to the enrollment.

Furniture, materials and equipment shall meet safety and sanitation guidelines developed by the Ohio Department of Education (ODE). The following requirements shall be met:

A. Protective mats shall be placed under climbers.

B. Electrical outlets shall be covered when not in use.

C. Space heaters shall not be used in any preschool program unless approved in writing by the building and/or fire official having jurisdiction in the area.

D. If electrical fans are used, they shall have protective coverings; shall not be easily tipped over; and shall be placed so that they are not hazardous to children.

E. Cleaning and sanitizing supplies shall be stored out of reach of children.

Play materials to be used in the program shall be arranged so that children may select, remove, and replace play materials with a minimum of assistance.

Adequate and sufficient first-aid supplies as described by the America Red Cross shall be readily available at all times the program is in operation.

One (1) cot or mat shall be available for each child who remains more than five (5) consecutive hours in the program.

A. **Cots**

1. Each cot or mat, with individual bedding, shall be labeled in some manner as to who is assigned to use the cot and shall be for the exclusive use of each child between sanitation procedures.

2. Cots, mats, and individual bedding shall be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized before assignment for use by another child.

B. **Cribs**

Cribs shall be provided in accordance with all of the following:

1. Cribs shall meet the United States Consumer Product Safety Commission (CPSC) safety standards (June 2011, cpsc.gov).

2. Infants shall be placed in their cribs for sleeping, and shall not be allowed to sleep in car seats, swings, mesh cribs, playpens, bassinets of any type, or other equipment. If a medical condition exists where a child needs to sleep in equipment other than a crib, written permission shall be obtained and updated every six (6) months from a physician and be kept on file for review.

3. A crib shall be assigned only to children less than thirty-five (35) inches tall. Children over thirty-five (35) inches tall shall be assigned to use a cot.

4. Each infant shall be provided with a separate crib.

    a. There shall be one (1) crib available which meets the requirements of this rule for each infant.

    b. Each crib shall be labeled with each infant's name who is assigned to use the crib and shall be for the exclusive use of said child between sanitation procedures. Cribs shall be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized before assignment for use by another child.

5. Cribs shall be spaced apart from each other by a minimum of two (2) feet on all sides.

6. The space between the mattress and the side of the crib or the end panels of the crib shall not exceed one and one-half (1 1/2) inches.

7. Each mattress shall:

    a. be securely covered with a waterproof material which is not dangerous to children;

    b. have a clean bottom crib sheet and top sheet and/or blanket which is changed at least weekly or more often as necessary;

The sheet and blankets shall be changed whenever another child uses the crib.

C. **Potty Chairs**

Potty chairs in the program shall be provided in accordance with all of the following:

1. Potty chairs shall not be located in areas used for food preparation or serving or in areas not normally used for diaper changing or toileting.

2. Potties shall be emptied, cleaned, disinfected, and rinsed with water after each use. The rinsing solution shall be disposed of into a toilet, not a sink.

3. Disposable cloths used for cleaning potties shall be used once and disposed of in a plastic-lined covered receptacle. Reusable cloths shall be stored in an appropriate germicidal solution and held for laundering for no longer than one (1) day.

Revised 9/29/10
Revised 12/12/16

© Neola 2016

Legal A.C. 3301-37-06

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of HOMEWORK
Code	ag2330
Status	
Adopted	November 19, 2007

~~2330 - **HOMEWORK**~~

~~The following guidelines have been developed to assist principals in working with staff to establish appropriate homework assignments:~~

A. ~~All homework assignments should have a specific purpose related to the learning objectives of a program or course.~~
B. ~~Homework assignments should be appropriate to the grade level and the abilities of the students involved.~~
C. ~~Assignments should involve application of knowledge, reinforcement of communication, research and other skills, and should provide experiences which strengthen attitudes and allow for creativity.~~
D. ~~Punishment assignments should never be given.~~
E. ~~The purpose of homework, in terms of the goals of a program, should be clear to the student when assigned, the work corrected when returned, and both the strengths and weaknesses of his/her work communicated in ways which provide for improved performance.~~
F. ~~As part of the process of using homework as a learning tool, students should be involved in learning how to critique their own and each others' work based on clearly defined criteria related to the particular program or course of study.~~
G. ~~The time limits for the completion of homework should:~~
    1. ~~be reasonable and consistent with the nature of the assignments given;~~
    2. ~~provide for interim appraisal of progress where assignments involve blocks of time;~~
    3. ~~include a reasonable time for make-up of missed homework assignments and/or improvements based on teacher comments.~~
H. ~~Parents should be made aware of the District's homework guidelines as well as the way each of their child's teachers will be using homework as a learning activity.~~

-

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of FIELD TRIP GUIDELINES
Code	ag2340a
Status	
Adopted	November 19, 2007
Last Revised	April 11, 2016

~~2340A - **FIELD TRIP GUIDELINES**~~

~~Field trips as defined in Board of Education policy must be related to a course of study and therefore are a required part of instruction. If the trip cannot be directly related to a course of study, it should be considered a co-curricular or extra-curricular activity. The following guidelines are aimed at facilitating the effectiveness of all field trips.~~

~~**General Procedures**~~

A. ~~All requests shall be submitted to the Administrative Council on the Field Trip Request Form 2340 F1 in advance of the scheduled trip with the names of all staff members and chaperones who will accompany the students.~~
B. ~~Upon approval of a trip, the principal shall forward a copy of the pretrip proposal to the Director of Instruction.~~
C. ~~Parental Consent Form 2340 F2 must be returned to the administration before the trip. A blanket authorization may be obtained for trips that will consist of a series of trips during the school year. If the student will be unsupervised during certain portions of the trip, Form 2340 F2a must be signed and returned prior to the trip. No student will be allowed to participate if the parental consent form is not received prior to the trip.~~
D. ~~The list of participating students must be posted in each teacher's mail box one (1) day prior to the trip.~~
E. ~~A copy of AG 5771, Search and Seizure, is to be provided to the person in charge of the trip for his/her use if a search of a student's possession becomes necessary.~~
F. ~~A copy of each student's Emergency Medical Authorization Form is to be in the possession of the staff member in charge for all trips.~~
G. ~~A list of any students to whom medication will need to be administered while on the field trip is to be secured by the teacher in charge from the principal.~~
H. ~~Field trips may be denied for any one of the following reasons:~~

    1. ~~failure to comply satisfactorily with pretrip requirements~~
    2. ~~excessive cost or limited financial resources~~
    3. ~~the students involved have generally been involved in other field trips or school activities that have kept them out of class in the weeks preceding or following the scheduled trip~~
    4. ~~excessive number of students taking trips on that particular day~~
    5. ~~lack of availability of transportation~~
    6. ~~inadequate arrangements for student safety and welfare~~

I. ~~Each principal is to develop and publish a list of times during the school year when field trips will not be approved.~~
J. ~~Problems with the field trip should be brought to the attention of the principal immediately upon return. The principal shall inform the Superintendent of any major problems.~~
K. ~~For every field trip there must be a ratio of teachers and chaperones to students as determined by the principal.~~
L. ~~Prior to arrival at the destination, students are to be made aware of:~~

    1. ~~how they are to conduct themselves;~~
    2. ~~what time the bus will leave for the return trip;~~
    3. ~~where the bus will be located for the departure;~~
    4. ~~any specific information that the students should know with reference to the area being visited.~~

M. ~~At no time are students to be left **ON THEIR OWN** during the course of the field trip, unless approved by the parents.~~
N. ~~At least one (1) staff member is to remain at the school after the return trip until all students have been picked up.~~
O. ~~Any disciplinary problems are to be reported to the principal immediately upon returning to the school for appropriate action.~~

~~In the event of any emergency during a field trip, the bus driver should contact appropriate persons from his/her emergency list and the teacher in charge should contact the principal.~~

Because field trips are considered an integral part of a course of study and represent a significant cost to the District, it is essential that each trip be carefully planned, conducted according to the plan, and then evaluated in terms of how well the learning purpose was accomplished.

Planning for Field Trips

A. Will this proposed trip provide a valid learning experience and contribute directly to accomplishing an important learning objective **within the course of study?**
B. What environmental conditions at the site might make it difficult to gather important information?
C. What facilities or resources will be available for guiding the data gathering and answering questions?
D. What health and safety risks are involved?
E. Are there students to whom medication will need to be administered while on this trip?
F. Will it be worth the time and expense? i.e.

1. Would another activity be just as effective?
2. Can the trip be made within the time available?
3. Will the experience provide a significantly new learning experience for a majority of the class?
4. Can the purpose be realized without undue inconvenience to students, parents, teachers, and places visited?
5. Will the selection of places to visit produce ill feeling in the community? (e.g., visit to chain store as against visit to corner store)
6. Will the trip have parental and community support?

Preparation for Field Trips

A. **Teacher Preparation**

1. Arrange through administration for consent to make trip prior to parental consent.
2. Make arrangements with authorities at the place of destination.
3. Plan transportation route, in detail, and arrange financing with Transportation Supervisor, if necessary.

B. **Student Preparation**

1. Make clear to students the learning purposes of the trip and how it will contribute to their accomplishing particular learning objectives.
2. Provide a transition from what they have been learning to what they will be learning through the trip.
3. Work out with students the focus of their observations and questions for each category of information they are to gather on the trip.
4. Help students organize any materials or references they may be using during the trip.
5. Set up with students the standards of behavior and safety and emphasize that the Code of Conduct applies to the trip.

Conduct of Field Trips

A. **Gathering and Recording the Information**

1. Provide the guide with a clear idea of the purpose of the trip (set of questions prepared by teacher and students).
2. Make sure all students are in a position to observe and to hear the guide's explanations.
3. Arrange for questions to be asked periodically and be sure all students hear the responses to the questions.
4. Provide opportunities for all or selected students to properly record the observations and information for later use in the classroom.

B. **Classroom Follow Through**

1. Guide students in the preparation of what they remember and what they recorded and then organize the information into useful categories.
2. Have the students examine their data to correct any misinformation and to locate any gaps in the information that they will have to deal with through further research and data gathering.
3. Ask students to analyze the data and form relevant conclusions based on their analysis.
4. Provide a transition from these new learnings to what they will be learning next.
5. Make sure students send appropriate thank you letters to the people in charge of the site they visited and to the bus drivers and other adults who helped make the trip possible.

© **Neola 2005**

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of DISTRICT-SPONSORED TRIPS (Co-Curricular and Extra-Curricular)
Code	ag2340b
Status	
Adopted	November 19, 2007
Last Revised	April 11, 2016

~~2340B~~ ~~**DISTRICT-SPONSORED TRIPS (Co-Curricular and Extra-Curricular)**~~

~~These trips include athletic trips and are considered part of the total educational program of the District but not part of a course of study. The following general procedures are to be followed for all such trips.~~

A. ~~All requests shall be submitted to the principal in advance of the scheduled trip with the names of all staff members and/or chaperones who will accompany the students.~~
B. ~~The description of how any finances connected with the trip will be handled must be attached to the trip request form.~~
C. ~~Upon approval of a trip, the principal shall forward a copy of the pretrip proposal to the Transportation Supervisor.~~
D. ~~Parental Consent Forms must be returned to the administration before the trip. No student will be allowed to go on the trip unless this form is returned to the administration with the parent's signature. A blanket authorization may be obtained for trips that will consist of a series of trips during the school year. If the student will be unsupervised during certain portions of the trip, Form 2340 F2a must be signed and returned prior to the trip. No student will be allowed to participate if the parental consent form is not received prior to the trip.~~
E. ~~For every trip there must be a ratio of teachers and chaperones to students as determined by the principal.~~
F. ~~The list of participating students should be provided to the principal's office prior to the trip.~~
G. ~~A copy of each student's Emergency Medical Authorization Form is to be in the possession of the staff member in charge for all trips that are not completed prior to the end of the school day.~~

~~© Neola 2005~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of OVERNIGHT TRIPS (District-Sponsored)
Code	ag2340c
Status	
Adopted	November 19, 2007

~~2340C - **OVERNIGHT TRIPS (District-Sponsored)**~~

~~In compliance with Board of Education Policy 2340, Field and Other District-Sponsored Trips, the following guidelines are to be followed whenever a staff member seeks Board approval for a trip on which the students will be away from home for one (1) or more nights.~~

~~The Superintendent will not recommend approval by the Board unless a plan based on answers to the questions on the Proposal Form for Overnight/Extended Student Trip Form 2340 F5 has been prepared and approved by the principal(s) of the school(s) which the students attend. In addition, if the trip involves the use of a travel agent or tour provider to arrange for transportation, rooms, or any other aspect of the trip, the staff member submitting the proposal must confirm that the company is:~~

- ~~licensed to operate in this State;~~
- ~~bonded (i.e.., the company maintains a bond in the name of the Board in the amount of any funds paid by the Board to the company, which could be utilized to reimburse the Board if the company fails to fulfill the terms of its contract with the Board);~~
- ~~properly insured for the proposed trip including a summary of the nature and extent of the coverage;~~
- ~~in compliance with Federal laws regarding accessibility for and rights of those with disabilities.~~

~~This information must be confirmed, in writing, and attached to the trip proposal. No trip involving a travel agent or tour promoter will be approved without this confirmation and, therefore, will be considered a nonsponsored trip subject to AG 2340D.~~

~~It is essential that no discussion of a trip with students is to occur until the trip proposal has been submitted and a determination made as to whether it will be sponsored by the Board.~~

~~All such requests are to be submitted to the Superintendent one (1) prior to the Board meeting at which approval will be sought.~~

~~The professional staff member who will be in charge of the trip is responsible for preparing the proposal, reviewing it with the relevant principals, and obtaining written approval from each.~~

~~The proposal will be reviewed by the Superintendent and submitted to the Board with his/her recommendation for or against approval. Pursuant to Policy 2340, prior Board approval is not required for overnight trips related to athletic contests and other extracurricular competitions that arise at a time when no Board meetings are scheduled prior to the date of the trip.~~

~~Once approved, the professional staff member in charge will be responsible for conducting the trip as planned (See AG 2340F - Chaperones). If changes in the plan are necessary, such changes are to be submitted to the principal(s) for approval and/or for subsequent approval by the Superintendent or Board.~~

~~Prior to the start of an approved overnight trip, the staff member in charge must comply with the procedures for any District-sponsored trip (AG 2340B). In addition, each participating student and his/her parent is to sign the Responsibility Contract Form 2340 F6 and submit it to the trip leader(s) prior to the trip.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of NONDISTRICT-SPONSORED TRIPS
Code	ag2340d
Status	
Adopted	November 19, 2007

2340D - **NONDISTRICT-SPONSORED TRIPS**

Any staff member who wishes to take one or more students of the District on any type of trip which would not normally be considered a field trip or school-related trip as defined in Policy 2340, must obtain permission from the Superintendent prior to initiating any discussion of the trip with the student or his/her parents.

Permission to solicit may or may not be granted, depending upon the purpose and nature of the trip and the willingness of the staff member to comply with the conditions set forth for such solicitation. As indicated in Policy 2340, permission to solicit does not imply sponsorship by the District. ~~Such sponsorship shall be granted in accordance with AG 2340C.~~

Should a staff member take any student of the District on a trip that is not sponsored by the Board, s/he assumes all liability for the welfare of the student. (see Form 2340D F1) Under no circumstances may the staff member use the name or good offices of the District in any manner which would associate it with the trip or any person or group involved in the trip. If a staff member does not wish to comply with the guidelines for District sponsorship of a trip or the District does not wish to sponsor the trip, the following conditions will apply:

A. In order to discuss on District premises any aspects of a nondistrict-sponsored trip, it is necessary for the staff member or any other person involved to follow the District's procedures for Use of Facilities (see AG 7510A) which require that an application be submitted for use of a facility during nonschool hours.

B. The District will not allow use of:

1. any staff member's time while on duty;
2. any District facilities except in accordance with AG 7510A;
3. any names which would associate the trip with the District or any of its school programs.

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of TRIP LEADER RESPONSIBILITIES
Code	ag2340e
Status	
Adopted	November 19, 2007

~~2340E~~ **~~TRIP LEADER RESPONSIBILITIES~~**

~~Each chaperone of a field or other District-sponsored trip is to be provided with a copy of the following guidelines for fulfilling his/her responsibility.~~

A. ~~Students are to be made aware that the regular bus rules will apply for the trip. Since some of the students may not be regular bus riders, the rules should be reviewed with the group prior to departure.~~
B. ~~The trip leader or designated staff member is responsible for student behavior while on the bus.~~
C. ~~The driver is responsible for the bus and has ultimate authority over routes and operations. If s/he deems that conditions constitute a safety hazard, the driver has the authority not to proceed.~~
D. ~~If any discipline problems develop while on the trip, the problems are to be reported to the appropriate principal as soon as feasible.~~
E. ~~The trip leader should report to the Transportation Supervisor any cases of poor judgement or improper behavior on the part of the driver.~~
F. ~~The trip leader should:~~

    1. ~~review with the bus driver the destination and route;~~
    ~~If there is any question about the route, it should be resolved prior to departure so there is no confusion in communication during the trip. The driver has the final decision on the route.~~
    2. ~~make sure the emergency medical forms are on the bus in the possession of a designated person;~~
    3. ~~introduce chaperones to the driver prior to the trip and review the District's policies and guidelines on discipline (including corporal punishment) prior to the trip;~~
    4. ~~assist the driver in enforcing the rules of the bus and the rules and directions for the trip;~~
    5. ~~when necessary or requested by the driver, place himself/herself and any chaperones strategically throughout the bus;~~
    6. ~~conduct a head count each time there is an unloading and reloading of passengers to ensure no one is left behind;~~
    7. ~~when the bus returns to the District, make sure all students have proper rides home and have left the District before considering the trip to be completed.~~

-

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of CHAPERONES FOR TRIPS
Code	ag2340f
Status	
Adopted	November 19, 2007
Last Revised	April 11, 2016

~~2340F - **CHAPERONES FOR TRIPS**~~

~~All chaperones must be at least twenty-one (21) years of age and be affiliated with the District as a parent, school volunteer, part-time or full-time employee, and Board member.~~

~~The list of chaperones must be submitted with the trip request. Any additions or replacements must be submitted to the principal for approval prior to the trip.~~

~~The trip leader is to provide each chaperone, prior to the trip, a copy of AG 2340E describing the applicable policies and procedures with which the chaperone will comply. Each chaperone must sign the Volunteer Release Form 3120.09 F1 or Form 4120.09 F1 prior to the trip in which s/he agrees to abide by all applicable District policies and administrative guidelines. The form should be submitted to the principal's office.~~

~~Chaperones are not to invoke any kind of discipline on a student except in cases of imminent threat to that student's or other people's safety or well-being. A chaperone is to report any student behavior problems or inappropriate conduct of a chaperone or staff member to the trip leader(s) as soon as possible.~~

~~Each chaperone, as well as the trip leader(s), is required to model the behaviors expected of students throughout the times on the trip when s/he is associated with the students. Further, when a chaperone is on free time away from the students, his/her behavior should be such that it would not create problems for or embarrassment to the trip leader(s) or the District.~~

~~The trip leader(s) is responsible for the conduct of the chaperones during the trip and should be knowledgeable of their whereabouts at all times and how they can be contacted in case of an emergency. The trip leader(s) has/have the authority to require a chaperone to leave the trip if his/her conduct violates the expectations described above.~~

~~© **Neola 2006**~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of EDUCATIONAL OPTIONS
Code	ag2370
Status	
Adopted	November 19, 2007

~~2370 - **EDUCATIONAL OPTIONS**~~

~~The High School Administration shall develop a list of Educational Options, including the District's Credit Flexibility Plan, and submit it to the High School Principal for approval by December 1st each year so that it can be~~

A. ~~included in the parent/student handbook~~
B. ~~included in the course selection guide~~
C. ~~posted on the Wadsworth High School web page~~

~~Any student who would like to participate in one of the approved options shall complete the Educational Option Application (Form 2370 F1) and submit it to the guidance office by the end of the first semester for an educational option to be pursued beginning in the following school year.~~

~~The application shall describe the option to be pursued, list the requirements for successful completion, identify the individual who will be evaluating the student's completed work, and specify the deadline by which the work must be submitted. The Design Team shall approve or disapprove an application to participate in an approved educational option.~~

~~Upon successful completion of the educational option, the appropriate guidance counselor shall record the credit earned on the student's transcript.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of GUIDANCE AND COUNSELING
Code	ag2411
Status	
Adopted	November 19, 2007

~~2411 - **GUIDANCE AND COUNSELING**~~

~~Both of these functions play a significant role in the operation of the District and in the lives of the students. These guidelines are designed to ensure proper balance between two (2) important and seemingly conflicting needs of a school. The first is the need for each student to feel there is someone who cares about him/her and to whom s/he can go to talk about a problem or concern. The second need is to protect the student and possibly the parents and also the staff member. That is, protect the student from the consequences of advice given by or action taken by a member of the staff or outside resource person who does not have the proper qualification to counsel in the given situation and the staff member from consequences arising out of noncompliance with Federal and State laws regarding parental/student rights and confidentiality.~~

~~Purpose of the Services~~

~~The purpose of the guidance service is to help students:~~

A. ~~select and participate in academic and other school activities that will best ensure achievement of defined educational and personal goals that are commensurate with their abilities;~~
B. ~~identify, analyze, and make contact with those agencies and institutions that can provide follow-on programs or services related to the student's goals and plans for the future.~~

~~The purpose of the counseling service is to help students:~~

A. ~~resolve problems and overcome obstacles that are preventing them from achieving their educational and personal goals;~~
B. ~~maintain productive relationships with other students, staff members, parents, and other adults, and/or organizations and institutions in their community.~~

~~Each counselor is to guide students in course selection and career planning in such a way that there is no discrimination or bias nor make any predictions of success or failure based on a student's race, color, national origin, gender, age, or disability. If any materials or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations do not indicate or imply racial, gender, or disability stereotypes. Efforts should be made, when applicable to a program, to use resource people who represent the special populations contained within the body of students being recruited for or guided toward the program or career path.~~

~~Staff Responsibility~~

~~Since both of these services depend for their effectiveness on close interpersonal interaction with students, no staff member other than endorsed counselors, school psychologists, school social workers, or registered nurses are to conduct programs or activities, that are not curriculum related, in which confidentiality of information is involved or shared. Other members of the professional staff as well as those on the support staff should be as helpful and caring to the students as possible, and, when they become aware that a student needs either guidance or counseling help, take whatever steps are necessary to ensure the student has made productive contact with members of the guidance and counseling staff.~~

~~All members of a school's professional staff are encouraged to be "good listeners". That is:~~

A. ~~be sensitive to signs the student has something s/he needs to talk about;~~
B. ~~listen to and try to understand what the student is saying and let the student know s/he is being listened to;~~
C. ~~do not interrupt with judgmental statements, imposed statements about how the student feels, or advice;~~
D. ~~do not repeat to others what the student has said without the student's permission unless required to do so to protect the health and/or safety of the student and/or others.~~

~~Very frequently, a caring listener is all the student needs.~~

~~Confidentiality~~

~~It is incumbent on all staff members to be knowledgeable about the laws regarding confidentiality of information, whether it be part of a student's record or of a communication with a student. AG 8330 describes in detail the requirements concerning information in student school records.~~

~~With regard to confidentiality of communications, parents have an expectation of privacy with regard to their family relationships, which may be superseded, however, in certain situations where the rights of a minor student would prevail. Upon receiving confidential information regarding a student or his/her family's personal relationship, a staff member who is not a guidance counselor or licensed or registered under R.C. 4757 or R.C. 4732 should consult with the principal regarding disclosure. Confidential information shared with a counselor or other person as described above shall be disclosed only in accordance with law. Prior to establishing an individual counseling program with a student, the counselor should obtain the parent's consent. Students should be informed of any limitations on confidentiality prior to the beginning of any counseling.~~
~~In determining whether or not to disclose the information from a staff member other than a counselor or other person as described in the above paragraph, the principal must consider:~~

A. ~~the student's need to maintain confidentiality in order to obtain and benefit from assistance balanced against the parents' rights to the care, custody, and control of their child;~~
B. ~~if there is a compelling need involving the immediate health, safety, or welfare of the student or others.~~

~~In balancing these concerns, the principal must also consider:~~

A. ~~the nature of the relationship between the student and his/her parents;~~
B. ~~potential benefits and risks of maintaining confidentiality versus disclosure;~~
C. ~~the best interests of the student.~~

~~Psychological/Counseling Materials~~
~~Any materials that a member of the guidance and counseling staff wishes to use with students, on either an individual or group basis, which have not been approved previously by the District are to be reviewed in accordance with the procedure described in AG 2520A and a completed copy of Form 2520 F1 filed in the principal's office.~~
~~Referrals to Outside Agencies~~
~~The District shall maintain, at the Superintendent's office and at each principal's office, a list of outside resource people and organizations.~~
~~Rather than recommend a single resource, staff members are advised to review the alternatives with the student and his/her parents and let them decide.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of HOMEBOUND INSTRUCTION
Code	ag2412
Status	
Adopted	November 19, 2007

~~2412 **HOMEBOUND INSTRUCTION**~~

~~**Planning and Implementing Homebound Instruction for Non-Disabled Students**~~

~~Whenever a principal is notified that a student will be absent from school for health reasons, s/he should contact the student's teacher(s) and counselor(s) so that plans for individual instruction can be developed. (see Form 2412 F1)~~

~~The guidance counselor will collect the plans from the student's teacher(s) and secure the textbooks and any supplies necessary for the plans to be implemented. S/He will forward the plans, textbooks, and supplies to the instructor who will provide the home tutoring. S/He will also serve as a liaison between the instructor and the student's regular classroom teacher(s). As such, s/he will also coordinate with student's teacher(s) and parent(s) the successful return of the student to the school setting.~~

~~The student will receive instruction only on days that school is in session. S/He will receive a minimum of one (1) hour of instruction per day.~~

~~The instructor assigned to provide the home tutoring shall forward grades to the principal of the school the student attends by the end of each marking period.~~

~~**Planning and Implementing Homebound Instruction for Students with Disabilities**~~

~~Whenever a principal is notified that an identified student with disabilities will be absent from school for health reasons, s/he should contact the Intervention Specialist to arrange for that student's IEP Team to be convened and the IEP revised accordingly. The Intervention Specialist will secure the textbooks and any supplies necessary for the IEP to be implemented. S/He will forward the IEP, textbooks, and supplies to the instructor who will provide the home tutoring. S/He will also serve as a liaison between the instructor and the student's classroom teacher(s). As such, s/he will also coordinate with student's teacher(s) and parent(s) the successful return of the student to the school setting.~~

~~The student will receive instruction only on days that school is in session. The number of hours of instruction that the student will receive per week will be in accordance with the revised IEP.~~

~~The instructor assigned to provide the home tutoring shall forward grades to the principal of the school the student attends by the end of the marking period.~~

~~**Assignment and Compensation of Instructors for Home Tutoring**~~

~~Licensed personnel providing homebound instruction shall be paid as approved by the Board.~~

~~All assignments to provide homebound instruction are made through the office of Student Services.~~

~~Accurate time sheets must be kept of all cases. The time sheet is to be signed by the parent and attached to the completed voucher.~~

~~Time sheets and vouchers are to be submitted by the end of the pay period.~~

~~If there are any questions pertaining to payment for homebound instruction, the Treasurer should be contacted.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	2000 Program
Title	STUDENTS AS TRAINEES
Code	ag2421.01
Status	Active
Adopted	November 19, 2007

Keep

2421.01 - **STUDENTS AS TRAINEES**

Whenever students are to be involved in a work-site or community-based training program, it is essential that all of the following criteria be met in order to ensure that the program is in compliance with the Fair Labor Standards Act:

A. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be provided if conducted on District premises.

B. The training is for the benefit of the student-trainees.

C. The student-trainees do not displace the employer's regular employees, but work under their close observation.

D. The employer derives no immediate advantage from the activities of the student-trainees, and at times, may have his/her operations impeded.

E. The student-trainees are not guaranteed a job by the employer at the end of the training period.

F. Both the employer and the student-trainees understand that the student-trainees are not entitled to wages for the time spent in training.

If **all** of the six (6) criteria are not met, an employer relationship has been established and the student(s) will have to be considered employees. These criteria, therefore, should be reviewed with all current and prospective participating employers as well as with members of the staff who develop, conduct, or supervise such training programs.

Whenever students with disabilities are employed in a work-site or sheltered workshop program either as part of their IEP or a transition service and the above six (6) criteria are not fulfilled, the Option IV Coordinator needs to examine the provisions of Part 525 of the Fair Labor Standards Act - Employment of Workers with Disabilities under Special Certificates (Section 14-B) to determine whether or not certification is desirable.

Prior to a student entering a program, his/her parents are to be provided a copy of the six (6) criteria stated above.

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of CHECKLIST FOR IMPLEMENTING SCHOOL-TO-WORK PROGRAMS
Code	ag2423b
Status	
Adopted	November 19, 2007

2423B - **CHECKLIST FOR IMPLEMENTING SCHOOL-TO-WORK PROGRAMS**

Board Policy 2423 - School-to-Work Initiatives describes certain concerns that the Board has regarding the implementation of both school-based and work-based programs. This guideline provides a list of questions that need to be addressed before a program is implemented in order to better ensure that the interests of the District and other key stakeholders are protected and the well-being of students and staff has been considered.

School-Based Learning Programs

Program Proposals

- -

_____ Have any proposals for funding from the State or other sources been checked against the Proposal Evaluation Form 6111 F3? If procedures were not adequately provided in the RFP, did staff make use of the procedures/forms contained in AG 6111A and AG 6111B on Grant Writing?

_____ Have all key stakeholders been identified and then informed of funded proposals?

Program Planning

_____ Have programs been planned for students at each level?

_____ Are the programs differentiated in terms of the needs of the students?

_____ Does each program component meet the criteria established in AG 2423A?

_____ Are programs accessible to students in accordance with the equal educational opportunity provision established in Board Policy 2260?

_____ Have activities been planned to help students confirm that they have built the connection(s) between the academic learnings and the world of work?

Staff Preparation

_____ Have appropriate professional development activities been planned for staff to better ensure proper implementation of each program. Do the staff development activities meet the expectations defined in AG 3242C - Six Questions to Judge the Effectiveness of Staff Development Programs?

_____ Have staff members who will implement a program had the opportunity to provide input on the design of the staff development program and feedback on its effectiveness?

Program Implementation

_____ Have the program activities been scheduled in such a way so as not to create conflicts with other essential learning programs?

_____ Has adequate communication concerning a program taken place with all key stakeholders so they understand the purposes, intended outcomes

~~(goals), logistics, and assessment of the program and their role in supporting its implementation?~~
~~Have mechanisms been established to obtain feedback from staff, students, and other stakeholders on the effectiveness of the implementation?~~
~~Have potential problem areas been identified and adequate contingency procedures planned to overcome these "roadblocks"?~~
~~Have appropriate means been established to convey to all key stakeholders progress of the program and the results obtained when the program has been completed?~~

~~Work-Based Learning Programs~~

~~Prior to any student participating in a job shadowing experience, internship, or other type of work related learning activity, the following conditions have been met:~~

~~Work-Site~~

~~At least one (1) member of the school staff has visited the work site to ensure that:~~
~~the nature of the work experience correlates to the student's school-based school-to-work program;~~
~~the work site personnel are aware that the student cannot be used to replace a worker or perform work in lieu of a worker without proper compensation in accordance with the wage and hour laws;~~
~~safety conditions and procedures are adequate;~~
~~work site personnel understand the purpose of the work experience and the learnings to be acquired through the experience;~~
~~procedures have been established for the proper supervision of the participants;~~
~~procedures for evaluating the performance of the participants have been established and agreed upon by school staff and work site personnel;~~
~~a plan for effective communication between the school staff and the work site personnel has been developed and agreed upon;~~
~~the Work Site Learning Agreement Form 2423 F1 has been read and signed by an official representative of the work site organization;~~
~~if members of the staff are the participants at the work site and/or if work site personnel are involved at the school site, an agreement has been reached with the work site organization regarding responsibility for any accident or injury occurring during participation;~~
~~proper worker compensation coverage is available and the work site organization has adequate liability insurance;~~
~~the District's liability insurance provides adequate coverage for participants in the program and for any liability created by a program participant.~~

~~School Site~~

~~The parents of each participating student have been informed about the program their child will be participating in and have signed the Work Site Learning Agreement Form 2423F1.~~
~~Appropriate members of the school staff have been briefed on the nature of the program, their responsibilities, and have signed the Work Site Learning Agreement Form 2423F1.~~
~~Participants have been informed of the details of the work site experience and their responsibilities~~

~~and have signed the Work-Site Learning Agreement Form 2423F1.~~

~~Transportation arrangements have been made that are consistent with District guidelines on transporting students.~~

~~All costs to the District have been itemized and approved.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of STUDENT PARTICIPATION IN SUMMER CAMPS/PROGRAMS
Code	ag2430a
Status	
Adopted	November 19, 2007

~~2430A - **STUDENT PARTICIPATION IN SUMMER CAMPS/PROGRAMS**~~

~~If a summer camp/program is related to a curricular or extra-curricular offering of the District, all relevant policies and guidelines of the District will be applicable, including but not limited to the following:~~

~~***Policy 3121 - Criminal History Record Check***~~

~~All people who may have care, control, or custody of the students have been cleared through the State police.~~

~~***Policy 3213 - Student Supervision and Welfare***~~

~~Proper supervision of students at all times in accordance with this policy should be an essential aspect of each staff member's responsibilities.~~

~~***AG 2340B or AG 2340C - District-Sponsored Trips and Overnight Trips***~~

~~If participating students will be involved in day trips or overnight trips while attending the summer camp or program, the conditions established in these guidelines should be adhered to, especially written parental consent.~~

~~***Policy 5330/AG 5330 or AG 5330A – Use of Medications/Emergency Medication***~~

~~In those circumstances where a student must take prescribed medication or be administered emergency medication while attending a summer camp or program, the procedures established in the policy and guidelines should be observed. Also, the appropriate authorization forms must be completed.~~

~~***Policy 5340/AG 5340A/AG 5340B or Policy 5341 – Accidents, Illnesses and Health Emergencies***~~

~~The summer camp or program should verify that it has certain procedures in place for student accidents, illnesses, and health emergencies which provide for prompt attention to the student and have been communicated to all staff and participants. Also, in the event emergency medical treatment is required, staff will adhere to the instructions set forth in the student's Emergency Medical Authorization Form.~~

~~***Policy 5516 – Student Hazing***~~

~~All staff should be alerted to possible situations, circumstances, and events which might include hazing. To that end, the summer camp or program should verify that this policy is communicated to all staff and participants and that all hazing incidents are immediately reported to the Superintendent.~~

~~***Policy 5517/AG 5517 - Student Harassment***~~

~~The summer camp or program should verify that it has the harassment protection procedures in place and they have been communicated to all staff and participants.~~

~~***Policy 5517.01/ AG 5517.01 – Aggressive Behavior***~~

~~Aggressive behavior toward a student (i.e., physical, verbal or psychological abuse), whether by other students, staff, or third parties is strictly prohibited. The policy and guidelines for reporting, investigation, and resolving complaints of aggressive behavior should be adhered to and communicated to all staff and participants in the summer camp or program.~~

~~***Policy 5530/AG 5530 - Drug Prevention***~~

~~There should be a strict policy communicated to students prohibiting possession, use, and distribution of any controlled substance or drug paraphernalia.~~

~~***Policy 7540.03/AG 7540.03 – Student Network and Internet Acceptable Use and Safety***~~

~~In those circumstances where students are permitted to access the District's computer network and the Internet during a summer camp or program, the procedures set forth in the guidelines should strictly be adhered to, including written parental consent. Also, students must sign the Student Network and Internet Acceptable Use and Safety Agreement.~~

~~***Finances***~~

~~All funds associated with the summer camp/program are to be managed by the Athletic Director/principal in accordance with District guidelines.~~

~~**NONDISTRICT-RELATED CAMPS/PROGRAMS**~~

~~If a summer camp/program is not District-related, the following guidelines will apply.~~

~~***Permission***~~

~~Any staff member who manages or is a participant in the camp/program must confer with the principal prior to talking with any student on District property about participation in the activity. The conditions described in AG 2340D – Nondistrict-Sponsored Trips will apply.~~

~~Under no circumstances is a student to be told that his/her chances to participate in a District program will be influenced by if or how well s/he participates in the summer camp/program.~~

~~Disclaimer of Responsibility~~

~~Prior to allowing a staff member to talk with District students about participation, the District will require that the student's parents receive a copy of Form 2430A F1 - Disclaimer of Responsibility.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of DISTRICT-SPONSORED CLUBS AND ACTIVITIES
Code	ag2430
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

~~2430 - **DISTRICT-SPONSORED CLUBS AND ACTIVITIES**~~

~~Since the policy of the Board of Education is to maintain a co-curricular activities program sufficiently varied to meet the wide range of vocational, recreational, social, and cultural needs and interests of the students, all students should be urged to join at least one (1) club or activity.~~

A. ~~**Existing Clubs or Activities**~~
~~At the start of the school year, all students should be provided with information on existing clubs, and all co-curricular and extra-curricular activities and encouraged to participate.~~

B. ~~**New Activities**~~
~~All new activities shall be approved in the following manner:~~

1. ~~Requests for new activities should be submitted to the principal and contain the following:~~
    a. ~~purpose and rationale~~
    b. ~~intended outcomes for students~~
    c. ~~participation~~
    d. ~~plan of operation~~
    e. ~~costs~~
    f. ~~persons in charge~~
2. ~~The Superintendent will review each request and either reject or submit each for Board approval.~~
3. ~~Upon approval, an activity will be listed as a part of the co- curricular or extra-curricular program, and its fiscal account established by the Treasurer.~~

C. ~~**Fiscal Compliance**~~
~~Both co-curricular and extra-curricular activities need to comply with financial and bookkeeping controls established by the Treasurer's Office.~~
~~Each activity advisor is to provide the Principal with a periodic update on the fiscal status of the activity.~~

D. ~~**Operating Guidelines**~~
~~The Principal shall prepare and publish operating procedures for all co- curricular/extra-curricular activities which ensure that:~~

1. ~~students participate in ways that do not interfere with their academic programs;~~
2. ~~the safety and welfare of the students is adequately safeguarded;~~
3. ~~all activities have proper faculty planning, direction, and supervision;~~
4. ~~faculty members work cooperatively so that some activities do not interfere with the operations of others;~~
5. ~~faculty members and students are encouraged to attend activities involving student performances; (see Form2430 F2)~~
6. ~~each activity is assessed continuously relative to its stated purpose and goals;~~
7. ~~building facilities and equipment are being used safely and as intended, and being maintained in proper condition.~~
8. ~~students educated at home or enrolled in a nonpublic school who are permitted to participate in a District extra-curricular activity fulfill the same academic, nonacademic, and financial requirements as any other participant, and are not charged any fees in excess of those fees charged to other students who participate in the same extra-curricular activity - See Policy 9270.~~

~~Eligibility Requirements~~

~~All students who participate in interscholastic athletics shall meet the eligibility requirements described in the building Student Handbook.~~
~~Eligibility requirements for participation in other activities shall be specified in the student handbooks.~~

No student who has been absent for a school day may participate in an extra-curricular activity scheduled for the afternoon or evening of that school day without the approval of the Principal.
No student may practice or compete in intramural or interscholastic athletics until the student submits a form signed by his/her parent or guardian, or by a person having care or charge of the student, affirming that each has received a concussion and head injury information sheet as prepared by the Ohio Department of Health. (See Form 2431 F1 and Form 2431 F2.)

Schedule Conflicts

Many students have multiple talents and interests they wish to develop or pursue through participation in District-sponsored activities and groups. Since the District's policy is to encourage such participation, the following guidelines have been established for dealing with potential schedule conflicts a student could experience when participating in more than one (1) activity.

A. At the beginning of each semester or season, each staff member in charge of a credit course, co-curricular, or extra-curricular activity is to prepare a schedule for any practices, performances, or other after-school obligations involved in participation.
   This information is to be sent to the school office and the guidance department when completed.
B. By the first day of an activity, students are to be made aware of the schedule of any practices and performances as well as other obligations. Each staff member in charge is to determine which, if any, students will have conflicts with other activities in which they wish to participate.
C. If such conflicts exist, the staff members in charge of the activities in conflict are to meet for the purpose of resolving the conflict. The emphasis should be on modifying the requirements so the student can participate in both activities.
D. If it is not possible to resolve the conflict without seriously undermining the integrity of the activity program, the following procedure is to be followed:

    1. If one of the activities provides the student with credit and the other one doesn't, the student and his/her parents are to be made aware of the possible consequences of not enrolling in each activity and of not meeting the obligations for participation.
    2. If both activities are credit activities, the student is to be advised to contact the Principal to work out a solution that does not penalize the student.
    3. If one of the activities is an after-school, off-shoot of a credit activity but is not, itself, a credit activity, e.g., jazz band from concert band, the requirements for the credit activity may not be imposed as a condition for participating in the noncredit, after-school activity.

E. When the activity or program begins, the students are to be informed of the following:

    1. If a student encounters a previously unforeseen conflict during the semester or season, s/he should inform both staff members in charge as soon as possible in order to increase the likelihood that an accommodation can be worked out.
    2. If, during the year, an ad hoc situation develops which creates a conflict in schedule for a student, s/he should discuss the conflict with the principal who, in turn, will work with the staff members in charge to try to reach an accommodation that is most advantageous to the student and least disadvantageous for the activities involved.
    3. If a student is experiencing difficulty in deciding between activities, s/he should make contact with the Director of Instruction to discuss the alternatives rather than discuss it with the staff members in charge.
    4. Under no circumstances is the student to be intimidated while making a decision by threats of penalties or future consequences.

© Neola 2013

Legal R.C. 3313.539

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of STUDENT PARTICIPATION IN SUMMER CAMPS/PROGRAMS
Code	ag2430a
Status	
Adopted	November 19, 2007

2430A - **STUDENT PARTICIPATION IN SUMMER CAMPS/PROGRAMS**

If a summer camp/program is related to a curricular or extra-curricular offering of the District, all relevant policies and guidelines of the District will be applicable, including but not limited to the following:

Policy 3121 - Criminal History Record Check

All people who may have care, control, or custody of the students have been cleared through the State police.

Policy 3213 - Student Supervision and Welfare

Proper supervision of students at all times in accordance with this policy should be an essential aspect of each staff member's responsibilities.

AG 2340B or AG 2340C - District-Sponsored Trips and Overnight Trips

If participating students will be involved in day trips or overnight trips while attending the summer camp or program, the conditions established in these guidelines should be adhered to, especially written parental consent.

Policy 5330/AG 5330 or AG 5330A - Use of Medications/Emergency Medication

In those circumstances where a student must take prescribed medication or be administered emergency medication while attending a summer camp or program, the procedures established in the policy and guidelines should be observed. Also, the appropriate authorization forms must be completed.

Policy 5340/AG 5340A/AG 5340B or Policy 5341 - Accidents, Illnesses and Health Emergencies

The summer camp or program should verify that it has certain procedures in place for student accidents, illnesses, and health emergencies which provide for prompt attention to the student and have been communicated to all staff and participants. Also, in the event emergency medical treatment is required, staff will adhere to the instructions set forth in the student's Emergency Medical Authorization Form.

Policy 5516 - Student Hazing

All staff should be alerted to possible situations, circumstances, and events which might include hazing. To that end, the summer camp or program should verify that this policy is communicated to all staff and participants and that all hazing incidents are immediately reported to the Superintendent.

Policy 5517/AG 5517 - Student Harassment

The summer camp or program should verify that it has the harassment protection procedures in place and they have been communicated to all staff and participants.

Policy 5517.01/ AG 5517.01 - Aggressive Behavior

Aggressive behavior toward a student (i.e., physical, verbal or psychological abuse), whether by other students, staff, or third parties is strictly prohibited. The policy and guidelines for reporting, investigation, and resolving complaints of aggressive behavior should be adhered to and communicated to all staff and participants in the summer camp or program.

Policy 5530/AG 5530 - Drug Prevention

There should be a strict policy communicated to students prohibiting possession, use, and distribution of any controlled substance or drug paraphernalia.

Policy 7540.03/AG 7540.03 - Student Network and Internet Acceptable Use and Safety

In those circumstances where students are permitted to access the District's computer network and the Internet during a summer camp or program, the procedures set forth in the guidelines should strictly be adhered to, including written parental consent. Also, students must sign the Student Network and Internet Acceptable Use and Safety Agreement.

Finances

All funds associated with the summer camp/program are to be managed by the Athletic Director/principal in accordance with District guidelines.

NONDISTRICT-RELATED CAMPS/PROGRAMS

If a summer camp/program is not District-related, the following guidelines will apply.

Permission

Any staff member who manages or is a participant in the camp/program must confer with the principal prior to talking with any student on District property about participation in the activity. The conditions described in AG 2340D - Nondistrict-Sponsored Trips will apply.

~~Under no circumstances is a student to be told that his/her chances to participate in a District program will be influenced by if or how well s/he participates in the summer camp/program.~~

~~***Disclaimer of Responsibility***~~

~~Prior to allowing a staff member to talk with District students about participation, the District will require that the student's parents receive a copy of Form 2430A F1 - Disclaimer of Responsibility.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	ag2431
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

~~2431 **INTERSCHOLASTIC ATHLETICS**~~

~~In order to maintain an effective program of interscholastic athletics, the District employs an athletic director and coaches who, in cooperation with the High School Principal, are to fulfill the responsibilities described below.~~

~~**Responsibilities**~~

~~The Director of Athletics shall:~~

A. ~~direct and coordinate all activities of the Department of Athletics and be directly responsible to the Principal;~~
B. ~~serve as secretary of the Athletic Advisory Council;~~
C. ~~together with the Principal, approve all athletic contests before they are contracted;~~
D. ~~prepare the total athletic budget for the District and present it to the Treasurer for formal adoption;~~
E. ~~ascertain that all rules and regulations of the High School Athletic Association are upheld and enforced to the extent they are consistent with State and Federal law;~~
F. ~~strive to promote good public relations with the general public, news media, opponents' schools, civic organizations, and booster clubs;~~
G. ~~secure a team physician for attendance at football and basketball games and arrange for ambulance service at football games;~~
H. ~~arrange for the transportation and meals of all District athletic teams;~~
I. ~~check the readiness of all facilities for teams and spectators prior to game time;~~
J. ~~coordinate the planning of such events as athletic assemblies, Parents Night, Homecoming, Banquets, Booster Club Activities, etc. and clear them with the principal;~~
K. ~~prepare all game contracts, specifying the date, time, and location;~~
L. ~~co-sign with the Principal all contracts and keep them on file in the Athletic Director's Office;~~
M. ~~make arrangements for physical examinations for candidates for athletic squads, after checking with the head coach;~~
N. ~~employ and pay all contest officials and personnel involved in operating the contest;~~
O. ~~issue all passes and complimentary tickets;~~
P. ~~regulate the use of the press box and the public address system;~~
Q. ~~set up the flag raising ceremony and the playing of the National Anthem;~~
R. ~~reconfirm the athletic contest, one week prior to the game date, with the visiting school and game officials;~~
S. ~~make arrangements for emergency medical care;~~
T. ~~be responsible for regulations concerning visiting scouts;~~
U. ~~arrange for the ordering and the presentation of letters and other athletic awards;~~
V. ~~handle all matters pertaining to radio broadcasts;~~
W. ~~present the Council with complete information relative to changes in schedules;~~
X. ~~arrange for reconditioning of athletic equipment.~~

~~The Head Coach shall: (see Form 2431 F3)~~

A. ~~be responsible for all matters relating to the organization and administration of the team under his/her direction; (see Form 2431F1 and Form 2431 F2)~~
B. ~~enforce all rules of the High School Athletic Association related to his/her sport that are consistent with State and Federal law;~~
C. ~~assign duties to equipment managers and assistant coaches and evaluate their performance;~~
D. ~~plan all practice sessions;~~
E. ~~prepare public information releases regarding his/her sport;~~
F. ~~assist in planning special events such as Assemblies, Parents Night, Homecoming, Banquets, etc;~~
G. ~~maintain an accurate and current squad roster and submit copies to the Athletic Director;~~

H. ~~cooperate with the athletic director in setting up physical examination schedules and verify that no candidate is issued equipment or allowed to practice until his/her examination card has been completed and his/her insurance coverage is in effect;~~
I. ~~assign at least one (1) coach to be with the squad at all times;~~
~~This includes locker room supervision until all squad members have left the building. A spot check should then be made to see that all windows, doors, and gates are locked in any area that has been used.~~
J. ~~prepare a detailed equipment and supply request and submit it to the Athletic Director;~~
K. ~~arrange for the presentation of team awards through the Athletic Director;~~
L. ~~recommend teams that may be scheduled and officials to be employed;~~
M. ~~enforce rules and regulations concerning conditioning of players and their health and safety;~~
N. ~~report injuries to the Athletic Director. Coaches should exercise great care in dealing with all injuries and particularly those that are of a serious nature. In all cases, the coach should assure that the injured athlete is receiving competent medical care. Following injuries of a serious or prolonged nature, the coach should secure the signed approval of the doctor and parent before the athlete is allowed to participate again in athletic activities.~~

~~The Assistant Coach (see Form 2431 F4) (includes Varsity Assistants, Reserve, Freshman, and Junior High Coaches) shall:~~

A. ~~support the head coach in the conduct of his/her particular sport and the total athletic program;~~
B. ~~fulfill all responsibilities assigned by the head coach;~~
C. ~~be prepared to assume the responsibility of the head coach, if and when necessary.~~

~~© Neola 2013~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of PLAYING TIME FOR ATHLETES
Code	ag2431a
Status	
Adopted	November 19, 2007

~~2431A - **PLAYING TIME FOR ATHLETES**~~

~~The athletic policy of the Board of Education states that interscholastic athletics should provide for the development of life-long attitudes and values toward doing one's best, strong team work, fair play, and good sportsmanship.~~

~~The District's purpose and, therefore, each coach's purpose for students participating in athletics is to stress the importance of physical fitness throughout life, to help students develop the attitudes and values indicated above, and to practice a mind-set and behaviors related to respect for opponents, coaches, officials, teammates, and spectators. Although winning is a desirable goal and something to strive for, it should not overshadow the educational purposes of athletics and the positive impact athletic activity can have on developing ethical, productive, and well-rounded citizens.~~

~~Since learning comes from doing, it is essential that coaches place **participation by the maximum number of students** as a high priority for their athletic teams. To that end, the following guidelines will apply:~~

A. ~~Middle School Level or Below~~
   ~~Equal practice time for all participants and a goal of playing each athlete for at least a few minutes in every game.~~
B. ~~Ninth Grade~~
   ~~Equal practice time for all participants and a goal of playing each athlete for at least a few minutes in every game.~~
C. ~~Junior Varsity~~
   ~~Equal practice time for all participants and a goal of playing each athlete for at least a few minutes in every game.~~
D. ~~Varsity~~
   ~~Equal practice time and only the expectation of earned playing time determined for each game. Some playing time should be arranged for as many participants as possible, consistent with the criteria listed above for planned playing time.~~

~~Each coach will be responsible for administering High School Athletic Association, League, District, and team rules in a fair, consistent, and equitable manner keeping in mind the above-stated purposes of athletics.~~

~~The District will arrange for students, staff, and parents to participate in training activities related to good sportsmanship, ethics, and fair play in all athletic activities.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SPORTSMANSHIP EXPECTATIONS
Code	ag2431b
Status	
Adopted	November 19, 2007

2431B - **SPORTSMANSHIP EXPECTATIONS**

In keeping with Board policy and the guidelines of the High School Athletic Association, the following behaviors are expected of each group as that group fulfills its role in providing for an athletic program that is based on exemplary sportsmanship.

SCHOOL ADMINISTRATORS are expected to:

A. Develop a program for teaching and promoting the ideals and fundamentals of good sportsmanship within the school, the league/conference, and the High School Athletic Association. This program should stress that disrespectful behavior, especially taunting, trash talking, and intimidation, will not be tolerated.
B. Provide appropriate supervisory personnel for each interscholastic event.
C. Support participants, coaches, and fans who teach and display good sportsmanship.
D. Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches, and fans.
E. Attend events whenever possible and function as a model of good sportsmanship. This includes communicating with spectators during an event what is acceptable and unacceptable behavior.

EACH COACH is expected to: (see Form 2431B F1)

A. Exemplify the highest moral character, behavior, and leadership, adhering to strong ethical and integrity standards. Practicing good citizenship is practicing good sportsmanship!
B. Respect the integrity and personality of the individual athlete.
C. Abide by and teach the rules of the game in letter and in spirit.
D. Describe and define respectful and disrespectful behavior. Stress that disrespectful behavior, especially taunting, trash talking, and intimidation, will not be tolerated.
E. Set a good example for players and spectators to follow.
F. Refrain from arguments in front of players and spectators.
G. Not use gestures which indicate an official or opposing coach does not know what s/he is doing or talking about.
H. Not throw objects in disgust.
I. Shake hands with the officials and the opposing coaches before and after the contest in full view of the public and demand the same of his/her players.
J. Respect the integrity and judgment of game officials.

The officials are doing their best to help promote athletics and the student athlete. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of all people at the event.

K. Display modesty in victory and graciousness in defeat in public and in meeting/talking with the media.
L. Confine his/her remarks to game statistics and to the performance of his/her team.
M. Instruct participants and spectators in proper sportsmanship responsibilities and demand that they make sportsmanship the No. 1 priority.
N. Develop a program that rewards participants and spectators for displaying proper sportsmanship and enforces penalties on those who do not abide by sportsmanship standards.
O. Be no party to the use of profanity or obscene language, or improper actions.

EACH STUDENT-ATHLETE is expected to: (see Form 2431B F2)

A. Accept and understand the seriousness of his/her responsibility, and the privilege of representing the school, District, and community.
B. Live up to the standards of sportsmanship established by the school administration and the coaching staff.
C. Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students, and elementary students. This will assist the student and others to achieve a better understanding and appreciation of the game.

D. ~~Treat opponents the way the student would like to be treated, as a guest or friend. Who better than the participating athlete can understand all the hard work and team effort that is required of the sport?~~
E. ~~Refrain from taunting, trash talking, and making any kind of derogatory remarks to opponents during the game, especially comments of ethnic, racial, or sexual nature.~~
F. ~~Refrain from intimidating behavior.~~
G. ~~Wish opponents good luck before the game and congratulate them in a sincere manner following either victory or defeat.~~
H. ~~Respect the integrity and judgment of game officials.~~

~~The officials are doing their best to help promote athletes and the sport. Treating them with respect, even if the athlete disagrees with their judgment, will only make a positive impression of the athlete and the team in the eyes of the officials and all the people at the event.~~

I. ~~Win with humility; lose with grace. Do both with dignity. Avoid excessive celebrating after a play or end of a game.~~

~~EACH CHEERLEADER is expected to:~~ ~~(see Form 2431B F3)~~

A. ~~Understand the seriousness and responsibility of his/her role, and the privilege of representing the school, District, and community.~~
B. ~~Treat opposing cheerleaders the way the student would like to be treated, as a guest or friend.~~

~~Who better than the cheerleader can understand all the training and team effort that goes into a cheerleading squad?~~

C. ~~Wish opposing cheerleaders good luck before the game and congratulate them in a sincere manner following either victory or defeat.~~
D. ~~Establish standards of desirable behavior for the squad and attempt in a cheerful manner to transfer that to the school's spectators.~~
E. ~~Select positive cheers which praise the school's team without antagonizing the opponents.~~
F. ~~Encourage a positive crowd alternative when booing or an inappropriate chant begins by starting a popular cheer.~~
G. ~~Use discretion in selecting the times to cheer. Give the opposing school the same amount of time the school's squad would want in performing cheers, and treat opposing players like the school's team is treated.~~
H. ~~Give encouragement to injured players and recognition to outstanding performances for both teams.~~
I. ~~Respect the integrity and judgment of game officials.~~

~~Treating them with respect, even if the cheerleader disagrees with their judgment, will only make a positive impression of the team, the squad, and community in the eyes of the officials and all at the event.~~

~~MEMBERS OF OTHER STUDENT GROUPS (PEP CLUB, BAND) are expected to:~~ ~~(see Form 2431B F4)~~

A. ~~Establish themselves as leaders in conduct before, during, and after contests and events. Always provide positive support for the school's team, rather than intimidating or ridiculing the other team.~~
B. ~~Assist cheerleaders with yells, chants, etc., and be a working part of pep assemblies, with preparation, organization, and involvement.~~
C. ~~Treat opposing players, coaches, spectators, and support groups with respect and enthusiasm.~~
D. ~~Refrain from taunting or making any kind of derogatory remarks to opponents during the game, especially comments of ethnic, racial, or sexual nature.~~
E. ~~Conduct themselves in an exemplary manner, remembering they represent the school both home and away.~~
F. ~~Respect the integrity and judgment of game officials.~~

~~Treating them with respect, even if disagreeing with their judgment, will only make a positive impression of the group, the team, and community in the eyes of all people at the event.~~

G. ~~Be exemplary role models by positively supporting teams in every manner possible, including content of cheers and signs.~~

~~EACH SPECTATOR is expected to:~~ ~~(see Form 2431B F5)~~

A. ~~Remember that s/he is at a contest to support and yell for the team and to enjoy the skill and competition; not to intimidate or ridicule the other team and its fans.~~
B. ~~Remember that school athletics are learning experiences for students and that mistakes are sometimes made. Praise student athletes in their attempt to improve themselves as students, as athletes, and as people as you would praise a student working in the classroom.~~
C. ~~Remember that a ticket to a school athletic event is a privilege to observe the contest, not a license to verbally assault others and be generally obnoxious.~~
D. ~~Learn the rules of the game, so that s/he may understand and appreciate why certain situations take place.~~
E. ~~Show respect for the opposing players, coaches, spectators, and support groups. Treat them as one would treat a guest in his/her own home.~~

F. ~~Refrain from taunting or making any kind of derogatory remarks to the opponents during the game, especially comments of ethnic, racial, or sexual nature.~~
G. ~~Respect the integrity and judgment of game officials. Understand that they are doing their best to help promote the student-athlete, and admire their willingness to participate in full view of the public.~~
H. ~~Recognize and show appreciation for an outstanding play by either team.~~
I. ~~Refrain from the use of any controlled substances (alcohol, drugs, etc.) before and during games, and afterwards on or near the site of the event (i.e. tailgating).~~
J. ~~Use only those cheers that support and uplift the teams involved.~~
K. ~~Recognize and compliment the efforts of school and league administrators in emphasizing the benefits of educational athletics and the role of good sportsmanship to that end.~~
L. ~~Be a positive behavior role model through his/her own actions and by censuring those close by whose behavior is unbecoming.~~

~~THE PUBLIC ADDRESS ANNOUNCER is expected to:~~ ~~(see Form 2431B-F6)~~

A. ~~Be impartial. Announce the contest with no show of favoritism.~~
B. ~~Use proper language at all times.~~
C. ~~Be enthusiastic but calm.~~
D. ~~Not "talk over the crowd."~~
E. ~~Not anticipate or second-guess calls by the officials or criticize official's decisions, directly or indirectly.~~
F. ~~Be aware of the entire venue so that calm directions can be given in an emergency.~~

~~Serious situations can be avoided if the announcer will caution the crowd against coming onto the playing surface, throwing things, and the like.~~

G. ~~Permit no one to use the microphone (especially coaches during the game), except those in charge of the event and/or by design of those in charge of the event.~~
H. ~~Be responsible for whatever is said over the p.a. system.~~
I. ~~Announce convenient routes for spectators to leave the venue and caution the crowd to drive safely on its way home.~~
J. ~~Be aware that good sportsmanship is a very important part of interscholastic activities; reading a sportsmanship statement prior to the beginning of an event, and at key times during breaks in the action contributes to a positive, educational atmosphere.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of CONCUSSIONS AND HEAD INJURIES
Code	ag2431c
Status	
Adopted	October 14, 2013
Last Revised	May 11, 2015

~~2431C - **CONCUSSIONS AND HEAD INJURIES**~~

~~The Athletic Director shall require, on an annual basis, that each coach and coaching volunteer receives and affirms receipt of a copy of the Ohio Department of Health's concussion information sheet. On an annual basis, physical education teachers shall review the Ohio Department of Health's concussion information sheet.~~

~~The Athletic Director shall require that each student athlete submits Form 2431-F1 and Form 2431-F2 signed by the student and his/her parent or guardian, or by a person having care or charge of the student, affirming that each has received the Ohio Department of Health's concussion and head injury information sheet. The forms shall be signed and submitted on an annual basis. No student may practice or compete in interscholastic athletics until Form 2431-F1 and Form 2431-F2 are received by the Athletic Director.~~

~~Any student practicing for or competing in an intramural or interscholastic event who exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall be removed from the practice or competition by the student's coach (and/or the referee serving during the practice or competition). Physical Education teachers shall remove from P.E. class participation any student who exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury. The Athletic Director, Principal, P.E. teacher, and/or coach shall notify parents or guardians about the possible concussion or head injury.~~

~~Any student who has been removed from P.E. class, practice, or competition by a P.E. teacher, coach, or referee because s/he has exhibited signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall not be permitted to return to any P.E. class, practice, or competition for which the P.E. teacher, coach, or referee is responsible on the same day as the removal and not until both of the following occur:~~

A. ~~The student's condition is assessed by a physician, in accordance with requirements set forth in R.C. 3313.539(E)(2), to assess such a student.~~
B. ~~The student receives written clearance that it is safe to return to the P.E. class, or athletic practice or competition, from a physician, in accordance with requirements set forth in R.C. 3313.539(E)(2), to grant a such a clearance.~~

~~© **Neola 2015**~~

Legal R.C. 3313.539

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of ATHLETIC PARTICIPATION/CONCUSSIONS
Code	ag2431.01
Status	
Adopted	October 14, 2013
Last Revised	May 11, 2015

~~2431.01 - **ATHLETIC PARTICIPATION/CONCUSSIONS**~~

~~If a concussion is suspected by a physical education teacher or coach, the student will be removed from the class, practice, or game. The student will not be permitted to return to full participation on the same day as the removal and not until s/he is evaluated by a healthcare professional experienced in concussion management and receives written clearance for full participation from that professional. Limited physical activity in the physical education context may eventually be permitted, depending on the recommendation of the healthcare professional.~~

~~Parents or guardians shall be notified about the possible concussion and given information on concussions and the need for medical attention.~~

~~Prior to the beginning of each season and pre-season training, coaches shall notify parents, guardians, and student athletes of the fact that written clearance for full participation will be required from a healthcare professional when a concussion is suspected or diagnosed.~~

~~Coaches and physical education staff will be trained in concussion recognition and response. Specifically, training will include information on how to recognize the signs and symptoms of a concussion, how to obtain proper medical treatment in cases of suspected concussions, and return-to-play standards.~~

~~Students who inform coaches and physical education teachers that they are being treated by a healthcare professional for a physical injury must provide written clearance from that healthcare professional for full or limited participation in class, practice, or competition.~~

~~© **Neola 2015**~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SUMMER SCHOOL
Code	ag2440
Status	
Adopted	November 19, 2007

~~2440 - **SUMMER SCHOOL**~~

~~In accordance with Board policy, the District's summer school curriculum will consist of remedial programs for grade 3, enrichment programs for grades 5 - 8, recreational programs, and credit courses 9 - 12.~~

A. ~~**Eligibility**~~

1. ~~Summer school is open to those who are residents of Wadsworth.~~
2. ~~Staff members are requested to indicate to the principal those students who could profit most from summer classes. Said children will be contacted, but are not required to attend.~~

B. ~~**Supervision**~~

~~In accordance with guidelines for summer schools established by the Department of Education which generally follow those required of regular school sessions, the principal of the Summer School shall carry the same responsibilities as those generally accepted by the principal of the regular school session. S/He is responsible for the total operation of the school and should give particular attention to the quality of instruction and supervision of his/her staff.~~

C. ~~**Assignments**~~

~~The assignment of subjects to a student in summer session shall be based on recommendations from the principal of the student's regular school.~~

D. ~~**Course Offerings**~~

~~To receive advanced credit for a subject not previously taken in high school, the student shall receive class instruction in summer session equivalent to an amount not less than the minimum customarily required in high school. The time calculations shall not include time for passing of classes or for regularly scheduled recess periods. Class instruction shall be supplemented by regular home or study hall assignments as required in regular high school organizations. New provisions for credit restructure will pertain.~~

E. ~~**Tuition/Fees**~~

~~The Superintendent, acting upon the recommendation of the principal, may discontinue any course for reasons of insufficient enrollment.~~

1. ~~Non-Wadsworth City School students shall be charged tuition.~~
2. ~~All students shall be assessed fees for the following, as determined by the principal:~~
    a. ~~materials~~
    b. ~~use of facilities~~
    c. ~~incidentals~~
3. ~~A refund may be requested within the first day of school.~~
4. ~~Payment in full should be received before school starts.~~

F. ~~**Operating Rules**~~

~~The amount of instructional time shall become part of the student's permanent record and shall be included whenever his/her record is transferred to another school.~~

~~The final grades will be provided to each student's parents at the conclusion of the summer session.~~

G. ~~**Performance Responsibilities**~~

1. ~~The principal shall recommend all personnel, subject to the approval of the Superintendent.~~
2. ~~The principals of all participating schools should be consulted for professional staffing recommendations.~~
3. ~~The principal shall be responsible for obtaining equipment, supplies, and instructional materials.~~
4. ~~The principal shall direct the activities of the professional and classified staff members in the performance of their responsibilities.~~
5. ~~The principal shall supervise the summer school's guidance program.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of COMMUNITY AND ADULT EDUCATION
Code	ag2450
Status	
Adopted	November 19, 2007

~~2450 **COMMUNITY AND ADULT EDUCATION**~~

A. ~~**Definitions**~~
~~The Wadsworth Community and Adult Education shall be defined to include courses to all residents and non-residents who are interested in broadening their interests and sharpening their skills. Community education is available beyond the traditional school day for the purpose of providing academic, recreation, health, social service, and work preparation programs for people of all ages, giving community members the opportunity for lifelong learning.~~

B. ~~**Supervision**~~
~~The program shall be administered and supervised by the employee who reports to the high school associate principal. The high school associate principal shall be responsible for recommending:~~

1. ~~a budget;~~
2. ~~courses to be offered;~~
3. ~~school to be utilized;~~
4. ~~staff to be employed.~~

~~The high school associate principal shall make all necessary applications for funding and prepare all reports as required.~~

C. ~~**Tuition**~~
~~All fees are to be established by the Community Education Director with the approval of the principal. All payments are to be made by participants prior to the start of the class.~~
~~No fee will be refunded once class has started without the approval of the high school associate principal, except for courses which have been canceled.~~

D. ~~**Adult Vocational Courses**~~
~~The District shall sponsor Adult Vocational courses under the supervision of the high school associate principal.~~

E. ~~**Annual Audit**~~
~~Fees for the Adult Education program shall be subject to annual audit by the high school associate principal.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SPECIAL EDUCATION
Code	ag2460
Status	
Adopted	November 19, 2007

~~2460 - **SPECIAL EDUCATION**~~

~~The District shall follow and comply with the general guidelines outlined in the Special Education Model Policies and Procedures ("Model Policies") identified in Board Policy 2460 and on file in the office of the Superintendent. Said guidelines shall be interpreted in a manner that is consistent and compliant with the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and its implementing regulations, and the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities ("Operating Standards") set forth in the Ohio Administrative Code.~~

~~While the Model Policies are comprehensive, the District recognizes its obligation to follow all relevant laws and regulations, regardless of whether their provisions are restated in the Model Policies.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SELECTION OF BASIC TEXT MATERIALS
Code	ag2510
Status	
Adopted	November 19, 2007

~~2510 - **SELECTION OF BASIC TEXT MATERIALS**~~

~~New basic text materials and revisions to same will be recommended to the Superintendent by the Director of Instruction. Appropriate staff members and administrators will comprise the selection (review) committees. (see Form 2510 F1) Each committee will be responsible for establishing selection standards for each criterion in the following categories:~~

A. ~~**Publisher and Author**~~
   ~~What is the reputation of the author(s) for scholarship?~~
   ~~What is the reliability of the publisher?~~
B. ~~**Content**~~
   ~~In terms of achieving course goals.~~
   ~~How effective is the organizational plan?~~
   ~~How relevant is the information?~~
   ~~How complete is the information?~~
   ~~How accurate and unbiased is the information?~~
   ~~How appropriate is the illustrative material?~~
   ~~How sufficient is the illustrative material?~~
   ~~If students accomplished all the objectives called for in the material, how well would they be able to achieve the goals of the course?~~
C. ~~**Necessity**~~
   ~~If replacement text, how does it improve upon existing text?~~
D. ~~**Instructional Aids**~~
   ~~Does the book contain: an index? graphic materials? references? a bibliography? glossaries? appendices? Are there any software or other resources provided with the books?~~
   ~~How appropriate is each of these?~~
E. ~~**Format**~~
   ~~What kind of binding? paper? type?~~
   ~~Will the format help or inhibit student interest and ease of use?~~
F. ~~**Expense**~~
   ~~What is the cost and probable life?~~
G. ~~**Moral Tone**~~
   ~~How does the text handle controversial subjects in terms of the maturity level of the students and objectivity?~~
H. ~~**Past Experience**~~
   ~~How successfully has the text been used in other districts?~~
I. ~~**Bias**~~
   ~~How free is the text of religious, gender, racial, and national origin bias?~~

~~Selection committees should use the following procedures for the selection and recommendation of basic textbooks:~~

A. ~~The text materials should be examined by each one of the committee members. The committee members should also examine, whenever possible, other text materials similar in nature to the one being considered for adoption.~~
B. ~~A written evaluation of the text material by each one of the committee members should be submitted to the chairperson of the selection committee or to the person initiating the request. A suggested form is available to assist committee members in their evaluation.~~
C. ~~The committee chairperson will also read and examine the basic text material and/or supplementary materials requested.~~
D. ~~The chairperson of the selection committee will be responsible for submitting the recommendations to the Superintendent who will submit it to the Board of Education for adoption.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	ag2520a
Status	
Adopted	November 19, 2007

~~2520A - **SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**~~

~~In accordance with the policies of the Board of Education for selection of resource materials, the following guidelines should be followed:~~

A. ~~**Criteria for Selection of Instructional Materials**~~

1. ~~technical quality of the publication/production~~
2. ~~readability and appeal to students~~
3. ~~authoritativeness~~
4. ~~completeness, accuracy, clarity~~
5. ~~absence of gender stereotyping and racial or ethnic bias~~
6. ~~reputation and significance of the author, artist, composer, and/or producer~~
7. ~~format and price~~
8. ~~relationship to a course of study~~
9. ~~extent to which the scope/content of the material makes it possible for students to accomplish the objectives and goals of the program~~
10. ~~appropriateness of the content and/or presentation relative to the maturity and/or comprehension level of the students~~
11. ~~needs of an individual school program based on requests from administrators and teachers~~
12. ~~needs of individual students based on requests by teachers, parents, or students~~

B. ~~**Criteria for Selection of Equipment**~~

~~The evaluation and selection criteria for instructional equipment should include:~~

1. ~~relevance to the school curriculum;~~
2. ~~needs of staff and/or students;~~
3. ~~technical quality;~~
4. ~~reliability;~~
5. ~~ease of repair and maintenance;~~
6. ~~compatibility with existing District equipment, when applicable.~~

C. ~~**Procedure for Selection of Instructional Resources**~~

1. ~~Each principal will consult with members of the staff who are directly involved in the program for which the materials and/or equipment will be used. Their responsibility is to review and evaluate suggested resources, using the criteria listed on page 1, and make recommendations to the principal.~~
2. ~~The principal shall review the recommendations and, if necessary the materials or equipment, and submit the recommendations to the Director of Instruction.~~
3. ~~The Director of Instruction will then review the recommendations, and either refer them back to the principal or approve their use.~~

D. ~~**Procedure for Selection of Library or Media Center Materials**~~

1. ~~The high school media specialist, in cooperation with the building principal, shall be responsible for the selection of all materials housed in a library or media center. Upon notification of the availability of funds for the purchase of such resource materials, the high school media specialist will prepare a request form which includes the amount of money available to a grade level or subject area for new or additional materials. Instructional staff are to submit a prioritized request list of the materials they would find most useful.~~
2. ~~The Director of Instruction shall then determine which of the requests can be accommodated and proceed to review the selections prior to purchase. The selection criteria are the same as those used for the selection of basic text materials. (see AG 2510)~~

3. ~~Any material that contains content or a manner of presentation that could be controversial, as defined in Policy 2240 and criterion #4 in Form 2520 F1, should be approved by the principal prior to purchase.~~
4. ~~Upon selection and purchase of the library/media center materials, the instructional staff should be notified and an explanation provided for any requested materials that were not or could not be selected.~~

E. **~~Procedure for Use of Nondistrict Materials~~**

1. ~~No print, audio, video, or graphic materials which are not part of the District's basic or supplementary materials are to be used with students without prior review and approval. Such review should be done, using Form 2520 F1, first by the teacher(s) or counselor(s) who wish to use the material.~~
2. ~~The critical criteria by which such materials are to be reviewed are:~~

    a. ~~relationship to the course of study;~~
    b. ~~the uniqueness of the content and/or presentation that is not adequately provided in District materials;~~
    c. ~~the appropriateness of the content and/or presentation for the maturity and comprehension levels of the students;~~
    d. ~~the extent to which the content or presentation could create controversy among students, parents, and community groups.~~
3. ~~Each of the four (4) criteria are to be rated according to the rating scale on Form 2520 F1. In any situation in which the teacher has rated any of the four (4) criteria three (3) or higher, the use of the material must be approved by the principal. If there is any concern on the part of the principal that the material might be inappropriate, s/he should personally review the materials, and if still uncertain, contact the Director of Instruction.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of RESOURCE SPEAKERS
Code	ag2520c
Status	

~~2520C - **RESOURCE SPEAKERS**~~

~~Teachers are encouraged to invite guest lecturers to discuss a particular subject with their students under the following conditions:~~

A. ~~The subject is of educational relevance and value to the students in that class.~~
B. ~~The subject is presented in an unbiased or unprejudiced manner. (Speakers representing several sides of an issue may be used.)~~
C. ~~The speaker(s) will not tend to disrupt the educational program.~~
D. ~~The information to be discussed is appropriate for the age and maturity of the students.~~
E. ~~The teacher shall remain in the classroom during the entire presentation in order to provide appropriate follow-up.~~

~~The principal shall approve the visits of all guest speakers and seek permission to record the presentation by audio or video tape for use with other classes.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of STUDENT USE OF LIBRARIES/MEDIA CENTERS
Code	ag2520d
Status	
Adopted	November 19, 2007

~~2520D - **STUDENT USE OF LIBRARIES/MEDIA CENTERS**~~

~~Libraries and media centers have been established primarily to enrich the education of students and to help them learn how to make effective use of reference and enrichment materials. The cost of such centers can only be justified when the following conditions exist:~~

A. ~~The centers are open and available to students during the school day as staffing and program make possible.~~
B. ~~The environment within the centers is inviting, attractive, and conducive to thought and study.~~
C. ~~Staff members communicate their willingness to assist students in locating the resources they seek and to instruct them in the proper use of the reference and retrieval systems.~~
D. ~~Courses of study are designed so that use of the resources that exist in the centers are an essential means for achieving the learning objectives in the course.~~
E. ~~Part of the evaluation of what students have learned in a course should be growth in the skills associated with using learning resources such as those that exist in the libraries and media centers.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	2000 Program
Title	COPYRIGHTED WORKS
Code	ag2531
Status	Active
Adopted	November 19, 2007

2531 - **COPYRIGHTED WORKS**

This School District does not condone the illegal use or reproduction of copyrighted materials in any form. It is the intent of the District to adhere to the provisions of the United States Copyright Act and to Congressional guidelines, as set forth in the accompanying administrative guidelines on copyright.

An Overview of Copyright Issues (see Form 2531 F1 and Form 2531 F2)

A. What is protected by copyright law?

Works that may be protected by copyright include literary works, musical works, dramatic works, pictures, graphics, sculptures, films, videotapes, sound recordings, and computer programs. Copyright protection does not extend to ideas, facts, slogans, symbols, procedures, methods, or systems. U.S. Government publications are not protected, unless they contain a notice stating otherwise.

B. What is prohibited by copyright law?

The exclusive rights of a copyright owner include reproduction, adaptation, publication, performance, and display.

Violating any of the exclusive rights of a copyright owner is infringement, and the infringer is subject to civil and/or criminal penalties.

C. What is allowed by copyright law?

The Copyright Act provides several exceptions to the general rule prohibiting use of copyrighted material, including the fair use doctrine, the first sale doctrine, exemptions for libraries, and exemptions of certain performances and displays. These doctrines must be applied on a case-by-case basis by the courts, therefore it may be impossible for a lay person to say with certainty that their use falls within one of these exemptions.

This administrative guideline specifically sets forth permissible educational uses of copyrighted material. These guidelines are adapted from more in-depth publications developed and/or adopted by various organizations, as cited herein. For further information, consult these cited references, (internet websites are provided) or consult the system's Copyright Officer.

Do not assume that your use of copyrighted material is "ok" without consulting the accompanying guidelines.

D. What if my intended use isn't allowed under these guidelines?

Get permission!!!

Books & Periodicals[1]

Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher for scholarly research, teaching, or preparing to teach a class:

A. a chapter from a book;

B. an article from a periodical or newspaper;

C. a short story, short essay, or short poem, whether or not from a collective work; or

D. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

Multiple Copies for Students

Multiple copies may be made by or for a teacher for classroom use or discussion; provided that:

A. the copying meets the tests of brevity, spontaneity, and cumulative effect tests as defined in H.R. Rep. No. 94-1476[2] and

B. each copy includes a notice of copyright.

Prohibitions

Notwithstanding any of the above, **the following are prohibited,** unless permission is obtained from the copyright owner:[3]

A. Copying to create or to replace or substitute for anthologies, compilations or collective works.

B. Copying of works intended to be "consumable," including workbooks, exercises, standardized tests, test booklets, and answer sheets.

C. Copying as a substitute for the purchase of books, publishers' reprints or periodicals.

D. Copying directed by higher authority.

E. Copying of the same item by the same teacher each school term.

F. Charging the student more than the actual cost of the photocopying.

Televised Programs/Videotapes

Viewing a Live Television Broadcast During Class Time

A live television broadcast may be viewed by the teacher and students during regularly-scheduled class time, so long as no admission is charged, either directly or indirectly.

Taping Television Broadcasts for Later Viewing[4]

A. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording.

B. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.

C. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

In-Classroom Use of a Copyrighted Videotape[5]

In-classroom performance of a lawfully-made copyrighted videotape is permissible under the following conditions:

A. the performance must be by instructors (including guest lecturers) or by students;

B. the performance is in connection with face-to-face teaching activities;

C. the entire audience is involved in the teaching activity;

D. the entire audience is in the same room or same general area;

E. the teaching activities are conducted by a non-profit education institution;

F. the performance takes place in a classroom or similar place devoted to instruction, such as a school library, gym, auditorium or workshop; and

G. the videotape is lawfully made; the person responsible had no reason to believe that the videotape was unlawfully made.

Music[6]

Permissible Uses

A. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than ten percent (10%) of the whole work. The number of copies shall not exceed one (1) copy per student.

C. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

D. A single copy of recordings of performances by students may be made or evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

E. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

Prohibitions

A. Copying to create or replace or substitute for anthologies, compilations or collective works.

B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

C. Copying for the purpose of performance, except for emergency copying, as described above.

D. Copying for the purpose of substituting for the purchase of music, except described under permissible uses A and B above.

E. Copying without inclusion of the copyright notice that appears on the printed copy.

Performance and Display

Performance or Display and Face-to-Face Teaching Activities

Any copyrighted work may be performed or displayed as part of face-to-face teaching activities, if the performance takes place in a classroom or similar place of instruction, such as a school library; and the performance or display is directly related to the curriculum and not connected with recreation or a reward.[7]

Treating a class to a movie unrelated to course content requires obtaining permission.

A nondramatic literary or musical work may be performed even if it is not part of face-to-face teaching activities, if the performance is live and is not for commercial gain. Nondramatic works include choral works and poetry reading.

The transmission of a performance of a nondramatic literary or musical work or display of a work without obtaining a public performance license is permitted if:

A. the copyrighted work is singing a song, reciting a poem, reading a short story out loud, or displaying paintings;

B. the performance is a "regular part of systematic instructional activities" and "directly related and of material assistance to the teaching content;" and

C. the transmission is made for reception in a classroom or similar place of instruction.

Performance or display of dramatic works, such as plays, movies, are prohibited unless permission is obtained from the copyright owner[8].

Note: Digital distance education and transmission of copyrighted works over today's digital networks is currently a very controversial area. Contact the local Copyright Officer for up-to-date guidelines.

Computer Programs

License Restrictions

If a computer program is licensed, refer to the license agreement. Statutory Fair Use exemptions[9] can be overridden by license restrictions. This stresses the need to review and abide by the **terms and conditions** of license agreements, especially clauses relating to permitted uses, prohibited uses, restrictions, and copying limitations. By installing or using a licensed software product, you are legally bound by its agreement.

Typical license restrictions include:

A. An archival (backup) copy of a copyrighted program may be made if:

1. only one (1) copy is made;

2. the archival copy is stored; and

3. copyright notice appears on the copy.

B. If only one (1) program is owned under license**, it may only be used on one machine at a time**.

C. A single program may **not** be loaded into a computer that can be accessed by several different terminals for simultaneous use.

D. If the computer is capable of being used by another to make a copy of the program, a warning should be posted on the computer, such as the following:

Many computer programs are protected by copyright. 17 U.S.C. 101. Unauthorized copying may be prohibited by law.

A Statement on Use of Copyrighted Computer Programs (Software) in Libraries -- Scenarios, adopted by the Conference on Fair Use (CONFU), illustrates many uses of computer programs.[10]

In certain circumstances, negotiating objectionable terms with the publisher may be recommended (although with consumer "shrinkwrap" agreements, this may not be possible).[11]

Digital Images and Databases[12]

Images that are readily available in usable digital form for purchase or license at a fair price should not be digitized for addition to an institutional image collection without permission.

Exception for Spontaneous Use

If the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission, teachers and students may digitize lawfully acquired images to support the permitted educational uses described below. Images digitized for spontaneous use do not automatically become part of the institution's image collection. Permission must be sought for any reuse of such digitized images or their addition to the institution's image collection.

Time Limitations on Use of Digital Images

A. Images digitized from a **known** source and **not readily available** in usable digital form for purchase or license at a fair price may be used for one (1) academic term.

B. Where the copyright owner of an image is **unknown**, a digitized image may be used for up to three (3) years from first use, provided that a **reasonable inquiry** is conducted to identify and locate the copyright owner.[13]

Subject to the Above Guidelines, the Following Uses are Permitted:

A. Use by Teachers in the Classroom

1. An educator may display digital images for educational purposes, including face-to-face teaching of curriculum-based courses, and research and scholarly activities at a non-profit educational institution.

2. An educator may compile digital images for display on the institution's secure electronic network to students enrolled in a course given by that educator for classroom use, after-class review, or directed study, during the semester or term in which the educator's related course is given.

B. Use by Teachers at Conferences of Their Peers

Educators, scholars, and students may use or display digital images in connection with lectures or presentations in their fields, including uses at non-commercial professional development seminars, workshops, and conferences where educators meet to discuss issues relevant to their disciplines or present works they created for educational purposes in the course of research, study, or teaching.

C. Use of Images for Publications

These guidelines do not cover reproducing and publishing images in publications, including scholarly publications in print or digital form, for which permission is generally required. Before publishing any images under fair use, even for scholarly and critical purposes, scholars and scholarly publishers should conduct the four-factor fair use analysis.

D. Use by Students

1. A student may use digital images in an academic course assignment such as a term paper or thesis, or in fulfillment of degree requirements.

2. A student may publicly display their academic work incorporating digital images in courses for which they are registered and during formal critiques at a nonprofit educational institution.

3. A student may retain their academic work in their personal portfolios for later uses such as graduate school and employment applications.

Databases

Generally, the information made available to researchers from commercial online and CD-based electronic databases is copyrighted. Read the terms and conditions for a database before using or downloading.

Multimedia Projects[14]

Caution in Downloading Material From the Internet

Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Permitted Uses

Students may perform and display their own educational multimedia projects for the course for which they were created and may use them in their own portfolios as examples of academic work.

Educators may perform and display their own education multimedia projects for face-to-face instruction, assigning to students for directed self-study, peer conferences, and professional portfolios.

For remote instruction over a secure network, certain restrictions apply.[15]

Limitations

A. Time

Educators may use their projects for teaching courses for two (2) years. Use beyond that time period requires obtaining permission for each copyrighted portion.

B. Portion

The amount of the copyrighted work that can be used is generally specified "in the aggregate," meaning the total amount that can be used from a single copyrighted work.

C. Motion Media

Up to ten percent (10%) or three (3) minutes, whichever is less, from a single copyrighted work.

D. Text Material

Up to ten percent (10%) or 1000 words, whichever is less, from a single copyrighted work. Special limitations are placed on poems.

E. Music, Lyrics, and Music Video

Up to ten percent (10%), but in no event more than thirty (30) seconds, of the music and lyrics from an individual musical work.

F. Illustrations and Photographs

No more than five (5) images by an artist or photographer. From a published collective work, no more than ten percent (10%) or fifteen (15) images.

G. Data Sets

Up to ten percent (10%) or 2500 fields or cell entries from a database or table.

H. Copying and Distribution

There may be no more than two (2) copies, only one (1) of which can be placed on reserve. An additional copy may be made for preservation (backup) purposes.

Libraries[16]

Library Videotape Guidelines

In-Library Use of a Copyrighted Videotape

A. When a videotape purchase is made by the library, the vendor should be made aware of the library's intended use of the videotape. Even if a videotape is labeled "For Home Use only," private viewing in the library should be considered to be

authorized by the vendor's sale to the library if the vendor knew of the library's intended use of the videotape.

B. Permission is required for public viewing of a videotape in a library, unless the requirements for classroom use are met.[17]

C. Notices should be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws. An acceptable notice includes the following:

Many videotaped materials are protected by copyright. Unauthorized copying may be prohibited by law. 17 U.S.C. 101.

Loan of Videotapes

A. Videotapes labeled "For Home Use Only" may be loaned to patrons for their personal use. They should not knowingly be loaned to groups for public performances.

B. Copyright notices on the label of a videotape should not be obscured.

C. Nominal user fees may be charged.

D. If a patron inquires about a planned performance of a videotape, s/he should be informed that only **private** uses of it are lawful.

E. Video recorders may be loaned to a patron without fear of liability even if the patron uses the recorder to infringe a copyright.

F. A notice should be posted on equipment that may potentially be used for copying to discourage unauthorized reproduction.

Duplication of Videotapes

Libraries may duplicate videotapes under limited circumstances.[18]

Third Party Use of School Facilities

A. Libraries that allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so.

B. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, *i.e.*, one (1) person, or no more than one (1) family, at a time.

C. User charges for private viewing should be nominal and directly related to the cost of maintenance of the videotape.

Library Copying Guidelines[19]

Non-Digital Works[20]

A. Notice

A notice of copyright should appear on each print and electronic copy reproduced. If the original work contains a notice of copyright, that notice should appear on the copy. If the original work does not contain a notice of copyright, the copy should include a legend such as "This work may be protected by copyright; further reproduction and distribution in violation of United States copyright law is prohibited."

B. Copying from the Library's Own Collection

To satisfy a user's request, a library may make a photocopy or other printed copy of a printed work such as an article, a chapter or portions of other copyrighted works.

C. Electronic Copies of Printed Works

To satisfy a user's request, a library may scan an article from a periodical issue, a chapter, or portions of other copyrighted works and provide an electronic copy to the user in lieu of a photocopy. Because the copy must become the property of the user, the library may not retain the scanned image. A copy may be faxed or otherwise transmitted electronically to the user, but the library should destroy any temporary copy made incidental to the transmission. In other words, an incidental copy made to facilitate transmission is a fair use, as long as that copy is not retained.

Digital Works

A. Printed Copies of Digital Works

To satisfy a user's request, a library may print a copy of an article, a chapter, or portions of other copyrighted works, **unless prohibited or otherwise restricted by the terms of a valid license agreement.**[21]

B. Electronic Copies of Digital Works

To satisfy a user's request, a library may download a copy of an article, a chapter, or portions of other copyrighted works and forward it electronically to the user, **unless prohibited or otherwise restricted by the terms of a valid license agreement.**

Copies For Archival or Preservation Purposes[22]

A. A library may make up to three (3) copies of an **unpublished** work for purposes of preservation, including copies in digital form, if that format is not made available to the public.

B. A library may make up to three (3) copies of a **published** work to replace a damaged, deteriorating, lost, or stolen work, if a replacement copy cannot be obtained at a reasonable cost.

C. A library may make up to three (3) digital copies of a published work that is an obsolete format, if that format is not made available to the public.

Interlibrary Photocopying[23]

The **rule of five -** within any calendar year, a library may receive no more than five (5) photocopies of articles from a periodical title less than five (5) years old.

Giving Credit to Copyright Owners

Always give proper credit to authors or other copyright owners. Crediting the source must adequately identify the source of the work, giving a full bibliographic description including author, title, publisher, and place and date of publication. Copyright ownership information should include the copyright notice (©), year of first publication, and name of copyright holder.

Always include the notice of copyright present in the original work. The following is a satisfactory notice:

Notice: This material may be protected by copyright law

See CONFU Guidelines for Educational Multimedia, Appendix J, Section 6.2 for more detailed instructions regarding the placement of credit and copyright notice information in Multimedia projects.24

If alterations have been made in the copyrighted material, this should be noted in the credits.

Obtaining Permission For Use of Copyrighted Material

Questions concerning copyright procedures, including fair use, should be addressed to the District Copyright Officer.

Employees must obtain permission for any use of copyrighted material that is not a fair use under the above guidelines. To obtain permission, the employee should contact the Copyright Clearance Center, Inc., or the Permissions Department of the copyright holder (usually the publisher).

Copyright Clearance Center, Inc.

222 Rosewood Drive

Danvers, MA 01923

(978) 750-8400

www.copyright.com

To request permission from the publisher, the request must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include the title, author or editor, and edition of materials for which permission is sought; the exact materials to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material; the number of copies to be made; the use to be made of the duplicated materials; the form of distribution; whether or not the copies will be sold; and the process by which the material will be reproduced.

A copy of the written permission granted by the publisher or copyright owner should be forwarded to and maintained by the District Copyright Officer.

A reasonable inquiry must be made to identify and locate the copyright owner. A reasonable inquiry includes, but is not limited to, conducting each of the following steps: (1) checking any information within the control of the educational institution, including slide catalogs and logs, regarding the source of the image; (2) asking relevant faculty, departmental staff, and librarians, including visual resource collections administrators, for any information regarding the source of the image; (3) consulting standard reference publications and databases for information regarding the source of the image; and (4) consulting rights reproduction collectives and/or major professional associations representing image creators in the appropriate medium.25

REFERENCES

1These guidelines are adapted from H.R. Rep. No. 94-1476, 94th Cong., 2d Sess. 71-72 (1976), available at **http://www4.law.cornell.edu/uscode/17/107.notes.html**

2Id.

3See pg. 14, Obtaining Permission for Use of Copyrighted Material

4Adapted from the Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for Educational Purposes," available at **http://www.lib.jmu.edu/org/mla/Guidelines/**

5Adapted from the American Library Association's Fact Sheet 7, "Video and Copyright," available at **http://www.ala.org/library/fact7.html**

6These guidelines are adapted from H.R. Rep. No. 94-1476, 94th Cog., 2d Sess. (1976), available at **http://www4.law.cornell.edu/uscode/17/107.notes.html**

7See pg. 4, In-Classroom Use of a Copyrighted Videotape

8See pg. 14, Obtaining Permission for Use of Copyrighted Material

9See 17 U.S.C.A. 107 (West 2002) (also known as the "Fair Use Doctrine"); 17 U.S.C.A. 117 (West 2002) (allowing an owner to make a copy of a computer program in certain limited situations); 17 U.S.C.A. 109(b)(2) (West 2002) (also known as the "First Sale Doctrine") (allowing nonprofit libraries to lend computer providing a warning of copyright is affixed to the program (37 C.F.R. 201.24, "Warning of copyright for software lending by nonprofit libraries")).

10Final Report of the Conference on Fair Use, CONFU, available at **http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf**

11The Association of Research Libraries (ARL) provides guidelines for negotiating license agreements for computer software, available at **http://www.arl.org/scomm/licensing/index.html**

12These guidelines are adapted from the Fair Use Guidelines for Digital Images, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. Portions of the CONFU Guidelines are available at **http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf**

13See pg. 15 for a description of what constitutes a "reasonable inquiry"

14These guidelines are adapted from the Fair Use Guidelines for Educational Multimedia, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. The CONFU Guidelines are available at **http://www.uspto.gov/web/office/dcom/olia/confu/confurep.pdf**. They are currently undergoing a trial use and monitoring period.

16These guidelines are adapted from the American Association of Law Libraries' "AALL Guidelines on the Fair Use of Copyrighted Works by Law Libraries," as revised in 2001, available at **http://copyright.ala.org/library.html**

17See pg. 3, Televised Programs/Videotapes

18See Library Copying Guidelines, Non-Digital Works, pg. 12

19These guidelines are adapted from "AALL Guidelines on the Fair Use of Copyrighted Works by Law Libraries," as revised 2001, available at **http://www.aallnet.org/about/policy_fair.asp**

21License restrictions can override statutory exemptions. See pg. 6 for a discussion on license restrictions.

22These guidelines are adapted from the American Library Association's "Section 108 Photocopying by Libraries and Archives," available at **http://copyright.ala.org/library.html**

23For more information about interlibrary photocopying, see the National Commission on New Technological Uses of Copyright Works' "CONTU Guidelines on Photocopying Under Interlibrary Loan Arrangements," available at **http://www.ifla.org/documents/libraries/policies/contu.txt**

24Fair Use Guidelines for Educational Multimedia, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. Portions of the CONFU Guidelines are available at **http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf**

25Fair Use Guidelines for Educational Multimedia, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. Portions of the CONFU Guidelines are available at **http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf**

2017 U.S.C.A. 108 provides exemptions for reproduction by libraries. The 1998 Digital Millennium Copyright Act and Sonny Bono Copyright Term Extension Act significantly revised Section 108. The Digital Millennium Copyright Act (DMCA) amends Section 108 (b) & (c) to refer to digital copies for the first time. The Sonny Bono Copyright Extension Act amends Section 108(h) to include digital. However, revised digital wording is conspicuously absent from Section 108(a) -- the main part of the statute that covers most library copying for patrons. Therefore, a distinction should be made between digital works and non-digital works for purposes of library copying.

15*Id.* at section 3.2.3

Book	Administrative Guideline Manual
Section	2000 Program
Title	COPYRIGHTED WORKS
Code	ag2531a
Status	Active
Adopted	November 19, 2007

Keep

2531A - **COPYRIGHTED WORKS**

The United States Copyright Laws provide a basis for a civil action if an owner's copyrighted work is infringed by either direct or indirect copying that results in an identical or similar version of the work. Examples of works that are entitled to copyright protection are:

A. literary works;

B. musical works, including any accompanying words;

C. dramatic works, including any accompanying music;

D. pantomimes and choreographic works;

E. pictorial, graphic, and sculptural works;

F. motion pictures and other audiovisual works;

G. sound recordings;

H. architectural works.

The law affects classroom practices, and therefore educators must examine:

A. **what** they copy;

B. how **much** they copy;

C. the **purposes** for which they copy;

D. the **conditions** under which they copy.

Although a particular work may be copyright protected, the Fair Use Doctrine provides exceptions whereby a reproduction is not an infringement. In determining whether a particular use is a fair use, the following factors are considered:

A. the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes;

B. the nature of the copyrighted work;

C. the amount and substantiality of the portion used in relation to copyrighted work as a whole;

D. the effect of the use upon the potential market for or value of the copyrighted work.

Many factors, therefore, impact whether a particular use of a copyrighted work is a fair use. The following guidelines offer guidance as to what may or may not be considered a fair use. While these guidelines are not law, *i.e.*, they are not definitive, they do reflect prevailing legal thought.

Books and Periodicals

A. **Single Copying for Teachers**

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collective work;
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

B. **Multiple Copies for Classroom**

Multiple copies (not to exceed in any event more than one (1) copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

1. The copying meets the tests of brevity and spontaneity as defined below;
2. Meets the cumulative effect test as defined below;
3. Each copy includes a notice of copyright.

C. **Definitions**

1. **Brevity**

a. **Poetry:** (1) A complete poem if less than 250 words and if printed on not more than two (2) pages; (2) from a longer poem, an excerpt of not more than 250 words.

b. **Prose:** (1) Either a complete article, story or essay of less than 2,500 words; (2) an excerpt from any prose work of not more than 1,000 words or ten percent (10%) of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "a." and "b." above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

c. **Illustration:** One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

d. **"Special" works:** Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "b" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two (2) of the published pages of such special work and containing not more than ten percent (10%) of the works found in the text thereof, may be reproduced.

2. **Spontaneity**

a. The copying is at the instance and inspiration of the individual teacher.

b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. **Cumulative Effect**

a. The copying of the material is for only one (1) course in the school in which the copies are made.

b. Not more than one short poem, article, story, essay or two (2) excerpts may be copies from the same author, nor more than three (3) from the same collective work or periodical volume during one (1) class term.

c. There shall not be more than nine (9) instances of such multiple copying for one (1) course during one (1) class term.

[The limitations stated in "b" and "c" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

Prohibitions as to the Two (2) Sections Presented Above: "Single Copy for Teachers" and "Multiple Copies for Classroom"

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may not occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:

1. substitute for the purchase of books, publishers' reprints or periodicals;

2. be directed by higher authority;

3. be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of the photocopying.

Televised Material

A. **In General**

This section applies to a class viewing of an educational audiovisual work that is either broadcast at a particular time or available on a recorded videotape that is not licensed for public performance by the educational institution.

B. **Viewing of A Live Television Broadcast During Class Time**

If the audiovisual work is a broadcast television program and the timing of the broadcast corresponds to the meeting time of the class, the teacher is permitted to arrange for a television to be made available so that the class may view the televised program simultaneous with the broadcast only if no admission is charged directly or indirectly to view the work.

C. **Videotapes *(Guidelines II C. – II. F. were created by ALA, American Libraries, February 1986)***

Libraries purchase a wide range of educational and entertainment videotapes for in-library use and for lending to patrons. Since ownership of a physical object is different from ownership of the copyright therein, guidelines are necessary to define what libraries can do with the videotapes they own without infringing the copyrights they do not own. If a particular use would be an infringement, permission can always be sought from the copyright owner.

1. **In-classroom Use**

In-classroom performance of a copyrighted videotape is permissible under the following conditions:

a. The performance must be by instructors (including guest lecturers) or by students;

b. the performance is in connection with face-to-face teaching activities;

c. the entire audience is involved in the teaching activity;

d. the entire audience is in the same room or same general area;

e. the teaching activities are conducted by a non-profit education institution;

f. the performance takes place in a classroom or similar place devoted to instruction, such as a school library, gym, auditorium or workshop;

g. the videotape is lawfully made; the person responsible had no reason to believe that the videotape was unlawfully made.

2. **In-Library Use in Public Libraries**

a. Most performances of a videotape in a public room as part of an entertainment or cultural program, whether a fee is charged or not, would be infringing and a performance license is required from the copyright owner.

b. To the extent a videotape is used in an educational program conducted in a library's public room, the performance will not be infringing if the requirements for classroom use are met (See Televised Material C.1.).

c. Libraries which allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so.

d. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, *i.e.*, one (1) person, or no more than one (1) family, at a time.

e. User charges for private viewings should be nominal and directly related to the cost of maintenance of the videotape.

f. Even if a videotape is labeled "For Home Use only," private viewing in the library should be considered to be authorized by the vendor's sale to the library with imputed knowledge of the library's intended use of the videotape.

g. Notices may be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws, such as:

MANY VIDEOTAPED MATERIALS ARE PROTECTED BY COPYRIGHT. 17 U.S.C. §101. UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.

3. **Loan of Videotapes**

a. Videotapes labeled "For Home Use Only" may be loaned to patrons for their personal use. They should not knowingly be loaned to groups for public performances.

b. Copyright notice as it appears on the label of a videotape should not be obscured.

c. Nominal user fees may be charged.

d. If a patron inquires about a planned performance of a videotape, s/he should be informed that only private uses of it are lawful.

e. Video recorders may be loaned to a patron without fear of liability even if the patron uses the recorder to infringe a copyright. However, it may be a good idea to post notices on equipment that may be used for copying (even if an additional machine would be required) to assist copyright owners in preventing unauthorized reproduction. (See Televised Material C.2.g.)

4. **Duplication of Videotapes**

a. Under limited circumstances libraries may dupe a videotape or a part thereof, but the rules of 108 of the Copyright Revision Act of 1976 which librarians routinely utilize with respect to photocopying, apply to the reproduction.

Music

A. **Permissible Uses**

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent (10%) of the whole work. The number of copies shall not exceed one (1) copy per student.

3. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

B. **Prohibitions**

1. Copying to create or replace or substitute for anthologies, compilations or collective works.

2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

3. Copying for the purpose of performance, except as in Music A.1. above.

4. Copying for the purpose of substituting for the purchase of music, except as in Music A.1. and Music A.2. above.

5. Copying without inclusion of the copyright notice that appears on the printed copy.

Computer Programs

A. **Purchase Conditions Generally** (Guidelines Computer Programs A-D were created by ALS, American Libraries, February 1986

Most computer software purports to be licensed rather than sold. Frequently the package containing the software is wrapped in clear plastic through which legends similar to the following appear:

You should carefully read the following terms and conditions before opening this diskette package. Opening this diskette package indicates your acceptance of these terms and conditions. If you do not agree with them you should promptly return the package unopened and your money will be refunded.

OR

Read this agreement carefully. Use of this product constitutes your acceptance of the terms and conditions of this agreement.

OR

This program is licensed on the condition that you agree to the terms and conditions of this license agreement. If you do not agree to them, return the package with the diskette still sealed and your purchase price will be refunded. Opening this diskette package indicates your acceptance of these terms and conditions.

In the absence of authority to the contrary, one should assume that such licenses are in fact binding contracts. Therefore by opening and using the software the library or classroom may become contractually bound by the terms of the agreement wholly apart from the rights granted the copyright owner under the copyright laws.

Following such legends are the terms and conditions of the license agreement. The terms vary greatly between software producers and sometimes between programs produced by the same producer. Many explicitly prohibit rental or lending; some limit the program to use on one (1) identified computer or to one (1) user's personal use.

B. **Avoiding License Restrictions**

Loans of software may violate the standard license terms imposed by the copyright owner. To avoid the inconsistencies between sale to a library and the standard license restriction, libraries should note on their purchase orders the intended use of software meant to circulate. Such a legend should read:

PURCHASE IS ORDERED FOR LIBRARY CIRCULATION AND PATRON USE

Then, if the order is filled, the library is in a good position to argue that its terms, rather than the standard license restrictions, apply.

C. **Archival Copies**

1. Libraries may lawfully make one (1) archival copy of a copyrighted program under the following conditions:
    a. one (1) copy is made;
    b. the archival copy is stored;
    c. if possession of the original ceases to be lawful, the archival copy must be destroyed or transferred along with the original program;
    d. copyright notice should appear on the copy.
2. The original may be kept for archival purposes and the "archival copy" circulated. Only one (1) copy -- either the original or the archival -- may be used or circulated at any given time.
3. If the circulating copy is destroyed, another "archival" copy may be made.
4. If the circulating copy is stolen, the copyright owner should be consulted before circulating or using the "archival" copy.

D. **In-library and In-classroom Use**

1. License restrictions, if any, should be observed.
2. If only one (1) program is owned under license, ordinarily it may only be used on one (1) machine at a time.

3. Most licenses do not permit a single program to be loaded into a computer which can be accessed by several different terminals or into several computers for simultaneous use.

4. If the machine is capable of being used by a patron to make a copy of a program, a warning should be posted on the machine, such as:

   MANY COMPUTER PROGRAMS ARE PROTECTED BY COPYRIGHT. 17 U.S.C. § 101. UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.

E. **Lending Copies of Computer Programs to Library Patrons**

General Rule: Provided that the required warning is placed on lawfully acquired copies of computer programs, they may be lent by nonprofit libraries to patrons for nonprofit purposes under Title 17 Section 109(b) of the Copyright Act. In looking at these scenarios, keep in mind that the library patron may be liable for copyright infringement even if the library is not.

1. A nonprofit library possesses one (1) copy of a popular word processing program pursuant to a valid license, affixes to the package the required copyright warning, and makes it available at the circulation desk for patrons to borrow.

   This is permissible under Title 17 Section 109(b)(2), provided that the lending library is unaware or has no substantial reason to believe that the computer software is lent for a for-profit purpose.

2. Assuming the same facts as in Computer Programs E.1. A student working on an English literature research paper borrows the word processing program and installs it on his/her personal computer. Later, when the word processing program is overdue, she returns the packaged copy to the library, but keeps the copy installed on his/her computer to complete the research paper.

   Statutory exemptions are available to the library, but not to the student. The Title 17 Section 109(b)(2) lending exemptions permit "transfer of possession" and "lending" of computer programs by schools and libraries for users, but not unauthorized reproduction by patrons. The library would not face liability unless contributory infringement or vicarious liability is proved, such as demonstrating that the library encouraged patrons to copy.

3. A nonprofit library loans its copy of applications software that was purchased, not licensed. The required warning is affixed to the package.

   This is permissible under Title 17 Section 109(b)(2) provided that the borrowing library is unaware or has no substantial reason to believe that the software is to be used for for-profit purposes. Lending the applications software is impermissible if the library acquired it under a license that did not permit loans.

4. A library purchases a book with supplemental software on a disk in the book pocket. The library lends the book with the accompanying software in response to an inter-library loan request.

   This is permissible under Title 17 Section 109(b)(2), provided that the book and software is lent for a nonprofit purpose, and the library affixes to the book or disk the required copyright warning.

F. **Patron Use from Remote Servers**

1. A library at a nonprofit educational institution obtains a single-machine license for a popular word processing program, but makes it available via a campus-wide computer system that any number of students, faculty, and staff may access simultaneously from either on or off campus. The required copyright warning is displayed whenever an end-user signs onto the computer system.

   The fair use defense and statutory exemptions are unavailable. The lending exemptions for nonprofit libraries and nonprofit educational institutions apply to lawfully made copies, but not to the unauthorized reproduction and public display that occurs with network distribution. The fair use defense also should not apply to this reproduction, despite its non-commercial purpose, because the entire computer program is reproduced, the computer program may be unpublished, and the serious commercial effect caused by lost license fees and pirated copies.

2. Assume the same facts as in Computer Programs F.1., except that the library obtains a network version of the word processing program and a site license permitting simultaneous access for faculty, staff, and students.

There is no infringement by library or faculty, staff, or students.

3. A nonprofit library has installed a computer program on its network and made it available to patrons, pursuant to a license agreement, via on-site terminals. Despite warnings to the contrary, a patron copies the computer program onto a diskette for his/her personal use.

   There is copyright infringement by the library patron, and neither the fair use defense nor a statutory exemption is available.

4. A student at a nonprofit educational institution licenses a computer program for his/her personal computer, and uploads the computer program to the school library's network, where it can be accessed and copied by several hundred students, faculty and staff without permission of the copyright owner.

   There is copyright infringement by the student. His/Her unauthorized reproduction of the computer program is not covered by Title 17 Section 109(b) exemptions for nonprofit library lending for nonprofit purposes or nonprofit educational institutional lending.

Database Downloading

A teacher/student may:

A. download to the printer bibliographic citations or full text of a document identified during a search of DIALOG, Wilsonline, etc., as the terms of the school's contract which the vendors specify. It is assumed that the user will require no more than 20-30 citations, will be using a legitimate password/subscription for invoice purposes, and has local approval to order, receive, and provide payment for a full-text document or citations.

B. use downloaded material for individual research or teaching.

A teacher/student may not: (without express written consent of the database vendor):

A. keep archival copies of downloaded works;

B. download a "substantial taking" (complete database or most of the records). Note that this criterion also includes a qualitative aspect. For example, if several records were retrieved from a large database but these records were qualitatively superior to the others, the use could also be considered a "substantial taking";

C. make commercially available the downloaded material. All four (4) fair-use criteria apply to downloading, but the economic aspect has generally been regarded to be the most important.

Digital Images

A. **Digitizing by Institutions: Newly Acquired Analog Visual Images**

An educational institution may digitize newly, lawfully, acquired analog visual images to support the permitted educational uses under these guidelines unless such images are readily available in usable digital form for purchase or license at a fair price. Images that are readily available in usable digital form for purchase or license at a fair price should not be digitized for addition to an institutional image collection without permission.

B. **Creating Thumbnail Images**

An educational institution may create thumbnail images of lawfully acquired images for inclusion in a visual catalog for use at the institution. These thumbnail images may be combined with descriptive text in a visual catalog that is searchable by a number of fields, such as the source.

C. **Access, Display, and Distribution on an Institution's Secure Electronic Network**

Subject to the time limitations in Section Digital Images D., an educational institution may display and provide access to images digitized under these guidelines through its own secure electronic network. When displaying digital images on such networks, an educational institution should implement technological controls and institutional policies to protect the rights of copyright owners, and use best efforts to make users aware of those rights. In addition, the educational institution must provide notice stating that digital images on its secure electronic network shall not be downloaded,

copied, retained, printed, shared, modified, or otherwise used, except as provided for in the permitted educational uses under these guidelines.

1. **Visual online catalog:** An educational institution may display a visual online catalog, which includes the thumbnail images created as part of the institution's digitization process, on the institution's secure electronic network, and may provide access to such catalog by educators, scholars, and students affiliated with the educational institution.

2. **Course compilations of digital images:** An educational institution may display an educator's compilation of digital images (See also Section Digital Images E.1.b.) on the institution's secure electronic network for classroom use, after-class review, or directed study, provided that there are technological limitations (such as a password or PIN) restricting access only to students enrolled in the course. The institution may display such images on its secure electronic network only during the semester or term in which that academic course is given.

3. Access, display, and distribution beyond the institution's secure electronic network: electronic access to, or display or distribution of, images digitized under these guidelines, including the thumbnail images in the institution's visual online catalog, is not permitted beyond the institution's own electronic network, even for educational purposes. However, those portions of the visual online catalog which do not contain images digitized under these guidelines, such as public domain images and text, may be accessed, displayed, or distributed beyond the institution's own secure electronic network.

D. **Time Limitations for Use of Images Digitized by Institutions from Newly Acquired Analog Visual Images**

An educational institution may use and retain in digital image collections images that are digitized from newly acquired analog visual images under these guidelines, as long as the retention and use comply with the following conditions:

1. Images digitized from a known source and not readily available in usable digital form for purchase or license at a fair price may be used for one (1) academic term and may be retained in digital form while permission is being sought. Permission is required for uses beyond the initial use; if permission is not received, any use is outside the scope of these guidelines and subject to the four-factor fair use analysis.

2. Where the rightsholder of an image is unknown, a digitized image may be used for up to 3 years from first use, provided that a reasonable inquiry is conducted by the institution seeking permission to digitize, retain, and reuse the digitized image. If, after three (3) years, the educational institution is unable to identify sufficient information to seek permission, any further use of the image is outside the scope of these guidelines and subject to the four-factor fair use analysis.

E. **Use By Educators, Scholars, And Students**

Subject to the time limitations in Section Digital Images D., images digitized under these guidelines may be used by educators, scholars, and students as follows:

1. **Educator Use of Images Digitized Under These Guidelines**

   a. An educator may display digital images for educational purposes, including face-to-face teaching of curriculum-based courses, and research and scholarly activities at a nonprofit educational institution.

   b. An educator may compile digital images for display on the institution's secure electronic network to students enrolled in a course given by that educator for classroom use, after-class review, or directed study, during the semester or term in which the educator's related course is given.

2. **Use of Images for Peer Conferences**

   Educators, scholars, and students may use or display digital images in connection with lectures or presentations in their fields, including uses at non-commercial professional development seminars, workshops, and conferences where educators meet to discuss issues relevant to their disciplines or present works they created for educational purposes in the course of research, study, or teaching.

3. **Use of Images for Publications**

These guidelines do not cover reproducing and publishing images in publications, including scholarly publications in print or digital form, for which permission is generally required. Before publishing any images under fair use, even for scholarly and critical purposes, scholars and scholarly publishers should conduct the four-factor fair use analysis.

4. **Student Use of Images Digitized Under These Guidelines**

Students may:

a. Use digital images in an academic course assignment such as a term paper or thesis, or in fulfillment of degree requirements.

b. Publicly display their academic work incorporating digital images in courses for which they are registered and during formal critiques at a nonprofit educational institution.

c. Retain their academic work in their personal portfolios for later uses such as graduate school and employment applications.

Other student uses are outside the scope of these guidelines and are subject to the four-factor fair use analysis.

F. **Image Digitization By Educators, Scholars, And Students For Spontaneous Use**

Educators, scholars, and students may digitize lawfully acquired images to support the permitted educational uses under these guidelines if the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission. Images digitized for spontaneous use do not automatically become part of the institution's image collection. Permission must be sought for any reuse of such digitized images or their addition to the institution's image collection.

G. **Important Reminders And Fair Use Limitations Under These Guidelines:**

1. **Creation of Digital Image Collections**

When digitizing copyrighted images, as permitted under these guidelines, an educational institution should simultaneously conduct the process of seeking permission to retain and use the images.

Where the rightsholder is unknown, the institution should pursue and is encouraged to keep records of its reasonable inquiry. Rightsholders and others who are contacted are encouraged to respond promptly to inquiries.

2. **Reasonable Inquiry**

A reasonable inquiry by an institution for the purpose of clearing rights to digitize and use digital images includes, but is not limited to, conducting each of the following steps: (1) checking any information within the control of the educational institution, including slide catalogs and logs, regarding the source of the image; (2) asking relevant faculty, departmental staff, and librarians, including visual resource collections administrators, for any information regarding the source of the image; (3) consulting standard reference publications and databases for information regarding the source of the image; and (4) consulting rights reproduction collectives and/or major professional associations representing image creators in the appropriate medium.

3. **Attribution and Acknowledgment**

Educators, scholars, and students should credit the sources and display the copyright notice(s) with any copyright ownership information shown in the original source, for all images digitized by educators, scholars, and students, including those digitized under fair use. Crediting the source means adequately identifying the source of the work, giving a full bibliographic description where available (including the creator/author, title, publisher, and place and date of publication) or citing the electronic address if the work is from a network source. Educators, scholars, and students should retain any copyright notice or other proprietary rights notice placed by the copyright owner or image archive or collection on the digital image, unless they know that the work has entered the public domain or that the copyright ownership has changed. In those cases when source credits and copyright ownership information cannot be displayed on the screen with the image for educational reasons (*e.g.*, during examinations), this information should still be linked to the image.

4. **Licenses and Contracts**

Institutions should determine whether specific images are subject to a license or contract; a license or contract may limit the uses of those images.

5. **Portions from Single Sources Such as Published Compilations or Motion Pictures**

When digitizing and using individual images from a single source such as a published compilation (including but not limited to books, slide sets, and digital image collections), or individual frames from motion pictures or other audiovisual works, institutions and individuals should be aware that fair use limits the number and substantiality of the images that may be used from a single source. In addition, a separate copyright in a compilation may exist.

Further, fair use requires consideration of the effect of the use on the potential market for or value of the copyrighted work. The greater the number and substantiality of images taken from a single source, the greater the risk that the use will not be fair use.

6. **Portions of Individual Images**

Although the use of entire works is usually not permitted under fair use, it is generally appropriate to use images in their entirety in order to respect the integrity of the original visual image, as long as the limitations on use under these guidelines are in place. For purposes of electronic display, however, portions of an image may be used to highlight certain details of the work for educational purposes as long as the full image is displayed or linked to the portion.

7. **Integrity of Images: Alterations**

In order to maintain the integrity of copyrighted works, educators, scholars, and students are advised to exercise care when making any alterations in a work under fair use for educational purposes such as criticism, comment, teaching, scholarship, and research. Furthermore, educators, scholars, and students should note the nature of any changes they make to original visual images when producing their own digital images.

8. **Caution in Downloading Images from Other Electronic Sources**

Educators, scholars, and students are advised to exercise caution in using digital images downloaded from other sources, such as the Internet. Such digital environments contain a mix of works protected by copyright and works in the public domain, and some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

H. **Transition Period For Pre-Existing Analog Image Collections**

1. **Context**

Pre-existing visual resource collections in educational institutions (referred to in these guidelines as "pre-existing analog image collections") often consist of tens of thousands of images which have been acquired from a wide variety of sources over a period of many years. Many pre-existing collections lack adequate source information for older images and standards for accession practices are still evolving. In addition, publishers and vendors may no longer be in business, and information about specific images may no longer be available. For many images there may also be several layers of rightsholders: the rights in an original visual image are separate from rights in a reproduction of that image and may be held by different rightsholders. All these factors complicate the process of locating rightsholders, and seeking permissions for pre-existing collections will be painstaking and time consuming.

However, there are significant educational benefits to be gained if pre-existing analog image collections can be digitized uniformly and systematically. Digitization will allow educators to employ new technologies using the varied and numerous images necessary in their current curricula. At the same time, rightsholders and educational institutions have concerns that images in some collections may have been acquired without permission or may be subject to restricted uses. In either case, there may be rightsholders whose rights and interests are affected by digitization and other uses.

The approach agreed upon by the representatives who developed these guidelines is to permit educational institutions to digitize lawfully acquired images as a collection and to begin using such images for educational purposes. At the same time, educational institutions should begin to identify the rightsholders and seek permission to retain and use the digitized images for future educational purposes. Continued use depends on the institutions' making a reasonable inquiry to clear the rights

in the digitized image. This approach seeks to strike a reasonable balance and workable solution for copyright holders and users who otherwise may not agree on precisely what constitutes fair use in the digital era.

2. **Digitizing by Institutions: Images in Pre-Existing Analog Image Collections**

a. Educational institutions may digitize images from pre-existing analog image collections during a reasonable transition period of seven (7) years (the approximate useful life of a slide) from [December 31, 1996]. In addition, educators, scholars, and students may begin to use those digitized images during the transition period to support the educational uses under these guidelines. When digitizing images during the transition period, institutions should simultaneously begin seeking the permission to digitize, retain, and reuse all such digitized images.

b. Digitization from pre-existing analog image collections is subject to limitations on portions from single sources such as published compilations or motion pictures. Section Digital Images G.5. of these guidelines should not be interpreted to permit the systematic digitization of images from an educational institution's collections of books, films, or periodicals as part of any methodical process of digitizing images from the institution's pre- existing analog image collection during the transition period.

c. If, after a reasonable inquiry, an educational institution is unable to identify sufficient information to seek appropriate permission during the transition period, continued retention and use is outside the scope of these guidelines and subject to the four-factor fair use analysis. Similarly, digitization and use of such collections after the expiration of the transition period is outside the scope of these guidelines and subject to the four- factor fair use analysis.

Distance Learning

A. Broadly viewed, distance learning is an educational process that occurs when instruction is delivered to students physically remote from the location or campus of program origin, the main campus, or the primary resources that support instruction. In this process, the requirements for a course or program may be completed through remote communications with instructional and support staff including either one-way or two-way written, electronic or other media forms.

Distance education involves teaching through the use of telecommunications technologies to transmit and receive various materials through voice, video and data. These avenues of teaching often constitute instruction on a closed system limited to students who are pursuing educational opportunities as part of a systematic teaching activity or curriculum and are officially enrolled in the course. Examples of such analog and digital technologies include telecourses, audio and video teleconferences, closed broadcast and cable television systems, microwave and ITFS, compressed and full-motion video, fiber optic networks, audiographic systems, interactive videodisk, satellite-based and computer networks.

B. Applicability And Eligibility

1. **Applicability Of The Guidelines**

These guidelines apply to the performance of lawfully acquired copyrighted works not included under Title 17 Section 110(2) (such as a dramatic work or an audiovisual work) as well as to uses not covered for works that are included in Title 17 Section 110(2). The covered uses are (1) live interactive distance learning classes (i.e., a teacher in a live class with all or some of the students at remote locations) and (2) faculty instruction recorded without students present for later transmission. They apply to delivery via satellite, closed circuit television or a secure computer network. They do not permit circumventing anti-copying mechanisms embedded in copyrighted works.

These guidelines do not cover asynchronous delivery of distance learning over a computer network, even one that is secure and capable of limiting access to students enrolled in the course through PIN or other identification system.

In some cases, the guidelines do not apply to specific materials because no permission is required, either because the material to be performed or displayed is in the public domain, or because the instructor or the institution controls all relevant copyrights. In other cases, the guidelines do not apply because the copyrighted material is already subject to a specific agreement. For example, if the material was obtained pursuant to a license, the terms

of the license apply. If the institution has received permission to use copyrighted material specifically for distance learning, the terms of that permission apply.

2. **Eligibility**

a. Eligible Educational Institution

These guidelines apply to nonprofit educational institutions at all levels of instruction whose primary focus is supporting research and instructional activities of educators and students but only to their nonprofit activities. They also apply to government agencies that offer instruction to their employees.

b. Eligible Students

Only students officially enrolled for the course at an eligible institution may view the transmission that contains works covered by these guidelines. This may include students enrolled in the course who are currently matriculated at another eligible institution. These guidelines are also applicable to government agency employees who take the course or program offered by the agency as a part of their official duties.

C. **Works Performed For Instruction**

Relation To Instruction: Works performed must be integrated into the course, must be part of systematic instruction and must be directly related and of material assistance to the teaching content of the transmission. The performance may not be for entertainment purposes.

D. **Transmission And Reception**

1. **Transmission (Delivery):** Transmission must be over a secure system with technological limitations on access to the class or program such as a PIN number, password, smartcard or other means of identification of the eligible student.

2. **Reception:** Reception must be in a classroom or other similar place normally devoted to instruction or any other site where the reception can be controlled by the eligible institution. In all such locations, the institution must utilize technological means to prevent copying of the portion of the class session that contains performance of the copyrighted work.

E. **Limitations**

1. **One Time Use:** Performance of an entire copyrighted work or a large portion thereof may be transmitted only once for a distance learning course. For subsequent performances, displays or access, permission must be obtained.

2. **Reproduction And Access To Copies**

a. Receiving Institution: The institution receiving the transmission may record or copy classes that include the performance of an entire copyrighted work, or a large portion thereof, and retain the recording or copy for up to fifteen (15) consecutive class days (i.e., days in which the institution is open for regular instruction) for viewing by students enrolled in the course. Access to the recording or copy for such viewing must be in a controlled environment such as a classroom, library or media center, and the institution must prevent copying by students of the portion of the class session that contains the performance of the copyrighted work. If the institution wants to retain the recording or copy of the transmission for a longer period of time, it must obtain permission from the rightsholder or delete the portion which contains the performance of the copyrighted work.

b. Transmitting Institution: The transmitting institution may, under the same terms, reproduce and provide access to copies of the transmission containing the performance of a copyrighted work; in addition, it can exercise reproduction rights provided in Title 17 Section 112(b).

F. **Multimedia**

Commercially Produced Multimedia: If the copyrighted multimedia work was obtained pursuant to a license agreement, the terms of the license apply. If, however, there is no license, the performance of the copyrighted elements

of the multimedia works may be transmitted in accordance with the provisions of these guidelines.

G. **Examples Of When Permission Is Required**

1. **Commercial uses:** Any commercial use including the situation where a nonprofit educational institution is conducting courses for a for-profit corporation for a fee such as supervisory training courses or safety training for the corporation's employees.

2. **Dissemination of recorded courses:** An institution offering instruction via distance learning under these guidelines wants to further disseminate the recordings of the course or portions that contain performance of a copyrighted work.

3. **Uncontrolled access to classes:** An institution (agency) wants to offer a course or program that contains the performance of copyrighted works to non-employees.

4. **Use beyond the 15-day limitation:** An institution wishes to retain the recorded or copied class session that contains the performance of a copyrighted work not covered in Title 17 Section 110(2). (It also could delete the portion of the recorded class session that contains the performance).

Multimedia

These uses are subject to the Portion Limitations listed in Section Multimedia D. They should include proper attribution and citation as defined in Sections Multimedia F.2.

A. **By Students**

Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

B. **By Educators for Curriculum-Based Instruction**

Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for their own teaching tools in support of curriculum-based instructional activities at educational institutions.

C. **Permitted Uses Of Educational Multimedia Projects Created Under These Guidelines**

Uses of educational multimedia projects created under these guidelines are subject to the Time, Portion, Copying and Distribution Limitations listed in Section Multimedia D.

1. **Student Use**

Students may perform and display their own educational multimedia projects created under Section Multimedia A and B. of these guidelines for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.

2. **Educator Use for Curriculum-Based Instruction**

Educators may perform and display their own educational multimedia projects created under Section Multimedia A and B for curriculum-based instruction to students in the following situations:

a. for face-to-face instruction;

b. assigned to students for directed self-study;

c. for remote instruction to students enrolled in curriculum-based courses and located at remote sites, provided over the educational institution's secure electronic network in real-time, or for after class review or directed self-study, provided there are technological limitations on access to the network and

educational multimedia project (such as a password or PIN) and provided further that the technology prevents the making of copies of copyrighted material.

If the educational institution's network or technology used to access the educational multimedia project created under Section Multimedia A and B of these guidelines cannot prevent duplication of copyrighted material, students or educators may use the multimedia educational projects over an otherwise secure network for a period of only fifteen (15) days after its initial real-time remote use in the course of instruction or fifteen (15) days after its assignment for directed self-study. After that period, one (1) of the two (2) use copies of the educational multimedia project may be placed on reserve in a learning resource center, library or similar facility for on-site use by students enrolled in the course. Students shall be advised that they are not permitted to make their own copies of the educational multimedia project.

3. **Educator Use for Peer Conferences**

Educators may perform or display their own educational multimedia projects created under Section Multimedia A. and B. of these guidelines in presentations to their peers, for example, at workshops and conferences.

4. **Educator Use for Professional Portfolio**

Educators may retain educational multimedia projects created under Section Multimedia A. and B. of these guidelines in their personal portfolios for later personal uses such as tenure review or job interviews.

D. **Limitations - Time, Portion, Copying And Distribution**

The preparation of educational multimedia projects incorporating copyrighted works under Section Multimedia A. and B., and the use of such projects under Section Multimedia C., are subject to the limitations noted below.

1. **Time Limitations**

Educators may use their educational multimedia projects created for educational purposes under Section Multimedia A. and B. of these guidelines for teaching courses, for a period of up to two (2) years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the production. Students may use their educational multimedia projects as noted in Section Multimedia C.1.

2. **Portion Limitations**

Portion limitations mean the amount of a copyrighted work that can reasonably be used in educational multimedia projects under these guidelines regardless of the original medium from which the copyrighted works are taken. "In the aggregate" means the total amount of copyrighted material from a single copyrighted work that is permitted to be used in an educational multimedia project without permission under these guidelines. These limitations apply cumulatively to each educator's or student's multimedia project(s) for the same academic semester, cycle or term. All students should be instructed about the reasons for copyright protection and the need to follow these guidelines. It is understood, however, that students in kindergarten through grade six may not be able to adhere rigidly to the portion limitations in this section in their independent development of educational multimedia projects. In any event, each such project retained under Sections Multimedia C.1 and Multimedia D.3. should comply with the portion limitations in this section.

a. Motion Media: Up to ten percent (10%) or three (3) minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section Multimedia A. and B. of these guidelines.

b. Text Material: Up to ten percent (10%) or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section Multimedia A. and B. of these guidelines. An entire poem of less than 250 words may be used, but no more than three (3) poems by one (1) poet, or five (5) poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but

no more than three (3) excerpts by a poet, or five (5) excerpts by different poets from a single anthology may be used.

c. Music, Lyrics, and Music Video: Up to ten percent (10%), but in no event more than thirty (30) seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project created under Section Multimedia A. and B. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

d. Illustrations and Photographs: The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because fair use usually precludes the use of an entire work. Under these guidelines a photograph or illustration may be used in its entirety but no more than five (5) images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section Multimedia A. and B. When using photographs and illustrations from a published collective work, not more than ten percent (10%) or fifteen (15) images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section Multimedia A. and B.

e. Numerical Data Sets: Up to ten percent (10%) or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section Multimedia A. and B. of these guidelines. A field entry is defined as a specific item of information, such as a name or Social Security number, in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

3. **Copying and Distribution Limitations**

Only a limited number of copies, including the original, may be made of an educator's educational multimedia project. For all of the uses permitted by Section Multimedia C., there may be no more than two (2) use copies only one (1) of which may be placed on reserve as described in Section Multimedia C.2.c. An additional copy may be made for preservation purposes but may only be used or copied to replace a use copy that has been lost, stolen, or damaged. In the case of a jointly created educational multimedia project, each principal creator may retain one copy but only for the purposes described in Sections Multimedia C.3. and Multimedia C.4. for educators and in Section Multimedia C.1. for students.

E. **EXAMPLES OF WHEN PERMISSION IS REQUIRED**

1. **Using Multimedia Projects for Non-Educational or Commercial Purposes**

Educators and students must seek individual permissions (licenses) before using copyrighted works in educational multimedia projects for commercial reproduction and distribution.

2. **Duplication of Multimedia Projects Beyond Limitations Listed in These Guidelines**

Even for educational uses, educators and students must seek individual permissions for all copyrighted works incorporated in their personally created educational multimedia projects before replicating or distributing beyond the limitations listed in Section Multimedia D.3.

3. **Distribution of Multimedia Projects Beyond Limitations Listed in These Guidelines**

Educators and students may not use their personally created educational multimedia projects over electronic networks, except for uses as described in Section Multimedia C.2.c., without obtaining permissions for all copyrighted works incorporated in the program.

F. **IMPORTANT REMINDERS**

1. **Caution in Downloading Material from the Internet**

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational multimedia projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

2. **Attribution and Acknowledgement**

   Educators and students are reminded to credit the sources and display the copyright notice and copyright ownership information if this is shown in the original source, for all works incorporated as part of educational multimedia projects prepared by educators and students, including those prepared under fair use. Crediting the source must adequately identify the source of the work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice (©, year of first publication and name of the copyright holder).

   The credit and copyright notice information may be combined and shown in a separate section of the educational multimedia project (e.g., credit section) except for images incorporated into the project for the uses described in Section Multimedia C.2.c. In such cases, the copyright notice and the name of the creator of the image must be incorporated into the image when, and to the extent, such information is reasonably available; credit and copyright notice information is considered incorporated if it is attached to the image file and appears on the screen when the image is viewed. In those cases when displaying source credits and copyright ownership information on the screen with the image would be mutually exclusive with an instructional objective (e.g. during examinations in which the source credits and/or copyright information would be relevant to the examination questions), those images may be displayed without such information being simultaneously displayed on the screen. In such cases, this information should be linked to the image in a manner compatible with such instructional objectives.

3. **Notice of Use Restrictions**

   Educators and students are advised that they must include on the opening screen of their multimedia project and any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the educational multi-media fair use guidelines and are restricted from further use.

4. **Future Uses Beyond Fair Use**

   Educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

5. **Integrity of Copyrighted Works: Alterations**

   Educators and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Educators and students are advised to note that alterations have been made.

6. **Reproduction or Decompilation of Copyrighted Computer Programs**

   Educators and students should be aware that reproduction or decompilation of copyrighted computer programs and portions thereof, for example the transfer of underlying code or control mechanisms, even for educational uses, are outside the scope of these guidelines.

7. **Licenses and Contracts**

   Educators and students should determine whether specific copyrighted works, or other data or information are subject to a license or contract. Fair use and these guidelines shall not preempt or supersede licenses and contractual obligations.

Obtaining Permission for Copying

A. A teacher may request and obtain permission to copy material from a copyrighted work; s/he may then use the work as expressly permitted and will not be bound by the limitations and prohibitions set forth above.

B. Request for permission must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include the title, author or editor, and edition of materials for which permission is sought; the exact materials to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material; the number of copies to be made; the use to be made of the duplicated materials; the form of distribution; whether or not the copies will be sold; and the process by which the material will be reproduced.

C. A copy of the written permission granted by the publisher or copyright owner shall be preserved by the Superintendent.

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of EVALUATION OF PROGRAM
Code	ag2605
Status	
Adopted	November 19, 2007

~~2605 **EVALUATION OF PROGRAM PURPOSE**~~

~~Evaluation is essential to achieve adequately a desired learning outcome. Staff needs to be able to monitor a given situation in such a way that the District or a school has appropriate data about the current status on which to base decisions and actions. If the assessment is inadequate (for one of several reasons), it could lead to inappropriate actions and ultimately to lack of accomplishment of District goals and staff responsibilities.~~

~~Sequence of Tasks in Program Evaluation~~

~~Task 1 Clarify the outcomes and elements of the program to be evaluated.~~
~~Task 2 Describe program outcomes and elements as they should be.~~
~~Task 3 Determine the procedures for gathering needed information about current status of program outcomes and elements.~~
~~Task 4 Gather the data.~~
~~Task 5 Verify the accuracy and sufficiency of the data.~~
~~Task 6 **Assess** the programs by:~~

1. ~~comparing the data (Task 4) with the standards (Task 2) to determine strengths and weaknesses;~~
2. ~~determining relative significance of both strengths and weaknesses.~~

~~Task 7 **Evaluate** the program by judging its value or worth based on the assessment (Task 6).~~

~~PROGRAM EVALUATION CHECKLIST~~

~~When conducting an evaluation of a District program, use some or all of the following questions to 1.) determine **what** is to be evaluated (Task 1), 2.) determine standards (Task 2), and then 3.) obtain evidence about its effectiveness (Task 3):~~

A. **~~OUTCOMES~~**

1. ~~How proficiently are the participating students learning to perform the tasks in each component of the program?~~
2. ~~How well are the participating students achieving each of the parts of the INTENDED LEARNING OUTCOME as demonstrated by their performance on the APPLICATION OF LEARNING TASKS?~~
3. ~~What specific secondary gains (additional benefits) are being realized for the participating students? for other students? for teachers? for the school/district? etc.~~
4. ~~What specific side effects (negative consequences) are realized for the participating students? for other students? for teachers? for the school/district? etc.~~
5. ~~How well does the program comply with local, state, and Federal regulations, guidelines, policies, constraints, etc.?~~

B. **~~ATTITUDES~~**

1. ~~To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?~~
2. ~~To what extent do those not directly involved in the program think it is a good program and should be continued?~~

C. **~~PROGRAM OPERATION~~**

1. ~~How well do the needs assessment procedures work to efficiently identify the students who should be involved in the program?~~
2. ~~How well is the **organization** and the **scheduling** of the program working to provide the participating students the opportunity to achieve program goals and meet other needs without inhibiting other students from achieving their learning goals and objectives?~~
3. ~~How well is the staff able to fulfill the roles and responsibilities needed to develop and implement the program?~~
4. ~~How well are the program planning procedures working to create a plan for learning that will achieve the Intended Learning Outcomes of the program?~~
5. ~~How effective are the **instructional procedures** working to implement the curriculum and to facilitate the students' achievement of the program goals?~~

6. How adequate and appropriate are the **facilities** being used to implement the program effectively?
7. How adequate, appropriate, and available are the **instructional resources** needed to implement the program effectively?
8. How well is the information about the program and its participating students being **communicated** to those who need, want, and/or should have the information?

> Criteria and standards for each selected program result and/or elements need to be decided, based on a determination of the amount and quality of those characteristics that either are essential for the program to be effective or are needed to satisfy people in the particular situation.

ESTABLISHING CRITERIA AND STANDARDS

The following are suggested procedures for establishing a set of criteria and standards for evaluating any District learning program.

A. For each element, identify CRITERIA by which that result or element should be assessed and evaluated. (Criteria deal with **qualities** or **characteristics**, e.g. number of, adequacy of, etc. while standards indicate **how much** (many) **is acceptable**. For example, asking, "To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?" would be a question related to the CRITERION of **acceptability** of the program. The STANDARD would be how many or what percentage of those in the program would have to want to continue in order for the **acceptability** or **attitude toward the program** to be "excellent", "good", or "poor".)
B. For each CRITERION, decide the STANDARDS for determining what number or level or degree will be used for the MALQ (Minimum Acceptable Level of Quality), generally judged as "poor but acceptable", and what will be the DLQ (Desired Level of Quality), generally judged to be "excellent". Anything in between can be rated by such terms as "fair", "good", "above-average", etc.
C. For each CRITERION, develop a rating scale or some way of assigning a numerical value to varying degrees of that quality based on evidence or on opinion supported by evidence.

For examples of rating systems with criteria/standards, refer to Form 2252 F1 and Form 2520 F1.

EVALUATION GUIDELINES

Evaluation is a **judgment** about how "good" something is based on how well it meets particular **standards**.
If plans for evaluating a program are made **when the program is planned**, the task of evaluating is made considerably easier than if the evaluation plan is not developed about until **after** the program has been planned and/or implemented.
The following are some suggested guidelines regarding evaluation:

A. Decide, well in advance of any reporting, **what** will be evaluated, **who** will be asked to evaluate, **when** the program will be evaluated, and on what **basis**.
B. Be sure that everyone involved in the evaluation is clear about the criteria and standards and what will be considered **evidence** on which to base a rating on each criterion.
C. Devise checklists, forms, etc. which make it **easy** for people to keep track of data related to each criterion.
D. Do not formally assess and evaluate a program until there is **evidence of results**. In a learning program, nothing else – attitudes, teaching procedures, etc. – should be judged except in terms of how each helps to produce the learning results. Also, do not keep changing the program until there is evidence of results. Let the program produce results and then assess them and key program elements. After the assessment/evaluation is completed, changes can be made to:

    1. maintain and/or improve learning outcomes and other results;
    2. improve elements of the program;
    3. maintain/increase secondary gains;
    4. decrease or eliminate side effects.

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of TESTING PROGRAM
Code	ag2623a
Status	
Adopted	November 19, 2007

~~2623A~~ ~~**TESTING PROGRAM**~~

~~**Purpose of Testing**~~

~~Testing, like any other element of the District's operation, should have a definite purpose related to District programs or State mandates. No test should be given without first defining its purpose and determining how the results will be used.~~

~~**SUGGESTED PURPOSES FOR VARIOUS TESTS**~~

A. ~~**Diagnostic Assessments and Achievement Tests**~~

1. ~~measure a student's progress in achieving District learning outcomes~~
2. ~~help determine student learning strengths and weaknesses and/or diagnose their causes~~
3. ~~help assess the effectiveness of a grade level's, school's, or the District's program and/or identify/diagnose educational strengths and weaknesses~~
4. ~~aid in evaluating curriculum and/or instructional strategies and resources~~
5. ~~help determine the extent to which a student can perform tasks associated with functional literacy~~
6. ~~aid in diagnosing problems with literacy task skills and in providing for appropriate remediation~~
7. ~~measure the skill in a specific content that is expected at the end of the designated grade~~
8. ~~measure student comprehension of academic content standards and mastery of related skills for the relevant subject area at each grade, kindergarten through eighth~~

B. ~~**Intelligence Tests**~~
~~measure a student's mental ability as defined by the tests~~

C. ~~**Readiness Tests**~~
~~help determine the appropriate time for a student to begin a learning program~~

D. ~~**Vocations Interest/Aptitude Tests**~~

1. ~~help determine a student's interests or aptitudes for comparison with those related to particular vocational fields~~
2. ~~assist in the vocational counseling of a student~~

~~**Uses of Test Results**~~

~~The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning.~~

~~**Administration of State-Required Tests**~~

~~To the extent required by law, the District shall administer the State-required tests for students in third through eighth and tenth grades in accordance with the schedule established by the State Department of Education.~~

~~**Item Analysis**~~

~~If test results are to be used effectively, an analysis of the test items usually should be the first step. Such an analysis makes it easier to determine where students are strong and where the weaknesses are so that instruction can be geared accordingly. A proper analysis should provide the kind of knowledge that will not only aid in designing appropriate learning activities but in producing a more reliable assessment and more useful communication to both students and their parents.~~

~~**Disaggregation of Results**~~

~~The second step for the effective use of test results would be the disaggregation of scores based upon specific criteria determined by the District. Analyzing scores in this way makes it possible to determine if certain groups of students demonstrate particular academic strengths or weaknesses. Such analysis will aid in designing appropriate learning activities or intervention strategies.~~

~~**Curriculum and Instruction**~~

~~Administrators will be responsible for instructing staff in how to use test results to both refine the curriculum and improve instructional strategies and resources. To aid in this process, in-service programs may be necessary to strengthen understanding of how different kinds of tests are designed, how to judge reliability and validity, and how to use test information to diagnose and remediate.~~

~~**Counseling**~~

~~Administrators should ensure that teachers and counselors are working cooperatively by sharing information derived from the testing program. The counselors should be using test results and analyses to help students (and their parents) develop a realistic and valid view of their current achievement levels and design and follow through on plans related to both their school and vocational careers. Teachers should also be aware of these plans to help support such plans in the classroom.~~

~~Communication with Parents~~

~~As one of the important partners in the educative process, it is essential that parents be kept properly informed of standardized test results, particularly those that relate directly to academic achievement. In communicating with parents, particularly with regard to standardized tests, the following guidelines should be observed:~~

A. ~~Test results should be provided in context, that is, with the purpose of the test(s) clearly stated and the student's measurement compared to standards.~~
B. ~~Make sure parents are aware of the relationship between the test's purpose and the goals of the particular program of which the test is a part.~~
C. ~~Communicate what the test is designed to measure as well as what it does not attempt to measure.~~
D. ~~Share the norms, if applicable, and how such norms or standards have been created.~~
E. ~~Seek questions, provide or obtain reliable answers, and, if the parent is not satisfied with the answer(s), refer the question to the next level of authority.~~

~~Use in Remediation and Promotion/Retention~~ ~~(see Form 2623A F1)~~

A. ~~Intervention services shall be provided to students who score below the basic range on an achievement test.~~
B. ~~Test results will be used by all classroom teachers to identify and implement instruction appropriate to the needs of students.~~
C. ~~Test results may be used by administrators and/or guidance personnel in making instructional placement decisions regarding particular students, except that unless expressly authorized by State law, a student's failure to attain a specified score on any state-mandated, statewide assessment test shall not serve as a factor in any decision to deny the student promotion to a higher grade level.~~
D. ~~Intervention shall continue until students attain a score at or above the basic range on an achievement test.~~
E. ~~Special area teachers shall assist regular classroom teachers in identification of individual student needs and in accommodating instruction to the intervention needs of identified students.~~
F. ~~Textbooks and other instructional materials appropriate to the intervention needs of students should be identified and correlated to the adopted courses of study and to the Ohio Academic Content Standards.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SECURITY PROVISIONS FOR STATEWIDE ASSESSMENTS
Code	ag2623b
Status	
Adopted	December 12, 2016

~~2623B - **SECURITY PROVISIONS FOR STATEWIDE ASSESSMENTS**~~

~~It is the School District's intent to comply with the State Department of Education's guidelines for test security. The District shall communicate the test security provisions, including the electronic device and social media provisions, with all District employees, students, and their families, annually in writing.~~

~~The Superintendent's designee is designated as the District's Test Coordinator (DTC) and each building principal and/or his/her designee(s) is designated as the Building Test Coordinator (BTC) for his/her building. The DTC and BTCs are responsible for assuring that all the assessment administration and assessment security provisions adopted by the State Board of Education, all assessment procedures adopted by the State Department of Education, and those adopted by this District, are followed explicitly by the appropriate staff. The DTC is responsible for making sure all Statewide assessment materials (i.e., achievement tests) are secure and not made available to unauthorized parties and that all assessment procedures are followed. The BTC is responsible for assessment security within his/her school, and for appointing a sufficient number of examiners and monitors to satisfy State regulations. The DTC shall identify each person by name with a designated title as being either a test coordinator, examiner, monitor, translator, or scribe in the District or participating school who is authorized to be present in an assessment room during an assessment session, including a makeup session, and/or who is authorized to have access to the assessment materials.~~

~~The DTC and BTCs are responsible for assuring that all assessment security provisions are met while assessment materials remain in the District and/or the participating schools.~~

~~Persons designated as examiners are responsible for assuring that all assessment security provisions are met while each assessment administration session is in progress and accounting for all assessment booklets by serial number, all CDs containing English audio and foreign language translation of assessments, all answer documents, and all tape recorded student responses from the translation sessions received from a BTC, until such time as the examiners return said assessment materials to the BTC.~~

~~No person shall reveal, cause to be revealed, release, cause to be released, reproduce or cause to be reproduced any secure assessment materials through any means or medium including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral.~~

~~No unauthorized person shall be permitted to be in an assessment room during any assessment session or be permitted to have access to any secure assessment materials at any time such materials are in the District or participating school.~~

~~All assessment administration rooms shall be selected such that assessment security can be maintained while student comfort is maximized.~~

~~During each assessment administration period, assessments shall be administered in the order prescribed by the Ohio Department of Education.~~

~~No student shall take any assessment more than once during any assessment administration period unless authorized by the Ohio Department of Education.~~

~~Except for accommodations made in accordance with the rules adopted by the State Board of Education, only materials specifically designated by the Ohio Department of Education shall be provided to students and/or permitted in the assessment administration room during testing.~~

~~The examiner and all adult monitors assigned to an assessment administration room, as well as any other employee who is privy to the testing materials, shall be informed of, and agree to follow, all prescribed assessment administration and assessment security provisions. Examiners and monitors must remain in the assigned assessment administration room during the entire administration of any assessment to assure compliance with rules governing assessment administration (as adopted by the State Board of Education and/or the Ohio Department of Education) and/or this District.~~

~~The following procedures are to be followed in each participating school:~~

A. ~~All Statewide assessment materials and communications concerning assessments that are received from the State are to be opened by the BTC.~~
B. ~~Statewide assessment booklets, answer documents, and all other assessment materials and instructions are to be secured in a locked cabinet or room before, after, and between assessment administration sessions.~~
C. ~~Access to the cabinet or room is permitted only by the BTC and DTC. If the BTC is not available and access is required, the DTC is to be contacted. If s/he is not available, the Superintendent is to be contacted.~~

D. The BTC shall maintain a list of those professional staff members (i.e., examiners) who will be administering the Statewide assessments and the number of copies of each assessment that each person will need.
E. Each examiner shall sign for the number of copies of Statewide assessments and assessment procedures s/he receives from the BTC as well as a statement of assurance that s/he will abide by the State - designed assessment procedures, will not reproduce or cause to be reproduced any of the Statewide assessments or procedures, or distribute such materials to any person other than the students who shall be taking the assessments.
F. Only the DTC, BTC, examiner, scribes, and properly trained adult monitors may be present in the assessment room while the assessments are being administered.
G. All non-assessment electronic devices must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight while assessments are being administered.
H. Students who finish the test early may not access any electronic device. Laptops/iPads must be closed/powered off after testing is completed. The examiner will instruct students about acceptable silent work they may engage in once a test is complete and all materials have been returned.
   Accessing an electronic device during testing can be grounds for invalidation; however, if cheating can be ruled out, the district may elect not to invalidate the test. If a student is observed having a cell phone or any other device capable of recording or copying test materials out during or after the test session, it is important to determine if any test question, passage or prompt was photographed, texted or in any way compromised. If it is discovered that test questions, passages or prompts have been posted on any social medium, the District shall immediately contact the Office of Curriculum and Assessment (ODE). District/school policy will determine if an invalidation is required for any other situation.
   Test administrators may have a cell phone for medical and technological emergencies, to use as a time keeper or to otherwise perform necessary test related actions. Test administrators must not use the cell phone for non-test related issues or personal issues. Test administrators should be reminded to never take photographs of students, tests, computers or the testing room during testing.
   If an examiner, adult monitor or other professional staff member has reason to believe that there has been an assessment security violation or any alleged unethical testing practice committed by a student or other person, s/he shall contact the BTC, DTC and/or building principal immediately and provide the names of the alleged violators and the nature of the alleged violation(s). The DTC shall promptly investigate the alleged violation(s) to verify whether or not they occurred and recommend action(s) to be taken for any confirmed violation(s).
   Any alleged assessment security violations of State laws or regulations, an ethical testing practice, this guideline, or the school's security procedures shall be reported to the Ohio Department of Education (ODE) as soon as it becomes known to the participating school (i.e. BTC and/or building principal) or the District (i.e. DTC).
   If the violation(s) **is/are** verified, the District's due process procedures are to be used in dealing with the violator. If the violator is a student, s/he may be subject to suspension or expulsion from school and the results of his/her tests nullified. If the violator is a member of the staff, s/he may be subject to loss of certification/licensure and/or dismissal from the District.
   The DTC shall make the decision whether or not to invalidate the student's assessment score on each assessment that was violated or all of the assessments. Within ten (10) days of completion of the District's or participating school's investigation, the Superintendent is to file a written report with the State Department of Education delineating the cause and results of the investigation including any corrective actions taken.
I. When the assessment has been completed, each examiner shall return all copies of the Statewide assessment materials and procedures to the BTC. The BTC and the examiner together shall verify, in writing, that the number returned is the same as the number issued.
J. The BTC shall store all completed Statewide assessments and assessment procedures in the same locked cabinet or room and notify the DTC that the testing has been completed and the materials are ready for return to the State.

The DTC shall contact the State Department of Education and arrange for the return of all Statewide assessments and assessment procedures.
Each BTC shall be present when the Statewide assessment test materials are picked up and shall require that the person who receives the materials signs a verification sheet that indicates the number received, the condition of the materials, and the date of receipt. This verification sheet is to be sent to the DTC with a copy maintained by the BTC.
The DTC is responsible for making sure that the District complies with all guidelines issued by the State for the proper administration, processing, and handling of the Statewide assessment tests and associated materials, including the standards relative to the ethical use of tests by staff. The DTC is also responsible, by October 1st of each school year, for sharing this guideline, including all written security procedures and penalties, in writing and discussing it with all staff members who have access to the secure assessment materials, with all students who are being tested, and with any other person authorized to be present in an assessment administration room and/or to have access to any assessment materials. The BTC and applicable examiner shall orally remind staff, including monitors, and students of these guidelines prior to the beginning of each assessment administration period. Staff members, including adult monitors, must acknowledge receipt of these guidelines and the District's standards relative to the ethical use of tests on an annual basis (see AG 2623D and Form 2623B F1).
Revised 9/10/08
Revised 12/12/16
© Neola 2016

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of PARTICIPATION OF STUDENTS WITH DISABILITIES IN GENERAL STATE AND DISTRICT- WIDE ASSESSMENTS
Code	ag2623c
Status	
Adopted	November 19, 2007
Last Revised	September 10, 2008

~~2623C - **PARTICIPATION OF STUDENTS WITH DISABILITIES IN GENERAL STATE AND DISTRICT- WIDE ASSESSMENTS**~~

A. ~~Students with disabilities as defined under Federal and State law are to be included in general State and District-wide assessment programs with appropriate accommodations and modifications in the administration of such assessments, if necessary. Alternate assessments shall be conducted for any student with disabilities who does not take one or more assessments. (see Form 2623C F1) To the extent possible, a student's individualized education program (IEP) shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test.~~

~~The determination of participation in each assessment by each student with a disability shall be made annually by the appropriate IEP or 504 Team. The IEP or 504 Accommodation Plan shall include a statement of any individual modifications in the administration of general State or District-wide assessments of student achievement that are needed in order for the child to participate in the assessment.~~

~~If the IEP or 504 team determines that the child will not participate in a particular State or District-wide assessment of student achievement, or part of such an assessment, they shall include on the IEP or 504 Accommodation Plan, a statement of:~~

1. ~~Why the assessment is not appropriate for the child; and~~
2. ~~How the child will be assessed.~~

~~These requirements do not apply to any students with disabilities who are convicted as adults and in adult prisons.~~

~~Consistent with State and Federal laws and regulations, parents will be involved in the decision to exempt students with disabilities.~~

~~Documentation of a decision to excuse or not to excuse a student with a disability will be kept in the student's confidential file.~~

~~Accommodation in assessment format and/or assessment administration may be made in accordance with guidelines provided in accordance with A.C. 3301-13-03 to accommodate the needs of individual students with disabilities.~~

~~No accommodation shall be made in the content or structure of any assessment.~~

B. ~~Assessment results for students with disabilities will be included in District and/or building annual reports to the extent required by State and/or Federal laws and regulations.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF
Code	ag2623d
Status	
Adopted	November 19, 2007
Last Revised	November 17, 2014

~~2623D~~ ~~**STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF**~~

~~It is the District's intent to verify that staff members comply with the State Department of Education's guidelines for the ethical use of assessments. These guidelines are designed to provide guidance for determining whether or not a practice related to the assessment of students is consistent with the principle that a staff member perform his/her responsibilities with honesty and integrity and that only reliable and valid inferences are made from the assessment results.~~

~~In addition to assuring that any and all assessment security provisions are complied with, the District Test Coordinator (DTC) and the Building Test Coordinators (BTCs) shall be responsible for monitoring practices related to:~~

A. ~~preparing students for assessments;~~

B. ~~administering and scoring assessments;~~

C. ~~interpreting and/or using assessment results;~~

D. ~~reporting assessment results.~~

~~All appropriate District staff shall have knowledge of these standards of ethical assessment practice and the DTC and BTCs shall monitor the practices of District staff for compliance with these standards. The District shall require annual written communication to all designated staff regarding:~~

A. ~~the standards defining what is an unethical and/or inappropriate practice according to law, as well as standards of ethical assessment practice;~~

B. ~~the definition of how the standards will be monitored, what sanctions shall apply for any violations of the standards, and under what circumstances such sanctions will apply;~~

C. ~~the purpose(s) for each assessment;~~

D. ~~security procedures established for each type of secure assessment as established by Administrative Code;~~

E. ~~information and training as may be necessary to provide that staff have the knowledge and skills necessary to make ethical decisions related to:~~

   1. ~~preparing students for an assessment;~~

   2. ~~administering and/or scoring an assessment; and~~

   3. ~~interpreting and/or using any results of an assessment;~~

F. ~~written procedures for reviewing what materials and practices shall be used to prepare students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment; and~~

G. ~~channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice concerns about assessment practices.~~

~~The DTC shall be responsible for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, protecting the rights of affected individuals, and verifying the integrity of an assessment and any result of an~~

assessment. A report of all such complaints and findings of investigation shall be filed promptly with the Superintendent.

Unethical or Inappropriate Practices in Preparing Students for Assessments

When preparing students for annual assessments, staff members shall refrain from engaging in any:

A. preparation activity that undermines the reliability and/or validity of an inference made from the result of an assessment;

B. preparation practice that results solely in raising scores or performance levels on a specific assessment, without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;

C. practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;

D. preparation activity that includes a question, task, graph, chart, passage or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;

E. preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;

F. any preparation practice that does not comply with, or has the appearance of not complying with, any statutory and/or regulatory provision related to security of assessment; and

G. any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

Unethical or Inappropriate Practices in Administering and Scoring Assessments

Unless specifically permitted by written instructions provided by the developer or as provided through an individual education program (IEP), when administering and/or scoring annual assessments, staff members shall refrain from:

A. using an assessment for purposes other than that for which it was intended;

B. engaging in a practice that results in a potential conflict of interest for, or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some students;

C. except for accommodations and/or alternate assessments expressly permitted under Administrative Code, any change in procedures for administering and/or scoring the assessment that results in nonstandard and/or delimiting conditions for one (1) or more students;

D. engaging a practice that allows a person without sufficient and appropriate knowledge and skills and/or training to administer and/or score an assessment;

E. engaging in any administration and/or scoring practice that may produce a result contaminated by factors not relevant to the purposes of an assessment

F. excluding one (1) or more students from an assessment solely because the student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;

G. any practice immediately preceding and/or during an assessment including, but limited to the use of a gesture, facial expression, body language, language, or any other action and/or sound that may guide a student's response;

H. except for the directions for administration as prescribed by the test developer and/or ODE, any practice such as providing to a student immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;

I. any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and

J. supporting or assisting any person in unethical or inappropriate practices during the administration and/or scoring of an assessment.

Unethical or Inappropriate Practices in Interpreting and Using Results

When interpreting and/or using any result of an assessment, staff members shall refrain from:

A. providing interpretations of, and/or using, any result of an assessment in a manner and/or for a purpose that was not intended;

B. making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;

C. permitting designated staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;

D. violating or placing at risk, the confidentiality of personally identifiable information pursuant to R.C. 3319.321;

E. providing an interpretation, or suggesting a use, of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect the results; and

F. supporting or leading any person to interpret and/or use any result of an assessment in unethical or inappropriate ways.

Unethical or Inappropriate Practices in Reporting Results:

Under no circumstance shall the following personally identifiable information be disclosed to any entity: a student's (or his/her family member's) social security number(s), religion, political party affiliation, voting history, or biometric information.

If a staff member has reason to believe that there has been a violation of the standards for the ethical use of tests committed by another staff member or volunteer, s/he shall contact the building principal immediately and provide the name(s) of the violator(s) and the nature of the alleged violation(s). The District shall cooperate with the State Board of Education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in A.C. 3301-7.

If the violation(s) is/are verified, the District's due process procedures are to be used in dealing with the violator. If the violator is a member of the staff, s/he may be subject to loss of certification/licensure and/or dismissal from the District. If the violator is a volunteer, s/he may be immediately released from his/her volunteer services with the District.

The DTC shall make the decision whether or not to invalidate the student's test score on each test that was violated or all of the tests. Within ten (10) days of the violation, the Superintendent is to notify the State Department of Education concerning the nature of the violation and the action that was taken against the violator.

Staff members shall be provided with this guideline prior to the beginning of each test administration period and shall be required to acknowledge receipt of this guideline on an annual basis.

Revised 9/10/08

Revised 11/17/14

© **Neola 2014**

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of MIDYEAR PROMOTION FOR THIRD GRADE STUDENTS RETAINED DUE TO PERFORMANCE ON ENGLISH LANGUAGE ARTS ASSESSMENT
Code	ag2623.02
Status	
Adopted	April 11, 2016

~~2623.02 - **MIDYEAR PROMOTION FOR THIRD GRADE STUDENTS RETAINED DUE TO PERFORMANCE ON ENGLISH LANGUAGE ARTS ASSESSMENT**~~

~~Any student who has been retained in accordance with Board Policy 2623.02 because of results on the third grade English language arts assessment and who demonstrates during the academic year that s/he is reading at grade level will be promoted to the fourth grade during that school year in accordance with this policy.~~

~~Such action shall be considered in consultation with the parent/guardian, classroom teacher, and/or reading teacher with the concurrence of the building administrator and approval of the Superintendent. A student will not be eligible for midyear promotion after the start of the fourth quarter in any school year without the approval of the Superintendent and the building administrator.~~

~~Students who are promoted midyear to fourth grade will take State tests for fourth grade in all subject areas.~~

~~**Criteria for Midyear Promotion**~~

~~A student must demonstrate on a District selected assessment that s/he is reading on or near target for mid-fourth grade to be promoted midyear to fourth grade. Using curriculum based measures, the student must also demonstrate at or near grade level performance in all other academic subjects other than reading such that the Superintendent in consultation with teachers determines in his/her sole discretion that the student is academically prepared for the curriculum at the midyear fourth grade level.~~

~~A parent has the right to appeal the decision about their child's promotion, placement or retention in accordance with the procedures included in AG 5410.~~

~~© **Neola 2016**~~

Legal	R.C. 3313.608, 3313.609, 3313.6012

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of PROCEDURE FOR ANALYZING TESTS
Code	ag2626
Status	
Adopted	November 19, 2007

~~2626 - **PROCEDURE FOR ANALYZING TESTS**~~

~~The following guidelines - AG 2626 and AG 2626A - will be useful in conducting an analysis of test sections and test items in order to determine the pre-requisite knowledge and skills the students must have in order to score well on a test or to properly complete a test item. The results of an analysis should assist staff in preparing intervention activities that focus on the particular weaknesses in knowledge or skill identified in the analysis.~~

~~This procedure is applicable to any standardized test to which staff has access to the test itself. In those cases where the staff is not allowed access to the test, an analysis can be done of the sample test items that are usually available from the State or the test- maker.~~

~~Teachers should also find this analysis procedure helpful in either analyzing items on teacher-made tests or in constructing test items to measure particular understandings or skills.~~

~~When working with this analysis procedure, refer to Form 2626 F1 - Analyzing a Test Section (Example) and Form 2626 F2 - Worksheet for Analyzing a Test Section.~~

~~ANALYZING A SECTION OF A TEST~~

~~Step One~~

~~Considering the title, if any, the instructions, and the kinds of items found in the samples and/or in the section, what particular areas of knowledge and/or skill is this section evaluating?~~

A. ~~What do the words in the section instructions really call upon the student to do?~~
B. ~~What area of competency do the samples and items in the section relate to?~~

~~The result of asking and answering this question should be a clear mental picture and, if required, written description of the particular aspect of the broad area (a test topic such as "Word Analysis" or "Mathematics Concepts and Applications" is being tested in the section.~~

~~Step Two~~

~~Why is it important for students to have the knowledge and skills being tested in this section?~~

A. ~~How will competence in this area affect the student's success in learning or in school?~~
B. ~~How will competence in this area affect the student's life outside of school?~~

~~The result of asking and answering this question should:~~

A. ~~determine the importance - or lack of importance - of the knowledge and skills being tested;~~
B. ~~suggest the priority for ensuring student development of such knowledge and skills in the curriculum;~~
C. ~~provide ideas that can be used to help motivate students in their learning.~~

~~Step Three~~

~~What specific kinds of knowledge do students need in order to be competent in this particular area?~~

A. ~~Identify each kind of knowledge?~~
B. ~~For each kind, where, when, and how in the current course of study is it taught, developed, and confirmed?~~

~~The result of asking and answering this question should be both a list of specific knowledge students need to be competent in this particular aspect of the broad area and a clear picture of current practices in teaching, developing, and confirming understandings. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.~~

~~Step Four~~

~~What specific skills do students need in order to be competent in this particular area?~~

A. ~~Identify each type of skill.~~
B. ~~For each skill, when, where, and how in the current course of study is it taught, developed, and confirmed?~~

~~The result of asking and answering this question should be both a list of specific skills needed for competence and a clear picture of current practices in teaching, developing, and confirming these skills. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.~~
~~If the analysis is done after student test performance has been evaluated and it has been discovered that:~~

A. ~~students did particularly well in this particular section - what is there about the when, where, and how taught that probably contributed to student success and should be applied elsewhere?~~
B. ~~students achieved below expectations on this section - what is there about the when, where, and how taught that probably contributed to poor student performance? What changes are indicated?~~

-

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of ANALYZING A TEST ITEM
Code	ag2626a
Status	
Adopted	November 19, 2007

~~2626A - **ANALYZING A TEST ITEM**~~

~~When working with this analysis procedure, refer to Form 2626A F1 - Analyzing a Test Item (Example) and Form 2626A F2 - Worksheet for Analyzing a Test Item.~~

~~**Step One**~~

~~Considering the nature of the test and section in which the item is found, and the wording of the item, including both stem and foil, what is the item really testing?~~

A. ~~What, if any, discrete bits of knowledge are being tested?~~
B. ~~What, if any, specific operations are being tested?~~

~~The result of answering this question would be a clear understanding of the essence of the question, the knowledge or skill issue it is addressing.~~

~~**Step Two**~~

~~Why is it important that the student possess this particular knowledge or be able to perform this specific operation?~~

A. ~~Why is it important for success in future learning/schooling?~~
B. ~~Why is it important for life outside of school?~~

~~The result of asking and answering this question should:~~

A. ~~determine the importance - or lack of importance - of the knowledge and skills being tested;~~
B. ~~suggest the priority for ensuring student development of such knowledge and skills in the curriculum;~~
C. ~~provide ideas that can be used to help motivate students in their learning.~~

~~**Step Three**~~

~~What discrete items of knowledge and information are needed?~~

A. ~~What special definitions or concept label meanings are required?~~
B. ~~What bits or factual information must be recalled or recognized?~~
C. ~~What rules or conventions must the student recall?~~

~~For each of the above, when, where, and how are they taught, developed, and confirmed in the current course of study?~~

~~**Step Four**~~

~~What specific skill related operations are required?~~
~~For each, when, where, and how are they taught, developed, and confirmed in the current course of study?~~
~~The result of answering this question should be both a list of skill related operations needed and identification of where in a course of study, if at all, each is taught, developed, and confirmed.~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of SCHOOL CHOICE OPTIONS PROVIDED BY THE NO CHILD LEFT BEHIND ACT
Code	ag5113.02
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

~~5113.02 **SCHOOL CHOICE OPTIONS PROVIDED BY THE NO CHILD LEFT BEHIND ACT**~~

~~**School Improvement**~~

~~If a student is attending a school within the District that has failed to make adequate yearly progress (AYP) in increasing student academic achievement, such student shall be allowed to attend another school within the district that made AYP, provided there is a school in the District that offers instruction at the student's grade level and such school has not been identified as being in the process of school improvement, corrective action, or restructuring and has not been identified as persistently dangerous.~~

~~Not later than the first day of school of the school year following the school year in which the school has been identified as failing to make AYP and in need of school improvement, corrective action, or restructuring by the State Board of Education, the Board will provide students and parents with the opportunity to transfer to another school within the District beginning with the start of the next school year. Priority will be given to the lowest achieving children from low income families within the District.~~

~~If the student elects transfer to another school within the District, such transfer will be in effect until the student's original school is no longer identified as being in the process of school improvement, corrective action, or restructuring and has made AYP for two (2) consecutive years. Additionally, although the transfer is temporary in nature, a student will be permitted to remain at the receiving school until s/he has completed the highest grade offered at the school.~~

~~The Board will provide students and parents with the opportunity to receive Supplemental Educational Services (SES) in any school no later than the first year following the building's identification as in school improvement, regardless of whether a transfer option is available (i.e., where all the schools at a grade level are in school improvement or there is only one school in the District for the student's grade level). SES will be provided outside the regular school day and may include such services as tutoring, remediation, and other educational interventions designed to increase student academic achievement.~~

~~**Persistently Dangerous Schools**~~

~~If a student is attending a school within the District that has been designated as "persistently dangerous" or has become the victim of a violent criminal offense, as determined by Ohio law, while in or on the grounds of the school that the student is assigned to attend, such student shall be allowed to attend another school within the District that is not persistently dangerous, provided there is a school in the District that offers instruction at the student's grade level and such school has not been identified as being in the process of school improvement, corrective action, or restructuring.~~

~~Within ten (10) days after a school in the District has been designated as "persistently dangerous" by the State Board of Education, the Board will provide students and parents with notice of such designation and offer students the opportunity, at least fourteen (14) days of the start of the upcoming school year, to transfer to a safe school within the District beginning at the start of the next school year.~~

~~If a student elects to be transferred to a safe school, the Board will make reasonable efforts to transfer the student within thirty (30) days. Such transfer will be in effect as long as the student's original school is designated as persistently dangerous.~~

~~Although the transfer will be temporary in nature, a student may be permitted to complete his/her education through the highest grade level at the receiving school. In making its decision, the Board will consider the educational needs of the student, including the student's ability to succeed if returned to the original school.~~

~~**Victim of Violent Crime**~~

~~If student is identified as the victim of a violent criminal offense, as determined by Ohio law (i.e., the student has been identified as the victim and the perpetrator has plead guilty to or been adjudicated or convicted of a violent criminal offense in Ohio court), s/he will be provided notice of the opportunity to transfer to another school within the District that is not persistently dangerous and has not been identified as being in the process of school improvement, corrective action, or restructuring. Such notice shall be provided prior to the start of the next school year.~~

~~© Neola 2011~~

Last Modified by Andrew Hill on March 12, 2019

Book	Administrative Guideline Manual
Section	Ready of Production
Title	Copy of WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS
Code	ag7540.02
Status	
Adopted	November 19, 2007
Last Revised	December 12, 2016

~~7540.02~~ **~~WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS~~**

~~These guidelines and AG 5723, AG 7540, Form 7540.03 F1, Form 7540.04 F1, and Form 7540 F4 apply to all web content hosted on District-controlled servers, whether created by staff, students, or contracted third parties. The Superintendent retains final editorial authority over all content placed on or District-controlled servers and displayed on the Board's website(s). The Superintendent has the right to remove pages or links from any web page based upon his/her determination of inappropriate content.~~

~~The District's website(s) serve(s) as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive and educational information to the students, parents, staff and Wadsworth community. The website(s) are created in order to facilitate access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness.~~

~~The District strives to deliver a website(s) that is/are responsive so it/they can be viewed in an optimal manner on a computer and mobile device. To maximize usability, it is recommended that web content be presented in a simple page design, employ large font sizes and big, touchable buttons that accommodate larger fingers, and place critical information "above the fold". Additionally, key information such as the District's name, contact information, and a link to a table of content/site map should be placed on the home page so it is easy to find.~~

~~Website Accessibility~~

~~The District's website(s) operate(s) in compliance with Federal and State law. As such, the District is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Technology Director is charged with verifying the District's website(s) allow(s) persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use, not be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any District programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with District programs, services, and activities delivered online.~~

~~All new, newly added and modified web content and functionality must be accessible to individuals with disabilities, except where doing so would impose a fundamental alteration or undue burden. This provision also applies to the District's online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources.~~

~~When the fundamental alteration or undue burden defense applies, the District will provide equally effective alternate access. In providing an equally effective alternate access, the District will take any actions that do not result in a fundamental alteration or undue financial and administrative burden, but nevertheless provide that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. That said, alternatives are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's need.~~

~~The District's website will include on its home page and throughout the website (including all subordinate pages and sites), a Notice to persons with disabilities regarding how to request the webmaster or other appropriate person to provide access to (or notify the District regarding) content or functionality that is currently inaccessible. The Notice will also include information or an accessible link to information instructing individuals with disabilities how to file more formal complaints under Section 504 and/or the ADA.~~

~~The District will provide website accessibility training to all appropriate personnel, including, but not limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality.~~

~~Individuals responsible for designing, developing and producing web content are expected to employ universal design principles to create web pages and sites that allow persons with the disabilities to access the information and content on the District's website. By following the web content design criteria set forth below, the designers and authors of the District's website(s) can~~

improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the District's website(s).

First Page of the School Building Website(s)

The first page of individual school's website(s) should contain:

A. the index or table of contents for the site;
B. contact information, including the school's name, address, and phone number, the name of the building principal, and a map/directions to the building;
C. the webmaster and e-mail address of the person responsible for the site;
D. a date when the page was last updated or modified;
E. index.html;
F. a link to the Board's website;
G. identification of (or a link to) the Board's agent to receive notification of claimed copyright infringement (including name, mailing address, telephone number, fax number, and e-mail address);
H. links to appropriate disclaimers.

Organization of Site Structure

A. Use a large-scale, commonly understood navigation scheme (i.e., the overall plan or file structure should provide quick access to information and help the user understand how the information is organized). It is recommended that a storyboard be used to plan the website.
B. Each page should be designed with the audience and goal in mind.
C. Maintain a simple, consistent page layout. A basic page format should be used, e.g. use the same background, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.
D. The title bar should include the school name in the
E. Limit page length, keep the HTML documents as small as possible.
F. There should be a "mail to" link that provides a means of feedback on all main pages.

Keep You Website Current

A. Pages should be checked regularly to verify that links are working and meet Board standards. Check to make sure all internal and external links work properly.
B. Remove expired date-related items.
C. Maintain and update content by removing unneeded or outdated files.

Grammar and Spelling

A. All pages should be grammatically correct.
B. All words should be spelled correctly – web pages should be spell checked.

Navigation Tools

Position navigational aids throughout documents and document groups. For example, all pages should include a "back to" main menu in order to provide a link back to the website index or home page, or a "skip to main content" link in the upper left corner that allows users to jump past repetitive navigation options.

Backgrounds

A. Keep backgrounds simple, and use high contrast to allow easy viewing of content. Light colors are better. Select backgrounds that make text easy to read.
B. Keep background tiles small.
C. Backgrounds should be in GIF format.
D. Re-use background images, pages will reload quicker and the user will be able to view your pages with ease.
E. Do not use a background to convey information.
F. Do not "name" your colors. Use the hexadecimal number for colored backgrounds. If using a tiled image, make the background color approximately the color of the tiled image.
G. Avoid low-contrast color combinations or colors that may not be recognized by lower-resolution screens.

Intellectual Property

A. All website authors must follow applicable and existing intellectual property laws (copyright and trademark) pertaining to the use of text, images, video, audio/sounds, and hyperlinks to other websites/pages. (see AG 2531)

B. The Board retains proprietary rights to website/pages hosted on its servers, absent written authorization to the contrary.

Naming Structure

A. Use all lower-case letters for names of documents and graphics.

B. Do NOT use any spaces or other symbols in naming HTML documents or graphics.

Graphics/Video/Audio

A. Smaller is better, images should be less than 50k.

B. Pictures need to be in GIF or JPEG format.

C. Always use width and height tags.

D. Provide short, simple, and meaningful alternative text for all graphical features. Use the "alt" tag to describe your picture for text-only browsers.

E. Use GIF format for drawings and line art.

F. Use JPEG format for photographic color images.

G. Re-use graphics when appropriate. When graphics are re-used, they remain in the computer and will load more quickly onto a web page.

H. Avoid using flashing content, as it may cause seizures in susceptible users.

I. Provide transcripts, descriptions, or captions for video and audio files to assist persons with visual and hearing disabilities

HTML Standards

It is reasonable to expect that users will see your page using a variety of browsers including Google Chrome, Microsoft Internet Explorer/Edge, Apple Safari, and Mozilla Firefox. It is recommended that you:

A. test web pages on a variety of browsers, including text-only browsers, and at a variety of screen resolutions to confirm the pages look right to the greatest number of users;
B. check your website on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;

C. use standard, universally recognized HTML tags – Do Not use tags that are specific to one (1) browser;
D. use HTML syntax checkers to search your site for programming mistakes.

Frames and Special Formats

Do not use frame pages. If you do and you link to external content, make sure you are not infringing on any copyrights associated with the website/page to which you are linking. Additionally, if you use frames, make alternative versions of those pages that persons with disabilities can use. To make them accessible to screen reader devices, add meaningful titles to each frame so user can navigate between them easily.
Provide text-based delivery alternatives for as much information as possible. Do not rely solely on special formats (e.g. Adobe Acrobat) that can be more difficult for text and voice systems to read.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Board permits the use of photographs of students, names of students, and displaying original work of students on websites in accordance with the following guidelines:

- Identifiable photographs of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians.

- Last names of students and students' e-mail addresses should never be used.

- Original work by students such as art work, poetry, essays, performances, etc. may be placed on the website only after the appropriate release form has been signed by the parents or guardians, or students eighteen (18) years of age or older.

Prohibited Uses

Under no circumstances may a web page hosted on the Board's servers be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the District's website may:

A. include statements or other items that support or oppose a candidate for public office; the investigation, prosecution, or recall of a public official; or passage of a tax levy or bond issue;

B. link to a website of another organization if the other website includes such a message; or

C. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization;

D. include defamatory, libelous, or obscene matter;

E. promote alcoholic beverages, cigarettes or other tobacco products, or any illegal product, service, or activity;

F. promote illegal discrimination on the basis of race, sex, color, religion, national origin, disability, age or ancestry.

Additionally, no web pages may contain obscene, profane, vulgar, sexually explicit, defamatory, harassing or abusive language, or be utilized to intimidate or bully another person.

Content for the District's Website(s)

All subject matter on web pages must relate to curriculum, instruction, school authorized activities, general information, supporting student safety, growth and learning, or public information of interest to community members.

Neither staff nor students may publish on the District's website personal pages or pages for individuals or organizations not directly affiliated with the District.

Website/Page Evaluation

Before releasing or publishing a website/page, the principal shall conduct a website/page evaluation to assess the following criteria: age appropriateness (appealing and readable); content (relevant, accurate, complete, objective, current, clear and concise, informative, appropriate, links working); intellectual property issues (sources cited; sponsoring organization identified [i.e. class, school, activity]; releases obtained); format (accessible, navigation, searchable, functional/useable, download speed, pages dated as to creation/updated).

Disclaimers

Links to the following disclaimers shall be utilized as appropriate on the District's Web pages:

Links:

"The Wadsworth City School District makes every effort to verify that all links are operational and all information is accurate, appropriate and of high quality. The District expects that these standards are met. The viability of links that are not created through our District cannot be guaranteed."

Domain Name and Copyright: "The District has registered its domain name(s) for the purpose of exclusive Internet identification. The District asserts copyright, trademark and/or other intellectual property rights in its domain name, district identification, district logo, and all content on the District's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use District and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use District and/or school domain names to promote political issues, causes or candidates."

General Disclaimer: "Information provided on the website carries no express or implied warranties as to accuracy, timeliness, or appropriateness for a particular purpose; in addition, the Board disclaims owner responsibility for content errors, omissions or infringing material, and disclaims owner liability for damages associated with user reliance on information provided at the site."

Events: "Visitors rely on information on the website at their own risk. Times and dates are subject to change and spectators or audiences are strongly encouraged to contact the school for the most recent schedule."

Examples of Disabilities and How they Affect People's Abilities to Perceive and Use Websites/Pages.

Visual Disabilities

Blindness – People with no sight typically browse the Internet using voice-output software or refreshable Braille hardware. Such devices "read" what is on the screen to the user.

Low vision – Individuals who have limited vision may use screen-enlarging software.

Color blindness – To perceive color differences on a computer monitor, individuals with color blindness need high contrast. Also, designers/developers/authors should be mindful of the forms of color blindness when choosing color schemes. Typical color blindness involves the inability to distinguish between red and green, blue and green, or blue and yellow; some people see black and white only.

Auditory Disabilities

Deafness – People who cannot hear, experience a website/page only through its text, graphics/images and video.

Hard of hearing – Individuals with limited hearing may use sound-enhancing peripherals.

Physical/Motor Disabilities

People with physical disabilities or limited fine motor skills may have difficulty with the following computer-related tasks:

- Detailed manipulation of input devices such as a mouse or roller ball.
- Holding down multiple keyboard keys simultaneously.

Cognitive/Language Disabilities

Typical problems for people who have cognitive disabilities or disabilities that affect their language skills include the following:

- Difficulty with spatial reasoning and/or visualization skills.
- Difficulty reading and/or understanding written text (e.g. persons with dyslexia).

Persons wanting to learn more about web accessibility standards and guidelines should consult the following Internet sources:

The Access Board (www.access-board.gov) – Federal agency dedicated to accessible design.

~~World Wide Web Consortium (www.w3.org) – organization developed "Web Content Accessibility Guidelines (WCAG) 2.0" and the "Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0."~~

~~© **Neola 2016**~~

Last Modified by Andrew Hill on March 12, 2019

BRT Charter Service

Brecksville Road Transit, Inc.
7885 Snowville Rd.
Brecksville, OH 44141

440-526-7111 **800-526-7112**

(Fax: 440-526-3803)
www.brtcharter.com
David.J@brtcharter.com

Confirmation

Charter # 26346
Date Printed: Friday, March 15, 2019

Wadsworth City Schools
Steven Brady
~~360 College St~~ 534 Broad St
Wadsworth, OH 44281

PO #: Q34597
Group Name: Steven Brady 330-335-1460
Phone: 330-335-1460 Fax:
Salesperson: Jessica Marquez
Email: Jessica@brtcharter.com
Cust Email: sbrady@wadsworthschools.org>

		Departure Time	Date	# Vehicles	Description	Total Capacity
Pickup	Lincoln Elementary School 280 North Lyman Street Wadsworth, OH	9:15am	05/15/19	1	55 Pass	55
Dropoff	Cleveland Metropark Zoo & Rainforest 3900 Wildlife Way Cleveland, OH		05/15/19			55
Pickup	Cleveland Metropark Zoo & Rainforest 3900 Wildlife Way Cleveland, OH		05/15/19			55
Dropoff	Lincoln Elementary School 280 North Lyman Street Wadsworth, OH	3:20pm	05/15/19			55

Deposit of $ 100.00 is due: Mar 20, 19
Remainder of $ 750.00 is due: Apr 15, 19
Total Cost: $ 850.00

Itinerary:^$850.00 plus sales tax
^Sales tax to be removed upon receipt of tax exempt
^certificate
^Ballpark price is subject to change based on cost of fuel
^at the time and final group itinerary
^We require a deposit of $100.00 with a signed confirmation
^within one week of booking
^Thirty days prior to trip, you may pay balance in full with
^a detailed itinerary or cancel for a refundable deposit.
^Driver gratuity not included in the cost. While appreciated
^and customary, it is not obligatory.

PRICE QUOTED IS BASED ON THE COST OF FUEL AT THE TIME OF BOOKING AND MAY BE SUBJECT TO INCREASE.

PLEASE SIGN THIS AGREEMENT, ENCLOSE PAYMENT AS NOTED ABOVE. KEEP ONE COPY FOR YOUR FILES AND RETURN ONE COPY WITH YOUR PAYMENT. IF PAYING BY CHECK, PLEASE WRITE THE CHARTER NUMBER ON YOUR CHECK. CANCELLATIONS MUST BE RECEIVED 30 DAYS PRIOR TO DEPARTURE TO INSURE FULL REFUND. CHARTER IS SUBJECT TO CANCELLATION IF PAYMENTS ARE NOT RECEIVED BY DUE DATES.

****** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ******

YOUR COST IS BASED ON THE SERVICES DETAILED ABOVE AND IS SUBJECT TO CHANGE IN ACCORDANCE WITH YOUR ACTUAL ITINERARY. THIS COMPANY RESERVES ITS RIGHT TO LEASE EQUIPMENT FROM OTHER COMPANIES IN ORDER TO FULFILL THIS AGREEMENT. THIS COMPANY SHALL NOT BE LIABLE FOR ITEMS LEFT ON THE VEHICLE OR LOSS OF TIME DUE TO MECHANICAL FAILURE OR INCLEMENT WEATHER. WE CANNOT GUARANTEE THE ASSIGNMENT OF REQUESTED DRIVERS OR VEHICLES. A SIGNED CONTRACT AND DEPOSIT WILL CONFIRM YOUR RESERVATION AND ACKNOWLEDGE YOUR ACCEPTANCE OF THIS AGREEMENT.

Signature _____ Date _____

BRT Charter Service

Brecksville Road Transit, Inc.
7885 Snowville Rd.
Brecksville, OH 44141

440-526-7111 **800-526-7112**

(Fax: 440-526-3803)
www.brtcharter.com
David.J@brtcharter.com

Confirmation

Wadsworth City Schools
Steven Brady
~~360 College St~~ 524 Broad St
Wadsworth, OH 44281

Charter # 26346
Date Printed: Friday, March 15, 2019
PO #: Q34597
Group Name: Steven Brady 330-335-1460
Phone: 330-335-1460 Fax:
Salesperson: Jessica Marquez
Email: Jessica@brtcharter.com
Cust Email: sbrady@wadsworthschools.org>

^Conditions regarding food and beverage aboard the coach are
^as follows:
^No dairy products are allowed on board.
^Simple snacks and foods, water, and pop are allowed on the
^coach

^Steven Brady
^sbrady@wadsworthschools.org
^(330) 335-1460
^(330) 335-1462
^Lincoln Elementary
^Schools
^280 N. Lyman Street
^Wadsworth, OH 44281
^Email
^50
^Round Trip
^1

^280 North Lyman Street
^Wadsworth, OH 44281
^05/15/2019 09:15 AM
^Cleveland Zoo
^3900 Wildlife Way
^Cleveland, OH 44281
^05/15/2019 02:20 PM

Initial_____Date_____
Please initial here to indicate that you have read the terms and conditions on page 1 of this contract.

Sales and Service

2/11/2019

Wadsworth City Schools
~~360 College Street~~ 524 Broad St
Wadsworth, OH 44281
RE: Planned Maintenance Proposal

Dear Pat Gillihan,

Cummins Sales and Service is a premier engine and power generation systems provider committed to delivering fast and proven solutions to our customers. We are pleased to offer you a Planned Maintenance Proposal for your review and approval. Due to the critical nature of your standby power system, this Agreement was developed based on your specific needs and equipment to ensure maximum performance and reliability.

Benefits of Planned Maintenance

- Improves system reliability.
- Maintenance performed by certified technicians specifically trained in power generation.
- PM customers receive preferred service for unscheduled emergency repairs.
- Creation of a service record for customer equipment.
- Additional maintenance recommendations documented at that time.
- Scheduling managed by Cummins Sales and Service to ensure timely maintenance intervals.
- Eliminates administrative burden, covers equipment from multiple vendors.

Please sign, date and return the enclosed Agreement to our office along with any purchase documentation necessary so we can tend to your servicing needs. Planned Maintenance Agreements are "auto-renewed" annually prior to the end of your agreement. Should you have any questions or require additional information on this or any other subject relating to your equipment, please feel free to contact me. We look forward to the opportunity to earn your trust and business.

Sincerely,

Andrew Stepic

Andrew Stepic
Equipment Maintenance Sales Representative
Office: (440) 735-2147
Cell: (440) 799-2473
Email: andrew.c.stepic@cummins.com

Sales and Service

Cummins Inc.
7585 Northfield Road
Cleveland, OH 44146
Phone: (440) 439-6800
Fax: (440) 439-7390

PLANNED EQUIPMENT MAINTENANCE AGREEMENT

Customer Address	Customer Contact		Quote Information	
Wadsworth City Schools	Name:	Pat Gillihan	Quote Date:	2/11/2019
~~360 College Street~~ 524 Broad St	Phone:	[redacted]	Quote Expires:	4/12/2019
Wadsworth, OH 44281	Cell:	[redacted]	Quote ID:	QT-52423
Customer # [redacted]	Fax:		Quoted By:	Andrew Stepic
Payment Type: Pay As You Go	E-mail:	PatG@akronymca.org	Quote Term:	3 Year

Site Name:YMCA

(623 Broad Street Wadsworth OH 44281)

Unit Name:	YMCA
Make:	Generac
Model:	12876570100
S/N:	2111844
Size:	200kW
ATS Qty:	1
Notes:	

Year	Month of 1st Service	Service Type	Qty	Sell Price	Extended Price
1	March	Full Service	1	$462.33	$462.33
				Year 1 Total:	$462.33
2	March	Full Service	1	$462.33	$462.33
				Year 2 Total:	$462.33
3	March	Full Service	1	$479.96	$479.96
				Year 3 Total:	$479.96

The following riders are included for this unit on this quote:
With Full Service: Oil Analysis - AMP (Advanced)

Total Agreement Amount:* **$1,404.62**

****Quote does not include applicable taxes***

Sales and Service

Cummins Inc.
7585 Northfield Road
Cleveland, OH 44146
Phone: (440) 439-6800

PLANNED EQUIPMENT MAINTENANCE AGREEMENT

Customer Address	Customer Contact		Quote Information	
Wadsworth City Schools	Name:	Pat Gillihan	Quote Date:	2/11/2019
~~360 College Street~~ 524 Broad St	Phone:	[redacted]	Quote Expires:	4/12/2019
Wadsworth, OH 44281	Cell:		Quote ID:	QT-52423
Customer #: [redacted]	Fax:		Quoted By:	Andrew Stepic
Payment Type: Pay As You Go	E-mail:	PatG@akronymca.org	Quote Term:	3 Year

Total Agreement Amount:* **$1,404.62**

Quote does not include applicable taxes

Comment:

Please note that the multiple year agreement can be cancelled at any time with a 30 day cancellation letter and customer is only responsible for services that have been started.

Total Agreement Amount Does Not Include Applicable Taxes. Please call (855) 879-6135 or Email pm.service@cummins.com for invoice total prior to sending payment.

Planned Equipment Maintenance Agreements are designed with an automatic renewal provision. Details of this provision are listed in the "Planned Equipment Maintenance Agreement Terms and Conditions". If you do not wish to participate in the auto renew option, please check the box below to opt out.

☐ Opt out of Automatic Renewal.

Please return signed agreement to:
Cummins Inc.
Attn: PEM Administration Group
21810 Clessie Court
New Hudson, MI 48165
Fax 248-573-1960
Email: pm.service@cummins.com

Seller hereby agrees to sell to Buyer, and Buyer hereby agrees to buy from Seller, the foregoing products/services upon the terms and conditions set forth in the "Planned Equipment Maintenance Agreement Terms and Conditions" attached hereto, which are hereby incorporated herein by reference.

Customer Approval (Quote ID QT-52423)	Cummins Inc. Approval
Signature:_____	Signature:_____
Date: _____	Date: _____

Approved at 11/19/2018 BoE meeting

PLANNED MAINTENANCE AGREEMENT TERMS AND CONDITIONS

These Planned Maintenance Agreement Terms and Conditions, together with the Quote on the front side and the Scope of Services, are hereinafter referred to as this "Agreement" and shall constitute the entire agreement between the customer identified in the Quote ("Customer") and Cummins and supersedes any previous agreement or understanding (oral or written) between the parties with respect to the subject matter of this Agreement.

1. SCOPE OF SERVICES; PERFORMANCE OF SERVICES. Cummins shall perform the maintenance ("Services") on the equipment identified in the Quote ("Equipment") in accordance with the schedule specified in the Quote. The Services include those services defined in the "Service Event" section of the Quote. No additional services or materials are included in this Agreement unless agreed upon by the parties in supplemental documentation.

Cummins shall provide the Services in a safe and workmanlike manner. Cummins has licenses, permits, authorizations, or registrations necessary to perform the Services. Unless otherwise indicated in the Quote, Cummins will provide the labor and tools necessary to perform the Services and shall keep Customer's property free from accumulation of waste materials caused by Cummins' operations.

Customer shall provide Cummins safe access to Customer's site. During the performance of the Services, Customer shall fully and completely secure all or any part of any facility where the Equipment is located for any and all safety issues, including but not limited to injury to facility occupants, invitees, or any third party arising out of the Services.

2. PAYMENT TERMS. Payment terms are net thirty (30) days from the date of invoice unless otherwise specified in the Quote. If payment is not received when due, in addition to any rights Cummins has under the law, Cummins may charge Customer eighteen percent (18%) annually, or the maximum amount allowed by law, on late payments.

3. DELAYS. Cummins shall not be liable for any delays in performance that result directly or indirectly from acts of Customer or causes beyond Cummins' control, including but not limited to acts of God, accidents, fire, explosions, flood, unusual weather conditions, acts of government authority, or labor disputes.

4. WARRANTY. Limited warranties apply for select parts and components as defined by the respective component manufacturer's limited warranties. All Services shall be free from defects in workmanship for a period of ninety (90) days after completion of Services. In the event of a warrantable defect in workmanship, Cummins' obligation shall be limited to correcting the defective workmanship. Cummins shall correct the nonconforming Services where (i) such nonconformity becomes apparent to Customer during the warranty period; (ii) Cummins receives written notice of any nonconformity within thirty (30) days following discovery by Customer; and (iii) Cummins has determined that the Services are nonconforming. Services corrected or re-performed shall be subject to the remaining warranty period of the original warranty of the Services. New parts supplied during correction or re-performance of Services are warranted for the balance of the warranty period still available from the original warranty of such parts. The remedies set forth in this Section 4 shall not be deemed to have failed of their essential purpose so long as Cummins is willing to correct defective Services or refund the purchase price therefor.

5. LIMITATIONS ON WARRANTIES AND REMEDIES.

Cummins expressly disclaims all warranties, either express or implied, including any implied warranty of merchantability and warranty for fitness of a particular purpose, to the extent permitted by law. The warranties set forth herein are the sole warranties made by Cummins. Some states do not allow limitation on warranties, so these limitations may not apply to you.

TO THE MAXIMUM EXTENT PERMITTED BY LAW, NEITHER PARTY SHALL BE LIABLE HEREUNDER FOR CONSEQUENTIAL, SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE OR EXEMPLARY DAMAGES (INCLUDING LOST PROFITS OR SAVINGS, LOSS OF USE, OR DOWNTIME) EVEN IF IT HAS BEEN ADVISED OF THEIR POSSIBLE EXISTENCE, EXCEPT THAT THE FOREGOING SHALL NOT RESTRICT A PARTY'S ABILITY TO RECOVER DIRECT DAMAGES FOR BREACH OF THIS AGREEMENT. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, IN NO EVENT SHALL CUMMINS' TOTAL AND CUMULATIVE LIABILITY EXCEED TWO MILLION DOLLARS ($2,000,000.00). NOTHING IN THIS AGREEMENT EXCLUDES OR LIMITS LIABILITY FOR DEATH OR PERSONAL INJURY CAUSED BY A PARTY'S NEGLIGENCE, GROSS NEGLIGENCE, WILLFUL MISCONDUCT AND/OR INTENTIONAL MISCONDUCT.

6. RESERVED.

7. RESERVED.

8. GOVERNING LAW. This Agreement shall be governed by and construed in accordance with the laws of the State in which services are to be rendered or performed without giving effect to any choice or conflict of law provision. The parties agree that the courts of the State in which services are to be rendered or performed and shall have exclusive jurisdiction to settle any dispute or claim arising in connection with this Agreement.

9. INSURANCE. Upon Customer's request, Cummins will provide to Customer a Certificate of Insurance evidencing Cummins' relevant insurance coverage.

10. ASSIGNMENT. This Agreement shall be binding on the parties and their successors and assigns. Neither party shall assign this Agreement without the prior written consent of the other party, which shall not be unreasonably withheld.

11. IP. Any intellectual property rights created by Cummins in the course of the performance of any Agreement or otherwise shall remain Cummins' property. Nothing in these conditions shall be deemed to have given either party to this Agreement a license or any other rights to use any of the intellectual property rights of the other party to this Agreement.

12. MISCELLANEOUS. Cummins shall be an independent contractor with respect to the Services performed under this Agreement. All notices under this Agreement shall be in writing and be delivered personally, mailed via first class certified or registered mail, or sent by a nationally recognized express courier service to the addresses set forth in the Quote. No amendment of this Agreement shall be valid unless it is writing and signed by the parties hereto. Failure of either party to require performance by the other party of any provision hereof shall in no way affect the right to require such performance at any time thereafter, nor shall the waiver by a party of a breach of any of the provisions hereof constitute a waiver of any succeeding breach. Any provision of this Agreement that is invalid or unenforceable shall not affect the validity or enforceability of the remaining terms hereof.

13. TERMINATION. Either party has the right, to terminate this Agreement within thirty (30) days prior notice, unless the work has already been performed and completed.

Cummins Sales and Service

Power Generation System
Planned Equipment Maintenance

Scope of Services

INSPECTION
(MONTHLY, QUARTERLY, OR ONE-TIME PER YEAR)

Battery & Battery Charger System
- Check battery charger functions
- Cable connections, termination cleanliness and security
- Check electrolyte level, vent caps of all cells in the starting batteries
- Battery Conductance Test

Fuel System
- Inspect main tank/day tank fuel level
- Inspect day tank controls and pumps. Test operate day tank controls (where available)
- Inspect all fuel hoses, clamps, pipes, components, and fittings
- Inspect governor linkage
- Visually inspect rupture/containment basin
- Water in Fuel Test - Sub-base, day tanks
- Optional - fuel sample for laboratory analysis*

Engine Cooling System
- Inspect all hoses and clamps for leaks, coolant level and condition
- Inspect radiator cap and filler neck condition
- Inspect drive belts, observe alignment and deflection
- Observe coolant heater operations
- Utilize DCA test strip to record coolant properties
- Inspect radiator surfaces, shrouds, and barriers for obstruction
- Visually inspect low temperature after cooler coolant
- Optional –coolant sampling*

Engine & Lubrication System
- Inspect lubrication system (visually check oil level)
- Inspect crankcase ventilation system
- Inspect spark ignited ignition system

Intake/Exhaust System
- Inspect air cleaner element and entire intake system
- Inspect exhaust system and rain cap
- Inspect louver operations

Generator Controls & Power Connections
- Visually inspect all engine mounted wiring, senders, and devices
- Visually inspect all control mounted components and wiring
- Lamp test all lights and indicators
- Visually inspect breaker and power connections
- Manually operate generator main breaker(s) open and closed*

*NOTE: Will not exercise breakers or contactors on a paralleling device.

Generator Operations
- Start and observe generator and equipment operations
- Verify engine and generator safeties for proper operation
- System test with or without load

Automatic Transfer Switch
(Paralleling Switchgear, Bypass Switchgear, Manual Transfer Switches)
- Visually inspect all power and control wiring
- Visually inspect switch mechanism and enclosure
- Visually inspect controls and time delays settings
- Verify function of exercise clock

FULL SERVICE
(INCLUDES INSPECTION)

Operational & Functional Review of Generator Critical Components
- Inspect engine cooling fan & fan drives for excessive wear or shaft wobble
- Check all pulleys, belt tensioners, slack adjusters & idler pulleys for travel, wear & overall condition
- Inspect/lubricate drive bearings, gear or belt drives, lovejoy and other shaft connecting hardware

Lubrication Oil and Filtration Service
- Change engine lubrication oil
- Change primary lubrication and bypass filters
- Change fuel filters
- Post lube service operation of genset (unloaded) at rated temperature
- Optional - oil sample for laboratory analysis*

***Additional Charge**

Any additional repairs, parts or services which are required will be brought to the attention of the owner. Repairs will only be made after proper authorization from the owner is given to Cummins Sales and Service. Any additional repairs, maintenance or service performed by Cummins Sales and Service for a Planned Equipment Maintenance Agreement holder will be at current Cummins Sales and Service labor rates.

College Now
Greater Cleveland
Developing Tomorrow's Talent Today

Memorandum of Understanding Between College Now Greater Cleveland And Wadsworth High School

I. Background

The mission of College Now Greater Cleveland (COLLEGE NOW) is to increase college attainment through college and career access advising, financial aid counseling, and scholarship and retention services. For over 50 years, our goal has been to help students pursue educational opportunities that empower them to embark on rewarding careers and strengthen our community.

II. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to clearly define the roles and responsibilities of each party as it relates to: (1) an Advising Plan for advising WADSWORTH HIGH SCHOOL students and their parents; (2) a plan for data exchange; (3) a plan to make Wadsworth High School personnel aware of College Now services; (4) a plan to provide space and resources for the on-site College Now advisor; (5) a plan to recommend Wadsworth High School seniors for scholarships from College Now, provided that funding is available; and (6) a plan to evaluate the COLLEGE NOW advisor and services provided.

This MOU is intended to provide a written acknowledgement of collaboration between the organizations.

III. Definitions

For the purposes of this MOU,

- Wadsworth High School student shall refer to a student who is in, unless Wadsworth High School informs COLLEGE NOW otherwise.
- RECOMMENDED STUDENT shall refer to a senior student who has met the COLLEGE NOW application deadlines for the scholarship application, Free Application for Federal Student Aid (FAFSA), graduation and minimum cumulative grade point average and ACT/SAT testing requirements, and who has turned in required paperwork to the COLLEGE NOW advisor by the deadline.
- ADVISING SERVICES are any services selected on the attached Menu of Advising Services that the Wadsworth High School contracts with COLLEGE NOW to provide as part of the Advising Plan.
- A DAY OF SERVICE equals 7 hours. A HALF DAY OF SERVICE equals 3.5 hours.
- DATA includes any student information such as demographic information, cumulative grade point averages, ACT/SAT scores, and expected year of graduation.

IV. College Now Responsibilities under this MOU

1. COLLEGE NOW Advisor will be available to speak with staff on issues of the college going process.
2. COLLEGE NOW will provide a trained college access Advisor for the amount of time requested by Wadsworth High School in no less than half day increments. Evening presentations count as half days.
3. COLLEGE NOW Advisor will provide advising, financial aid, and scholarship services as indicated on the attached Menu of Advising Services.
4. COLLEGE NOW will provide its Advisor with a cell phone, laptop computer and printer.
5. COLLEGE NOW will send a semi-annual evaluation to the designated Wadsworth High School counselor asking for feedback about COLLEGE NOW services. The feedback from these evaluations is used for customer service, training, professional development, and performance evaluation purposes.

6. COLLEGE NOW Advisor will recommend seniors for COLLEGE NOW scholarships, when funding is available.
7. As part of the data exchange, COLLEGE NOW will submit names of Wadsworth High School students who were served by the COLLEGE NOW Advisor to the National Student Clearinghouse in order to obtain post-secondary persistence and graduation information. COLLEGE NOW is FERPA complaint (See explanation for details).
8. COLLEGE NOW will provide a year-end summary of services provided, students served, and scholarship awarded students (if applicable) to Wadsworth High School.

V. School Responsibilities under this MOU

1. Wadsworth High School will provide working space and internet access.
2. Wadsworth High School will provide access to a copy machine to be used only in the servicing of students' needs.
3. Wadsworth High School will publicize COLLEGE NOW services at the school and make all reasonable attempts to ensure access to students.

VI. Data Requirements

Wadsworth High School will, during or before the first week of school, provide an electronic student data roster of all classes to be served consisting of student name, address, date of birth, grade level and GPA. The student data template can be emailed to rosters@collegenowgc.org. (See FERPA explanation for details).

COLLEGE NOW advisors rely on accurate and timely rosters in order to maximize service opportunities to students. It is critical to our success that this information is received in advance of advisors arriving in schools to serve students. **Data received after the first 3 weeks of school have passed could risk jeopardizing the efficiency and effectiveness of the advisor's work.**

VII. Personnel Background Check

All COLLEGE NOW Advisors have undergone drug and background screenings.

VIII. Reporting Responsibilities

COLLEGE NOW agrees to report to High School authorities any suspected child abuse or neglect as these terms are defined under Ohio Revised Code 2151.03 that jeopardizes the physical and/or emotional well-being of a student.

IX. Indemnification and Hold Harmless

COLLEGE NOW agrees to indemnify, defend, and hold harmless Wadsworth High School, all of its members, officers, employees, and agents from and against any and all liability (whether real or asserted) claims, demands expenses, costs (including legal fees), and causes of action of any nature whatsoever for personal and bodily injury or death of persons or damage or destruction of property which may result from and arise out of the negligence or intentional misconduct of COLLEGE NOW, its employees, officers, agents, subcontractors, or interns screened, selected and/or trained by Contractor, in the performance of this Agreement. The District reserves the right to use counsel of its own choosing, at its own expense, with regard to any such claim for which indemnification and defense is sought. This indemnification obligation shall survive the term of this Agreement.

X. Independent Contractor

COLLEGE NOW and Wadsworth High School acknowledge and agree that COLLEGE NOW is an independent contractor and has no authority to bind Wadsworth High School or otherwise act as a representative of Wadsworth High School. COLLEGE NOW shall retain the right to exercise full control and supervision over its employees, compensation and discharge, and agrees to be solely responsible for all matters relating to its employees, including, but not limited to, compliance with social security, withholding, workers' compensation, and all other regulations governing such employment matters.

XI. Confidentiality/Ownership

COLLEGE NOW agrees that all financial, statistical, proprietary, or student information provided by Wadsworth High School or any information that COLLEGE NOW may acquire, directly or indirectly which relates to Wadsworth High School will be kept confidential and not used by or released to any third party or parties without the prior written consent of Wadsworth High School. COLLEGE NOW further agrees that any written material (e.g., report, study, etc.) developed for Wadsworth High School and all rights, title and

interest therein shall belong exclusively to Wadsworth High School. Wadsworth High School shall be entitled to obtain copyright or any similar such protection for any deliverables furnished by COLLEGE NOW hereunder and that any such material is considered a "work-for-hire."

XII. MOU Modification and Termination

It is mutually understood and agreed by and between the parties that:

- This agreement may be modified by mutual agreement of COLLEGE NOW and Wadsworth High School.
- This agreement will be revisited each spring in preparation for the upcoming academic year.

XIII. COLLEGE NOW and Wadsworth High School Contacts:

College Now Greater Cleveland	School
Lee Friedman Chief Executive Officer 216-241-5587 lfriedman@collegenowgc.org	**Principal:**
Tax ID Number 34-6580096	**Billing:**
Victor Courtney Manager of Advising Services and Programs 216-635-0156 vcourtney@collegenowgc.org	**School Counselor:**
Jeff McKissick Chief Information Officer 216-241-5587 jmckissick@collegenowgc.org	**IT Contact:**

XIV. Term and Payment

This agreement takes effect on **August** 1, **2019** and ends on **June** 30, **2020**.

Preferred starting date as arranged with Wadsworth High School staff: TBA

Please Check One:

X **Submitting Complete Roster** Daily Rate is **$450.00**	**OR**	☐ **Not Submitting Complete Roster** Daily Rate is **$465.00**

Wadsworth High School requests **15** **days** of COLLEGE NOW services **(15 day minimum)**
Daily Rate **$ 450**
Total Contract amount: **$ 6750**

COLLEGE NOW invoices in October for the total amount due. Checks should be made payable to College Now Greater Cleveland, Inc. and mailed to COLLEGE NOW at 50 Public Square, Suite 1800, Cleveland, OH 44113.

XV. Effective Date and Signatures

This MOU shall be in effect upon the signatures of the organizations' authorized officials. Agreement is indicated by signatures and date below:

Lee Friedman CEO _____ _____

COLLEGE NOW Authorizing Title	Official Title	Wadsworth High School Authorizing	Official
			
Signature	February 21, 2019 Date	Signature	Date

What Is FERPA?

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Full text of FERPA is located here: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. **However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):**
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - **Appropriate parties in connection with financial aid to a student;**
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

COLLEGE NOW and FERPA

We are very pleased to provide advising services at your school this year. We value our relationship and the opportunity to serve your families, and are grateful for the confidence you place in us. Part of the College Now advisor's job is to track in a web-based student database all the services provided to the students within a school. As you may imagine, this is a large part of the job and can require a fair amount of time. It is necessary however, for several reasons:

- College Now is a non-profit organization and we rely on grant and donor funding for a large part of our budget and the ability to offer our services at a subsidized rate. As a result, we need to report to our funders aggregate (not student-level) data about our advising work.
- College Now continually works to improve services, achieve outcomes, and maximize effort at the lowest cost using collected data from our services.
- College Now subscribes to the National Student Clearinghouse (NSC) so that we may obtain persistence and graduation rates for the students we work with. In order to receive accurate data from NSC, we must have accurate student data.
- The ability to reduce data entry time increases our ability to serve more students and families.
- At the end of the year, College Now will provide a report to you about our advising work in your school. We want that report to provide a complete picture of all the work we have done with your students. Data allows us to provide a more comprehensive college and career readiness analysis.

Per the MOU we are requesting an electronic student data set that conforms to the template attached. **Per the legislative text above, College Now is a qualifying organization to receive, transmit, and securely handle your student-level data**. If you have any questions, please contact College Now's Chief Information Officer, Jeff McKissick, at jmckissick@collegenowgc.org. Thank you.

College Now
Greater Cleveland
Developing Tomorrow's Talent Today

Menu of In-School Advising Services for Wadsworth High School

Please check off services requested and return with signed Memorandum of Understanding.

Career Exploration:

- [x] Career planning & exploration: Using online planning tools to discover each student's best fit careers, and matching to postsecondary education pathways

Postsecondary Test Preparation & Registration:

- [ ] ACT/SAT introduction: Explanation of college entrance exams and their importance for admissions and scholarships
- [ ] ACT/SAT preparation: Demonstration of resources used to prepare for the tests as well as test-taking strategies
- [ ] ACT/SAT registration: Assisting with test registration for national dates (using fee waivers when applicable)

College Exploration, Application, & Enrollment:

- [x] College search & exploration: Using online planning tools to discover each student's target list of best fit colleges
- [x] College planning: Understanding the college application process, including deadlines and document requirements
- [x] College applications: Assistance in starting and completing college applications (using fee waivers when applicable)
- [ ] College essays: Assistance in college essay writing, editing, and review
- [ ] College enrollment: Assistance in selecting an institution and understanding the enrollment process, including paying deposits (using fee waivers when applicable) and registering for orientation and/or summer bridge programming

College Affordability:

- [x] Financial literacy: Understanding various terms related to financial aid, including grants, loans, and interest rates
- [x] FAFSA planning: Preparing to complete the FAFSA, including creation of FSA IDs and gathering of required tax documents
- [x] Financial aid applications: Assistance with starting and completing financial aid applications, including FAFSA and CSS Profile
- [ ] Verification & special circumstances: Assisting the student when additional steps are required to receive financial aid
- [ ] Award letter comparison: Understanding the differences and similarities between each financial aid package

Scholarship Services:

- [x] Scholarship searching: Understanding the best resources and locations to search for scholarships
- [ ] Scholarship essays: Assistance in scholarship essay writing, editing, and review
- [x] College Now Scholarships: Assist in the application process for College Now Scholarships, provided funding is available

Special Programs included with in-school advising services:

- [x] Senior Parent Night: After school hours presentation by advisor on the senior year timeline, including the necessary steps to apply for college and financial aid
- [x] Junior Parent Night: After school hours presentation by advisor on how parents can prepare for any postsecondary-related activities, including understanding testing deadlines and the senior year timeline
- [ ] College Affordability Night: After school hours presentation by advisor on financial aid terminology and application deadlines, including grants, loans, common issues, and scholarship resources
- [x] FAFSA Night: One-on-one assistance after school hours for students and families to complete all components of the FAFSA with a College Now advisor
- [ ] Transition to College Program: In-school opportunity for seniors to dialogue with current college students on their personal challenges, opportunities, and experiences of transitioning from high school to pursuing postsecondary education

Draft A

WADSWORTH CITY SCHOOLS | 2021-2022 CALENDAR

AUGUST 2021

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13	No School (Teacher Work Day)
16	No School (Teacher Work Day)
17	No School (Prof. Dev. In-service)
18	First Student Day

T-13 S-10

SEPTEMBER 2021

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6	No School (Labor Day)
24	No School (Prof. Dev. In-service)

T-21 S-20

OCTOBER 2021

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8	No School (Teacher Comp. Day)

T-21 S-20

NOVEMBER 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12	No School (Prof. Dev. In-service)
25-29	No School (Thanksgiving Break)

T-19 S-18

DECEMBER 2021

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-31	No School (Winter Break)

T-13 S-13

JANUARY 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14	No School (Prof. Dev. In-service)
17	No School (M. L. King, Jr. Day)

T-20 S-19

21	No School (President's Day)

T-19 S-19

FEBRUARY 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

T-23 S-23

MARCH 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4-8	No School (Spring Break)
15	No School (Good Friday)

T-15 S-15

APRIL 2022

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

xx	Baccalaureate
xx	Commencement
26	Last Student Day
27	Teacher Work Day

T-20 S-19

MAY 2022

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

T-0 S-0

JUNE 2022

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

<u>Grading Periods</u>

Gr. K-4 Trimesters:

Gr. 5-12 Quarters: xx
xx
xx
xx

<u>Total No. of School Days</u>

Gr. K-6:

Gr. 7-12:

If the district falls below the minimum hours required in a school year due to calamity day, hours will be added at the end of the school year, beginning May 27, 2021.

In addition, certain organizations may be required to display posters that can only be obtained from DOL's Office of Workers' Compensation Programs (OWCP). More information on these posters is available. Links to all federal employment posters are always available on the Poster Page as are answers to frequently asked questions. Note that school districts with federal or federally-assisted contracts or subcontracts may have additional requirements.

Legal Alert

Included with this update are legal alerts printed on green paper. These include:

1. H.B. 318's Phase-In of Restrictions on Suspensions & Expulsions of Students in Pre-Kindergarten through Third Grade
2. USDOE Releases Proposed Regulations Addressing Sexual Harassment Under Title IX
3. A Timely Reminder of the Importance of Instituting a Comprehensive Cybersecurity Program
4. Legislature Extends Graduation Pathways and Modifies Suspension
5. Substitute Pupil Services Licenses
6. Treasurer Liability Laws to Change Soon

BYLAWS AND POLICIES

Policy 5113.02 - School Choice Options (Revised)

This policy has been revised to reflect the reauthorization of the Elementary and Secondary Education Act (ESEA) through the Every Student Succeeds Act (ESSA), thus eliminating references to the No Child Left Behind (NCLB) legislation.

This revision reflects current Federal law and should be adopted to maintain accurate policies.

Policy 5610 - Removal, Suspension, Expulsion, and Permanent Exclusion of Students (Revised)

Policy 5610.03 – Emergency Removal of Students (Revised)

Revisions to these policies included in this update reflect the requirements of H.B. 318 regarding discipline of students in grades pre-K through 3. The language added at this time addresses the phase-in mechanism for the restriction of disciplinary action for this age group of students.

These revisions reflect current Ohio law and should be adopted to maintain accurate policies.

Policy 6320 - Purchasing and Bidding (Revised)

This policy has been revised in response to client questions regarding acquisition of school buses. The purchase or lease-purchase of buses requires competitive bidding. A school bus is defined as a vehicle designed to transport more than nine (9) passengers, excluding the driver. In addition, content of the policy was rearranged to allow for better coordination of topics.

These revisions are recommended for adoption.

Policy 6325 – Procurement - Federal Grants/Funds (Revised)

This policy is revised in response to audit questions regarding Small and Minority Businesses and Women's Business Enterprises. The language added clearly references the entities in question which had originally been encompassed by the C.F.R. citation. A new administrative guideline is offered to provide more information regarding affirmative steps the District should take in encouraging competitive participation in the procurement process.

The District should be sure to check that Policy 6320 – Purchasing and Policy 6325 - Procurement - Federal Grants/Funds provide consistent guidance for fiscal transactions. It is important to note that when dealing with federal, state, and local provisions, it is always the most restrictive threshold or requirement that prevails.

This revision is recommended for adoption.

Policy 6605 - Crowdfunding (Revised)

Revisions to this policy and related administrative guideline are prompted to recent attention by the Auditor of State (AOS) regarding this evolving fundraising mechanism. Emphasis was added in policy to address the importance of privacy protection for students and to maintain appropriate fiscal safeguards.

These revisions are recommended for adoption.

Policy 7540.02 - Web Accessibility, Content, Apps, and Services (Revised)

This policy has been revised to reflect current accessibility standards that have been frequently cited and emphasized by staff from the Office of Civil Rights (OCR).

These revisions reflect the current OCR requirements and should be adopted to maintain accurate policies.

Policy 8400 - School Safety (Revised)

This policy has been revised to reflect the reauthorization of the Elementary and Secondary Education Act (ESEA) through the Every Student Succeeds Act (ESSA), thus eliminating references to the No Child Left Behind (NCLB) legislation.

This revision reflects current Federal law and should be adopted to maintain accurate policies.

Policy 8500 – Food Services (Revised)

This policy has been revised in response to issues raised by United States Department of Agriculture (USDA) reviews of District policies and procedures. The USDA's position is that an appropriate "team" is required to approve any dietary modification to the school's USDA-reimbursable meal pattern for a student, whether or not that student has a disability or is eligible for a Section 504 plan.

These revisions reflect the current USDA requirements and should be considered for adoption.

Book	Policy Manual
Section	Ready of Production
Title	Copy of DEFINITIONS
Code	po0100
Status	
Adopted	November 19, 2007
Last Revised	December 12, 2016

0100 - **DEFINITIONS**

Whenever the following items are used in these bylaws, policies and administrative guidelines, they shall have the meaning set forth below:

Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

Agreement

A collectively negotiated contract with a recognized bargaining unit.

Apps and ~~Web~~ Services

Apps~~/web~~ and services are software (i.e., computer programs) that support the interaction of wireless ~~personal~~ communication devices (as defined in Bylaw 0100, above) over a network, or client-server applications in which the user interface runs in a web browser. Apps and ~~/web~~ services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and ~~/web~~ services also are used to facilitate communication to, from and among and between, staff, students, ~~and~~ parents, Board members and/or other stakeholders and members of the community.

Board

The Board of Education.

Bylaw

Rule of the Board for its own governance.

Classified Employee

An employee who provides support to the District's program and whose position does not require a professional license.

Compulsory School Age

A child between six (6) and eighteen (18) years of age or a child under six (6) years of age who has been enrolled in kindergarten unless at any time the child's parent or guardian, at the parent's or guardian's discretion and in consultation with the child's teacher and principal, formally withdraws the child from kindergarten.

District

The School District.

Due Process

The safeguards to which a person is entitled in order to protect his/her rights.

Educational Service Center Superintendent

The Superintendent of Schools for the Medina County Educational Service Center Schools.

Full Board

Authorized number of voting members entitled to govern the District.

Information Resources

The Board defines Information Resources to include any data/information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, web sites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

May

This word is used when an action by the Board or its designee is permitted but not required.

Meeting

Any prearranged discussion of the Board's public business by a majority of Board members.

Parent

The natural, adoptive, or surrogate parents or the party designated by the courts as the legal guardian or custodian of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise. When a student is the subject of a power of attorney or caretaker authorization affidavit executed by the student's grandparent(s), the term parents shall also refer to the grandparent designated as the attorney-in-fact under the power of attorney or the grandparent who executed the affidavit.

Although the grandparent shall have rights and responsibilities with regard to the care, physical custody, and control of the student, including the ability to enroll the student in school, to obtain from the District educational or behavioral information about the student, consent to all school related matters, and consent to medical, psychological, or dental treatment for the student, the power of attorney does not convey legal custody of the grandchild to the grandparent and does not affect the rights of the parent, guardian, or custodian of the student in any future proceeding concerning the custody of the student or allocation of parental rights and responsibilities for the care of the student.

Likewise, although the grandparent is authorized to provide consent in all school related matters and to discuss with the school district the student's educational progress, the caretaker authorization affidavit does not preclude the parent, guardian or custodian of the child from having access to all school records pertinent to the child.

R.C. 3313.64, 3109.52, 3109.65

Personal Communication Devices

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, telephone paging devices (e.g., beepers or pagers), and/or other web-enabled devices of any type.

Policy

A general, written statement by the governing board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

President

The chief executive officer of the Board. (See Bylaw 0170)

Principal

The educational leader and head administrator of one (1) or more District schools. In policy and administrative guidelines, implies delegation of designated responsibilities to appropriate members of his/her staff.

Professional Staff Member

An employee who implements or supervises one (1) or more aspects of the District's program and whose position requires a professional credential from the Division of Teacher Education and Licensing.

Relative

The mother, father, sister, brother, spouse, parent of spouse, child, grandparents, grandchild, or dependent in the immediate household as defined in the negotiated, collectively-bargained agreement.

Secretary

The chief clerk of the Board of Education.

Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

Social Media

Social media are online platforms where users engage one another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Snapchat, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts. Apps and services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

Student

A person who is officially enrolled in a school or program of the District.

Superintendent

The chief executive officer of the School District. In policy, implies delegation of responsibilities to appropriate staff members.

Technology Resources

The Board defines Technology Resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

Textbook

This word is used to describe the learning material duly adopted and required as standard work for the study of a particular subject. It may be bound and printed with a hard or soft cover, or it may be electronic, e.g., computer software, interactive videodisc, magnetic media, CD ROM, computer courseware, on-line service, electronic medium, or other means of conveying information.

Treasurer

The chief fiscal officer of the District.

Vice-President

The Vice-President of the Board of Education. (See Bylaw 0170)

Voting

A vote at a meeting of the Board of Education. The law requires that Board members must be physically present in order to have their vote officially recorded in the Board minutes. R.C. 3313.18, 3313.20

Citations to Ohio Statute are noted as R.C. (Revised Code). Citations to Rules of the State Board of Education are noted as A.C. (Administrative Code). Citations to the Federal Register are noted as FR, to the Code of Federal Regulations as C.F.R., and to the United States Code as U.S.C.

© Neola 2016

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of ADOPTION OF COURSES OF STUDY
Code	po2220
Status	
Adopted	November 19, 2007
Last Revised	January 12, 2009

2220 - **ADOPTION OF COURSES OF STUDY**

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. The Board shall periodically adopt courses of study that define the key components of the District's curriculum and instruction.

No course of study shall be taught in the schools of this District unless the Board adopted it. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent shall recommend to the Board such courses of study as are deemed to be in the best interest of the students. Each course of study shall:

A. align with the District's mission, philosophy, educational goals, and strategic plan;

B. identify learning and performance expectations;

C. provide a scope and sequence of knowledge and skills to be learned;

D. prescribe methods for assessment of student progress and the means for intervention;

E. address the developmental needs of early childhood, middle childhood, and adolescent through young adult students;

F. be guided by Ohio's State-adopted academic content standards.

Each course of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom s/he is responsible. ~~Deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.~~

Since one of the District's goals is to prepare students to enter the world of work, the Board directs that each course of study include as part of its learning accomplishments that students can demonstrate their willingness and ability to be punctual, to be present at the learning site each day unless absent for a legitimate reason, and to complete assignments on time and as directed. ~~The Superintendent's guidelines should include recommendations to staff on how to instruct students in these important work ethics and how to include these learnings in the grades that students receive.~~

The Superintendent shall maintain a current list of all courses of study offered by this District.

The list shall include a description of each course of study and its date of adoption.

Legal	R.C. 3301.07, 3313.60
	A.C. 3301-35-02

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of CONTROVERSIAL ISSUES
Code	po2240
Status	
Adopted	November 19, 2007

2240 - **CONTROVERSIAL ISSUES**

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

A. is related to the instructional goals of the course of study and level of maturity of the students;

B. does not tend to indoctrinate or persuade students to a particular point of view;

C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not substantially disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the Superintendent who shall report periodically such approval to the Board for their review and have been approved by the principal.

No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the religious convictions of the student or his/her parents or guardians.

The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression may be limited to lunch periods or other noninstructional time periods when students are free to associate.

The Board also recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternate learning activities during times of such parent requested absences.

~~The Superintendent shall develop administrative guidelines for dealing with controversial issues and with parental concerns about program content or the use of particular materials.~~

Legal R.C. 3313.601

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of SINGLE GENDER CLASSES AND ACTIVITIES
Code	po2260.02
Status	
Adopted	November 16, 2015

2260.02 - **SINGLE GENDER CLASSES AND ACTIVITIES**

The Board of Education does not discriminate based on gender or any other protected class. Equal educational opportunities are available to all students regardless of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information. The Board recognizes, however, that some circumstances may prompt program coordinators or administrators to offer a single-gender class or activity. This policy delineates the circumstances permitting administrators to create single-gender educational offerings, and addresses additional requirements for such programs.

This policy addresses traditional non-vocational classes, as well as extracurricular activities and programs, including field trips, lunch, and recess. The policy applies regardless of whether the District administers a program directly or through another entity. This policy, however, does not apply to single-gender schools or athletic programs.

General Requirements and Overview

The District may offer single-gender programs when needed to achieve an important objective, and the single-gender nature of the class is substantially related to that objective. Only two objectives are allowed:

A. improving achievement through providing diverse educational opportunities; or

B. meeting a particular, identified educational need.

Further, these objectives shall be met in an evenhanded manner, and staff shall provide a substantially equal coeducational class for each subject. Additionally, student enrollment in the single-gender program shall be completely voluntary. The Superintendent shall conduct an annual evaluation to verify that the program complies with these requirements ~~and established administrative guidelines~~.

Students with Special Requirements

Students with disabilities or language challenges shall not be excluded from single-gender classes because of their needs. Transgender students shall be permitted to participate in single-gender classes in a manner consistent with their gender identity.

© Neola 2015

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of FIELD AND OTHER DISTRICT-SPONSORED TRIPS
Code	po2340
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

2340 - **FIELD AND OTHER DISTRICT-SPONSORED TRIPS**

The Board of Education recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;

B. arouse new interests among students;

C. help students relate school experiences to the reality of the world outside of school;

D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;

E. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is an integral part of a course of study and is under the direct supervision and control of a professional staff member or any advisor as designated by the Superintendent.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program and is under the direct supervision and control of a professional staff member or any advisor as designated by the Superintendent.

School personnel shall not accept any form of compensation from vendors that might influence their recommendation on the eventual selection of a location for, or a vendor that will provide transportation to, a field or other district-sponsored trip. Furthermore, school personnel shall not accept any compensation from a vendor after a decision has been made regarding the location for, or a vendor that will provide transportation to, a field or other District-sponsored trip. In addition, school personnel who recommended the location for, or a vendor that will provide transportation to, a field or other district-sponsored trip shall not enter into a contractual arrangement whereby an individual staff member receives compensation in any form from the vendor that operates the venue for, or provides the transportation to, a field or other District-sponsored trip for services rendered.

Such compensation includes, but is not limited to, cash, checks, stocks, or any other form of securities, and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes, and other such things of value. In the event that a school staff member receives such compensation, albeit unsolicited, from a vendor, the staff member shall notify the Treasurer, in writing, that s/he received such compensation and shall thereafter promptly transmit said compensation to the Treasurer at his/her earliest opportunity.

The Board shall approve those field trips and other District-sponsored trips which are planned to keep students out of the District overnight or longer or out of the State, except that prior Board approval is not required for overnight trips related to athletic contests and other extracurricular competitions that arise at a time when no Board meetings are scheduled prior to the date of the trip.

The Superintendent shall approve all other such trips. The Superintendent may approve overnight trips related to athletic contests and other extracurricular competitions that arise at a time when no Board meetings are scheduled prior to the date of the trip.

Students will not be charged for the cost of transportation to and from educational field trips on school days. Students may be assessed the cost for transportation to and from educational field trips on non-school days.

Students may be charged fees, including, but not limited to, admission fees, for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the Superintendent. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The following will be adhered to in ~~Superintendent shall prepare administrative guidelines for~~ the operation of both field and other District-sponsored trips, including athletic trips~~, which shall address~~:

A. the safety and well-being of students;

B. parental permission is sought and obtained before any student leaves the District on a trip;

C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;

D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;

E. each trip is properly monitored;

F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;

G. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge;

H. provisions have been made for the administration of medication to those students for whom medications are administered routinely while at school;

I. provisions have been made at the trip destination and in transportation, if and when required to accommodate students and/or chaperones with disabilities.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

School vehicles are not to be used if the entire distance traveled round trip from the point of exit and entry of the State is more than 1000 miles.

© Neola 2012

Legal R.C. 3327.15
A.C. 3301-83-12, 3301-83-16(A)(B)(E)
Auditor of State Bulletin 2000-006

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	2000 Program
Title	Copy of EDUCATIONAL OPTIONS
Code	po2370
Status	
Adopted	November 19, 2007
Last Revised	December 13, 2010

2370 - **EDUCATIONAL OPTIONS**

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

Educational options are learning experiences or activities that are designed to extend, enhance, supplement, or serve as an alternative to classroom instruction.

The Superintendent shall prepare a plan of educational options for use in meeting a variety of student needs. Such options will include the District's Credit Flexibility Plan and may include, but not be limited to, distance learning, on-line coursework, tutorial programs, independent study, correspondence courses, educational travel, project portfolios, internships, mentorship programs, summer school, and early college entrance.

Prior approval of the educational option application (Form 2370 F1) by the Superintendent shall be required before a student participates in one (1) of the available educational options. Prior permission of a parent or guardian shall also be required before a student under age eighteen (18) participates in one (1) of the available educational options.

Participation in an educational option shall be in accordance with an instructional and performance plan which will be developed based on the individual student's needs. The instructional plan will include:

A. instructional and performance objectives that align with District's curriculum requirements;

B. a description of the criteria and method for assessing student performance;

C. an outline of specific instructional activities, materials and learning environments.

Participation must be subject to the oversight of a credentialed teacher who will review the instructional plan which may include providing, supervising, or reviewing instruction or learning experiences, and the evaluation of student performance.

Credit for approved educational options shall be assigned according to student performance relative to stated objectives of the approved instructional and performance plan and in accordance with District policy ~~and established administrative guidelines~~.

The District shall communicate information and procedures related to credit flexibility and educational options available in the District to students, parents, and interested stakeholders.

~~The Superintendent shall develop the administrative guidelines necessary to implement this policy.~~

Legal A.C. 3301-35-06(G)

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of DISTRICT-SPONSORED CLUBS AND ACTIVITIES
Code	po2430
Status	
Adopted	November 19, 2007
Last Revised	April 10, 2017

2430 - **DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

The Board of Education believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131.

For purposes of this policy, curricular-related activities are defined as those activities in which:

A. the subject matter is actually taught or will be taught in a regularly offered course;

B. the subject matter concerns the District's composite courses of study;

C. participation is required for a particular course;

D. participation results in academic credit.

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the Superintendent.

Such activities, along with extra-curricular activities (not directly related to courses of study), may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

The Board expressly declines to create a limited open forum for clubs and activities, initiated by students, that cannot meet one of the four criteria stated above.

No nondistrict-sponsored organization may use the name of the School District or any other name which would associate an activity with the District.

In order to be eligible for any co-curricular, interscholastic and noninterscholastic extra-curricular activity, a student must meet the requirements of the building Student Handbook.

Students who are educated at home or enrolled in nonpublic schools are eligible to participate in accordance with Policy 9270. Students attending community or STEM schools may participate in extra-curricular activities in accordance with Policy 2430.02.

Students identified as disabled under R.C. Chapter 3323 and the IDEA are subject to the eligibility standards established by this policy unless specifically exempted by the express terms of their individualized education program (IEP). An IEP can specify the criteria by which a grade will be determined for [a] course[s], given the individual student's disability.

Whenever a student becomes a member of a District-established student group or national organization such as National Honor Society, in order to remain a member, s/he must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or organization.

The Athletic Director and/or Principal shall require that each student athlete, who participates in either an interscholastic or intramural sport, submits Form 2431 F1 and Form 2431 F2 signed by the student and his/her parent or guardian, or by a person having care or charge of the student, affirming that each has received the Ohio Department of Health's concussion and head injury information sheet. The forms shall be signed and submitted on an annual basis. No student may practice or compete in interscholastic or intramural athletics until Form 2431 F1 and Form 2431 F2 are received by the Athletic Director or Principal. No student will be denied the opportunity to participate in interscholastic athletics offered by a school in the District because the student has or is participating in college credit plus program as long as the student fulfills all academic, nonacademic and financial requirements.

Students shall be fully informed of the curricular-related and extra-curricular activities available to them and of the eligibility standards established for participation in these activities. Students will be further informed that participation in these activities is a privilege and not a right, and that they may be prohibited from all or part of their participation in such activities by authorized school personnel without further notice, hearing and/or appeal rights (See Policy 5610.05 - Prohibition from Extra-Curricular Activities). District- sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

~~The Superintendent shall prepare administrative guidelines to implement a program of curricular-related clubs and activities and of extra-curricular activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.~~

Revised 9/30/13
Revised 11/17/14
Revised 4/10/17

© Neola 2017

Legal R.C. 3313.53, 3313.5341, 3313.537, 3313.539, 3313.664, 3315.062
A.C. 3301-35-03

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	
Adopted	November 19, 2007
Last Revised	April 10, 2017

2431 - **INTERSCHOLASTIC ATHLETICS**

The Board of Education recognizes the value to the students of the District and to the community of a program of interscholastic athletics for students as an integral part of the total school experience.

The program should foster the growth of school loyalty within the student body as a whole and stimulate community interest in athletics.

The game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone. It should also offer an opportunity for career and educational development.

For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sport contests, games, events, or sport exhibitions involving individual students or teams of students of this District with those of another district.

The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be in good physical condition, be free of injury, and have fully recovered from illness before participating in any interscholastic athletic event.

No student may practice or compete in interscholastic athletics until the student submits a form signed by his/her parent or guardian, or by a person having care or charge of the student, affirming that each has received a concussion and head injury information sheet as prepared by the Ohio Department of Health. See Form 2431 F1 and Form 2431 F2.

In addition to the eligibility requirements established by the Ohio High School Athletic Association, to be eligible for any interscholastic extra-curricular activity, a student must meet the eligibility requirements outlined in the building Student Handbook.

Students educated at home or enrolled in a nonpublic school who are permitted to participate on a District interscholastic team must fulfill the same academic, nonacademic, and financial requirements as any other participant. See Policy 9270.

Students identified as disabled under R.C. 3323 and the IDEA are subject to the eligibility standards established by this policy unless specifically exempted by the express terms of their individualized education program (IEP). An IEP can specify the criteria by which a grade will be determined for (a) course(s), given the student's individualized disability.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship and fair play.

No student shall be excused from a class or supervised study for an extended period of time to participate in interscholastic athletics.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches shall not dispense, supply, recommend, or permit the use of any drug, medication, or food

supplement solely for performance-enhancing purposes. The Superintendent shall cause to be posted in all locker rooms in buildings that include students in any grade higher than the sixth grade, the following:

> "Warning: Improper use of anabolic steroids may cause serious or fatal health problems, such as heart disease, stroke, cancer, growth deformities, infertility, personality changes, severe acne, and baldness. Possession, sale, or use of anabolic steroids without a valid prescription is a crime punishable by a fine and imprisonment."

~~The Superintendent shall develop appropriate administrative guidelines for t~~he operation of the Athletic Program and a Code of Conduct for those who participate~~. Such guidelines~~ should provide for the following safeguards:

A. Prior to enrolling in the sport,

1. each participant shall submit to a thorough physical examination by a District-approved physician;
2. parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.

B. Any student who is found to have a health condition which may be life- threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate. The District shall assume no liability for any student with a health condition who has been authorized to play by the parents and their physician but not by the District.

C. Any student practicing for or competing in an interscholastic event who exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall be removed from the practice or competition by the student's coach (and/or the referee serving during the practice or competition).

Any student who has been removed from practice or competition by a coach or referee because he/she has exhibited signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall not be permitted to return to any practice or competition for which the coach or referee is responsible until both of the following occur:

1. The student's condition is assessed by a physician, in accordance with requirements set forth in R.C. 3313.539(E)(2), to assess such a student.
2. The student receives written clearance that it is safe to return to practice or competition from a physician, in accordance with requirements set forth in R.C. 3313.539(E)(2), to grant a such a clearance.

Students will be further informed that participation in interscholastic sports is a privilege and not a right, and that they may be prohibited from all or part of their participation in such activities by authorized school personnel without further notice, hearing and/or appeal rights (See Policy 5610.05 - Prohibition From Extra-Curricular Activities).

In order to support the High School Athletic Association's program to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

A. adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;

B. establish standards for athletic participation which reinforce the concept that athletic activities are a privilege, not a right;

C. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel;

D. support and reward participants, coaches, school administrators, and fans who display good sportsmanship;

E. recognize the value of school athletic activities as a vital part of education.

No student will be denied the opportunity to participate in interscholastic athletics offered by a school in the District because the student has or is participating in college credit plus program as long as the student fulfills all academic, nonacademic and financial requirements.

Revised 5/11/09
Revised 9/30/13
Revised 4/10/17

© Neola 2017

Legal R.C. 2305.23, 2305.231, 3313.53, 3313.535, 3313.539, 3313.5311, 3313.5312
R.C. 3313.5341, 3313.752, 3315.062
Ohio High School Athletic Association

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of SUMMER SCHOOL
Code	po2440
Status	
Adopted	November 19, 2007
Last Revised	May 11, 2009

2440 - **SUMMER SCHOOL**

The Board of Education may conduct a summer program of academic instruction and recreational activities at all levels for resident students of this District and such other students as the Board may admit.

Summer school instruction shall be designed to provide opportunities for students to:

A. improve a poor grade;

B. improve learning skills;

C. make up a failed course;

D. enrich a scholastic program;

E. explore new academic areas.

The Board shall annually approve a summer school program. In order to support such a program of summer instruction, the Board will:

A. employ teaching and administrative staff;

B. make available school facilities as required;

C. provide necessary custodial services.

Instructional fees may be charged to all students.

With regard to transportation, the Board does not accept responsibility for any student.

The Board shall provide a Federal food service program for students during summer intervention programs that are mandated under Federal law. The Board will offer a food service program during:

A. summer remediation provided to students who scored lower than "proficient" on the third grade reading achievement test;

B. summer intervention services provided to students who took practice versions of the Ohio Graduation Tests in ninth grade; and

C. any future summer intervention programs required under law.

If the Board determines that it is unable to provide a Federal food service program during the summer, for financial reasons, the Board will communicate that decision to its residents in a manner it determines to be appropriate.

~~The Superintendent shall be responsible for developing administrative guidelines for the operation of the summer program which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions of the District.~~

Legal R.C. 3313.57, 3313.641, 3313.813

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of ADULT AND COMMUNITY EDUCATION
Code	po2450
Status	
Adopted	November 19, 2007

2450 - **ADULT AND COMMUNITY EDUCATION**

The Board of Education believes that education is a continuous process throughout life and supports the position that the District should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through the community and/or adult program.

With regard to community education, the Board may provide programs in the evening and day for the purpose of meeting the avocational, recreational, and cultural interests of the community as well as the vocational/technical training and retraining needs of local workers.

~~The Superintendent shall develop and implement administrative guidelines whereby the schools are available to citizens of the District for the above stated purposes.~~

Legal	R.C. 3313.204, 3313.52, 3313.531, 3313.54, 3313.641, 3313.644,
	R.C. 3313.645, 3331
	A.C. 3301-42, 3301-43

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	po2520
Status	
Adopted	November 19, 2007
Last Revised	November 17, 2014

2520 - **SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Superintendent ~~shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment. The guidelines shall include a plan for the review of instructional materials by staff and parents. In addition s/he~~ shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school-improvement process.

Students may be held responsible for the cost of replacing any materials or property which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop activities where the product becomes the property of the student.

© Neola 2014

Legal	R.C. 3313.21, 3313.212, 3329.05 A.C. 3301-35-03 (B)

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES
Code	po2623
Status	
Adopted	November 19, 2007
Last Revised	April 10, 2017

2623 - **STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES**

The Board of Education shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

The Board shall administer the State-mandated tests (e.g., diagnostic assessments and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a State-mandated test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) days following the scheduled date. The Board shall annually report, not later than June 30th, the number of students who have not taken one (1) or more of the State-mandated tests to the State Board of Education.

The District shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

A. communicating standards of ethical assessment practice;

B. communicating security procedures for assessment;

C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;

D. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;

E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least annually, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The Superintendent shall develop a program of testing that includes:

A. administration of State-mandated tests (e.g., diagnostic assessment and achievement tests), at no cost to students, in accordance with the provisions of A.C. 3301-13-02;

B. performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading;

C. District or teacher-made achievement or performance tests;

D. tests of mental ability;

E. norm referenced achievement tests.

"Achievement test" means "a test, aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of knowledge or skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement."

"Alternate assessment" means "the use of an assessment instrument, other than the Ohio achievement tests or diagnostic assessments, that meets the requirements of all applicable Federal and State laws and A.C. 3301-13-03."

"Diagnostic assessment" means "an assessment aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three, as defined in R.C. 3301.079."

"Ohio graduation tests" means "the achievement tests, aligned with academic content standards and model curriculum, designed to measure a student's level of academic achievement expected at the end of the tenth grade in writing, reading, mathematics, social studies, and science."

"Performance standards" means "a score adopted by the State Board of Education indicative of a particular level of academic achievement at a designated grade for each achievement test or alternate assessment."

"Statewide tests" means "any assessment that is provided by the Ohio Department of Education (ODE) for use in all participating schools in the State."

The Superintendent shall develop:

A. procedures for the regular collection of student performance data;

B. a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and

C. procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

For any student who failed to demonstrate at least a score at the proficient level on an achievement test during the preceding school year, the Board shall provide appropriate intervention services commensurate with the student's test performance in each such test area, including intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012.

The Board shall require that:

A. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;

B. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board's student records policy.

Summer remediation services shall meet the following conditions:

A. the remediation methods are based on reliable educational research

B. testing will be conducted before and after students participate in the program to facilitate monitoring results of the remediation services

C. the parents of participating student will be involved in programming decisions

D. the services will be conducted in a school building or community center and not on an at-home basis

The Board shall keep records for each student including the following:

A. a unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2)

B. a list or designation of which tests are required and which tests are not required

C. a list or designation of which tests, required or not required, are taken and which are not taken at each test administration period

D. score for each test taken, required or not

E. whether each student attained the requisite performance standard designated for each required test

F. what if any tests must still be taken

G. whether or not intervention must be provided

H. for each test required for graduation, the date passed must be recorded on the student's transcript

No information shall be on the student's transcript for a test not passed.

When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

For each student required to be offered intervention services, the Board shall involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the Board shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

Except as authorized by State law, the Board shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher grade level.

All identified students with disabilities in the School District shall be considered for participation in the State-mandated testing. The extent of the student's participation shall be determined by the IEP Team. Accordingly, the student's IEP shall require that s/he take:

A. the required assessments in the same manner as other students;

B. the required assessments with accommodations appropriate for his/her disability; or

C. an alternate assessment that has been approved by the State Department of Education.

To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

~~The Superintendent shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests, including the reporting of results.~~

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Superintendent.

After July 1, 2017, no student will spend more than two percent (2%) of the school year taking state assessments, including the Ohio graduation tests, college and work ready assessment systems and any District-wide assessment for all students in a specified subject area or grade level. Students will not spend more than one percent (1%) of the school year on diagnostic or

practice assessments to prepare for the above assessments. Students with disabilities are exempt from this requirement, as are related diagnostic assessments for students who failed the English language arts achievement assessment, substitute examinations, or examinations to identify a gifted student.

This policy shall be reviewed and updated annually.

See Policy 2623.02 - Third Grade Reading Guarantee

Revised 1/12/09
Revised 10/14/13
Revised 4/10/17

© Neola 2017

Legal	R.C. 3301.079, 0710, .0711, .0714, .0715, .0729, 313.608, 3313.608(D), 3313.6012
	A.C. 3301-13, 3301-35

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Vol. 37, No. 2 - January 2019 Revised SCHOOL CHOICE OPTIONS
Code	po5113.02
Status	
Adopted	November 19, 2007
Last Revised	October 14, 2013

5113.02 - **SCHOOL CHOICE OPTIONS ~~PROVIDED BY THE NO CHILD LEFT BEHIND ACT~~**

The Board of Education acknowledges that the Elementary and Secondary Education Act (ESEA), as amended, ~~Federal No Child Left Behind Act of 2001 ("NCLBA")~~ provides that the parents/guardians of students enrolled in a Title I school the first year following the building's identification as being in "School Improvement", have the right to transfer their children to another school in the District, provided there is a school that provides instruction at the students' grade level(s) and such school has not been identified as being in the process of school improvement, corrective action, or restructuring. If there is not another school in the District offering instruction at the students' grade level(s) that has not been identified as needing improvement, the Superintendent shall contact neighboring districts and request that they permit students to transfer to a school in one of those districts. The Superintendent shall also offer Supplemental Educational Services (SES) to students in any school no later than the first year following the building's identification as being in "School Improvement," regardless of whether a transfer option is available.

Additionally, students attending a "persistently dangerous" school, as defined by State law have the right to transfer to another "safe" school in the District. If there is not another "safe" school in the District providing instruction at the students' grade level(s), the Superintendent shall contact neighboring districts and request that they permit students to transfer to a school in one of those districts.

Furthermore, a student who is a victim of a "violent crime" on school property also has the right to transfer to another school. If there is not another school in the District providing instruction at the student's grade level, the Superintendent shall contact neighboring districts and request that they permit that student to transfer to a school in one of those districts providing instruction at the student's grade level.

The Board of Education authorizes such transfers in accordance with AG 5113.02.

Children who transfer in accordance with this policy will be permitted to remain at the school of transfer until completing the highest grade at the school.

Title I, Section 1116(b)(1)(E) of the ~~No Child Left Behind Act of 2001~~Elementary and Secondary Education Act, as amended
Title I, Section 1116(e) of the Elementary and Secondary Education Act, as amended~~No Child Left Behind Act of 2001~~
Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended~~No Child Left Behind Act of 2001~~

© Neola ~~2011~~2019

Legal	Title I, Section 1116(b)(1)(E) of the Elementary and Secondary Education Act, as amended Title I, Section 1116(e) of the Elementary and Secondary Education Act, as amended Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Not Ready for Production, from the JANUARY 2019 UPDATE that still needs board approval REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS
Code	po5610
Status	Under consideration by the board of education
Adopted	November 19, 2007
Last Revised	November 19, 2018

5610 - **REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS**

The Board of Education recognizes that exclusion from the educational program of the schools, whether by emergency removal, out- of-school suspension, expulsion, or permanent exclusion, is the most severe sanction that can be imposed on a student in this District, and one that cannot be imposed without due process. However, the Board has zero tolerance of violent, disruptive or inappropriate behavior by its students.

No student is to be removed, suspended out-of-school, expelled and/or permanently excluded unless his/her behavior represents misconduct as specified in the Student Code of Conduct/Student Discipline Code approved by the Board. The Code shall also specify the procedures to be followed by school officials when implementing such discipline. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, additional procedures and considerations shall apply to students identified as disabled under the IDEA, ADA, and/or Section 504 of the Rehabilitation Act of 1973. (See Policy 5605 "Suspension/Expulsion of Disabled Students.")

Students may be subject to discipline for violation of the Student Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but where such conduct is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a District official or employee, or the property of such official or employee.

For purposes of this policy and the Student Code of Conduct/Student Discipline Code, the following shall apply:

A. "Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going threat of disrupting the educational process provided by the District. (See Policy 5610.03 "Emergency Removal")

B. "Suspension" shall be the temporary exclusion of a student by the Superintendent, principal, assistant principal, or any other administrator from the District's instructional program for a period not to exceed ten (10) school days. Suspension shall not extend beyond the current school year, if at the time a suspension is imposed, fewer than ten (10) days remain in the school year.

   The Superintendent may instead require a student to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension. The student shall be required to begin such community service program or alternative consequence during the first full week day of summer break.

   The Superintendent may develop a list of appropriate alternative consequences, and set forth such list in the applicable guidelines.

   In the event, the student fails to complete the required community service or the assigned alternative consequence, the Superintendent may determine the next course of action. Such course of action, however, shall not include requiring the student to serve the remaining time of the suspension at the beginning of the following year.

   The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Policy 5611 - Due Process Rights.

Students are permitted to make up all work missed during a suspension for full credit.

C. "Expulsion" shall be the exclusion of a student from the schools of this District for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place or for one (1) year as specifically provided in this policy and the Student Code of Conduct/Student Discipline Code. Only the Superintendent may expel a student. The procedures for expulsion are set forth in the Student Code of Conduct/Student Discipline Code and Board Policy 5611 "Due Process Rights".

1. **Firearm or Knife**

Unless a student is permanently excluded from school, the Superintendent shall expel a student from school for a period of one (1) year for bringing a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except that the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. Similarly, the Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. The expulsion may extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. The Superintendent shall refer any student expelled for bringing a firearm (as defined in 18 U.S.C. 921(a)(3)) or weapon to school to the criminal justice or juvenile delinquency system serving the District.

A firearm is defined as any weapon, including a starter gun, which will or 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 silencer, or any destructive device. A destructive device, includes, but is not limited to any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.

A knife capable of causing serious bodily injury is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars) that is used for, or is readily capable of, causing death or serious bodily injury.

The Superintendent may, in his/her sole judgment and discretion, modify or reduce such expulsion in writing, to a period of less than one(1) year, on a case-by-case basis, upon consideration of the following:

a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);

b. The degree of culpability given the age of the student and its relevance to the misconduct and/or punishment and/or evidence regarding the probable danger posed to the health and safety of others, including evidence of the student's intent and awareness regarding possession of the firearm or knife capable of causing serious bodily injury and/or

c. The academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

2. **Violent Conduct**

If a student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act:

a. would be a criminal offense if committed by an adult;

and

b. results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6)

the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);

or

b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the expulsion, the Superintendent may apply any or all of the remaining period to the following school year.

3. **Bomb Threats**

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, for the following reasons:

a. for students identified as disabled under the IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973, upon recommendation from the group of persons knowledgeable of the student's educational needs;

or

b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the expulsion, the Superintendent may apply any or all of the remaining period to the following school year.

D. "Permanent exclusion" shall mean the student is banned forever from attending a public school in the State of Ohio. (See Policy 5610.01)

If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

Suspension or Expulsion of Students in Grades Pre-Kindergarten through 3

[DRAFTING NOTE: Pursuant to H.B. 318, the following limitations on suspension/expulsion of students in grades pre-K through 3, will be phased in over the next three (3) school years, using data related to the 2018-2019 school year as the baseline. The phase-in works as follows to comply with Ohio law for the:

A. **2019-2020 school year, your District must reduce the number of out-of-school suspensions and expulsions issued to students in grades pre-K through 3 for offenses not listed in paragraphs A-D below by twenty-five percent (25%), using the numbers reported for that category for the 2018-2019 school year as a baseline.**

B. **2020-2021 school year, your District must reduce the number of out-of-school suspensions and expulsions issued to students in grades Pre-K through 3 for offenses not listed in paragraphs A-D below by fifty percent (50%), using the numbers reported for that category for the 2018-2019 school year as a baseline.**

C. **2021-2022 school year and thereafter, your District may only issue out-of-school suspensions and expulsions to students in grades Pre-K through 3 for the offenses listed in paragraphs A-D below.]**

Beginning with the 2019-2020 school year, except as permitted by law, suspension or expulsion proceedings shall not be initiated against a student in any of grades Pre-kindergarten through three unless the student has committed the following acts:

A. The student brings a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, or possesses a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board.

B. The student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act: 1) would be a criminal offense if committed by an adult; and 2) results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6).

C. The student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

D. The student engages in behavior of such a nature that suspension or expulsion is necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

Prior to suspending or expelling a student in any of grades Pre-K through 3, the Principal shall, whenever possible, consult with a mental health professional under contract. If the events leading up to the student's suspension or expulsion from school indicate that the student is in need of additional mental health services, the student's Principal or the District's mental health professional shall assist the student's parent or guardian with locating providers or obtaining such services, including referral to an independent mental health professional, provided such assistance does not result in a financial burden to the District or the student's school.

If a student in any of grades Pre-K through 3 is suspended or expelled, the student shall be afforded the same notice and hearing, procedural, and educational opportunities as set forth in Board policy and the law. The suspension or expulsion of a student in any of grades Pre-K through 3 shall not limit the Board's responsibilities with respect to the provision of special education and related services to such student in accordance with Board policy and the law. Further, the Board shall not be limited in its authority to issue an in-school suspension to a student in any of grades Pre-K through 3, provided that the in-school suspension is served in a supervised learning environment.

If the Superintendent determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Any such suspension must comply with due process and the Student Code of Conduct/Student Discipline Code.

The Board authorizes the Superintendent to provide for options to suspension/expulsion of a student from school which may include alternative educational options.

The Superintendent shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Board policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion. The expulsion must be imposed for the same duration it would have been had the student remained enrolled.

The Board may temporarily deny admittance to any student who has been expelled from the schools of another Ohio district or an out-of-state district, if the student's expulsion period set by the other district has not expired. The expelled student shall first be offered an opportunity for a hearing. This provision also applies to a student who is the subject of a power of attorney designating the child's grandparent as the attorney-in-fact or caretaker authorization affidavit executed by the child's grandparent and is seeking admittance into the schools of this District in accordance with Policy 5111.

The Board may temporarily deny admittance to any student who has been suspended from the schools of another Ohio district, if the student's suspension period set by the other district has not expired. The suspended student shall first be offered an opportunity for a hearing before the Board.

When a student is expelled from this District, the Superintendent shall send written notice to any college in which the expelled student is enrolled under Postsecondary Enrollment Options at the time the expulsion is imposed. The written notice shall indicate the date the expulsion is scheduled to expire.

If the expulsion is extended, the Superintendent shall notify the college of the extension.

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension or 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.

Searches

In accordance with Policy 5771, school officials may search a student or a student's property when there are reasonable grounds to suspect the presence of contraband that violates the law or school rules. Dogs trained in the detection of illegal drugs and/or weapons may patrol school facilities and premises. A dog altering to an object is considered reasonable grounds for a search. Vehicles on school property are also subject to search. Student lockers are the property of the Board and are subject to search based on reasonable suspicion of the violation of the law or school rules and to random searches without regard to reasonable suspicion.

Times and Places Applicable

Unless otherwise noted in the individual section, this code shall be applicable to any conduct: on school grounds or property adjacent to school grounds; during, before and after school hours, on school grounds at any other time when the school or the school grounds are being used by a school-related group; off school grounds at a school-sponsored activity, function or event; on a school bus or conveyance; or at any other time when the student is subject to the authority of the school. The rules and standards also apply to conduct off school premises which is connected to activities or incidents that have occurred on school property. The rules and standards also apply to any misconduct, regardless of where it occurs, that is directed at a District employee or official or the property of such employee or official.

Substantive Provisions

Misconduct for which suspension/expulsion may be imposed:

A. Tobacco: students shall not possess, use, transmit, conceal or sell cigarettes or tobacco. State law prohibits students from smoking in any school building. This includes possession or the use of matches and/or lighters. No warning will be given for smoking violations. A student is considered smoking when seen with a cigarette, leaving a discarded one or any other evidence indicating smoking.

B. Dress and Appearance: Students shall not violate school rules relating to dress and appearance. Students shall attend school dressed in a manner which is clean, not hazardous to their safety or the safety of others, and which does not distract from the educational environment.

C. Truancy, Tardiness or Class Cutting: Students shall not be absent from all or any portion of the regularly scheduled classes or other mandatory activities without school authorization and parental consent. A student is considered tardy to first period if s/he is not in his/her assigned seat when the late bell rings.

D. Profane, Vulgar or Improper Language or Gestures: Students shall not speak or write profane, vulgar, derogatory, demeaning or other improper or inappropriate language, or use profane, vulgar or other improper inappropriate gestures or signs or engage or attempt to engage in profane, vulgar or other improper or inappropriate actions. Student attire containing profanity or obscenity is prohibited.

E. Insubordination (also referred to as Failure to Comply with Directives): This is defined as failing to follow the directives of school personnel or otherwise acting in defiance of school authority. Students shall comply with directives, requests and orders of teachers, student teachers, substitute teachers or other appropriate school personnel.

F. Failure to Accept Discipline or Punishment: Students shall not refuse to accept discipline or punishment from teachers, student teachers, substitute teachers, educational aides, bus drivers, principals or other appropriate school personnel.

G. Harassment, Hazing and/or Sexual Harassment: Students shall not threaten, act or participate in or attempt to threaten, act or participate in an act or acts that injures, degrades, disgraces or tends to injure, degrade or disgrace any student. This includes any unwanted sexual advances which may be verbal, visual or physical contact.

H. Violations of School Bus Conduct Requirement: Students shall not act or participate in any act or acts or attempt to act or participate in any act which poses or tends to pose a danger to the safe operation of a school bus or conveyance,

including, but not limited to, failing to remain seated, throwing objects as passengers, the driver or out of the window, extending arms or objects out of the window, shouting and other disorderly conduct which could cause physical harm, emotional stress or diversion of the driver's attention.

I. Disrespect: Students shall not act so as to intimidate, insult or otherwise abuse, orally or in writing, any member of the school staff or student body.

J. Disruption of School: Students shall not by use of violence, force, noise, coercion, threat, harassment, intimidation, fear, passive resistance or any other conduct, cause, attempt or threaten to cause the disruption or obstruction of any lawful mission, process, activity or function of the school. Students shall not urge other students to engage in such conduct for the purpose of causing, attempting or threatening to cause the disruption or obstruction of any lawful mission, process, activity or function of the school. While this list is not intended to be all-inclusive, the following acts illustrate the kinds of misconduct prohibited by this rule:

1. occupying any school building, school grounds or part thereof;
2. blocking the entrance or exit of a school building or corridor or room therein;
3. setting fire or attempting to set fire to or damaging or attempting to damage or defacing or attempting to deface any school building or property;
4. making, by telephone call, letter or other means, a threat to damage or destroy any school property or to disrupt any school-sponsored or related activity, function or event on or off school grounds. Any bomb threat to a school building, or to any premises at which a school activity is occurring will subject the offender to a one-year (1) expulsion;
5. activating or attempting to activate an emergency alarm system in the absence of an emergency;
6. preventing or attempting to prevent by physical act or verbal utterance the convening or continuing function of any school, class or activity or any lawful meeting or assembly on or off the school property;
7. preventing or attempting to prevent students from attending a class or any school-sponsored or related activity or event;
8. except under the direct instruction of the principal or other authorized school personnel, blocking pedestrian or vehicular traffic on school property or at the site of any school-sponsored activity or event; or
9. continuously making noise or acting in a manner so as to interfere with a teacher's ability to conduct a class or an extracurricular activity.

K. Damage, Destruction, Theft or Unauthorized Removal of School Property: Students shall not cause or attempt to cause damage to school property or steal or attempt to steal school property or engage in or attempt to engage in or participate or attempt to participate in the unauthorized removal of school property.

L. Damage, Destruction, Theft, or Unauthorized Removal of Private Property: Students shall not cause or attempt to cause damage to private property of students, teachers, school personnel or other persons or steal or attempt to steal private property or engage or attempt to engage in or participate or attempt to participate in the unauthorized removal of private property.

M. Physical or Verbal Assault on or Abusive Language Toward a School Employee, Authorized Visitor or Another Student: Intentionally or recklessly causing or threatening physical or emotional harm to another student or behaving in such a manner as to present an imminent risk of such harm. Students shall not use vulgar, profane or abusive gesture toward any school employee, authorized school visitor or another student, not cause or attempt to cause physical injury, or behave in such a way as could threaten to cause physical injury to a school employee, authorized school visitor or another student.

N. Weapons, Dangerous Instruments, Fireworks and Explosives: Students shall not violate this District's policy against dangerous weapons in school Policy 5772. Students shall not use, possess, handle, transmit, sell, conceal or barter for, or bring upon school grounds, to a school activity or on to a school vehicle any object that can be classified as a weapon or dangerous instrument. Weapons and dangerous instruments shall include any object which is used or may be used to inflict physical harm or property damage or to threaten to inflict such harm or damage. Items that have the appearance of a weapon or dangerous instrument are also prohibited.

Students shall not possess, handle, transmit, conceal, sell or barter for, or bring upon school grounds, to a school activity or on to a school vehicle any fireworks, explosives, inflammables, munitions or other objects that could cause physical harm or property damage. Students shall not ignite, explode, detonate or attempt to ignite, explode or detonate fireworks, explosions, munitions, inflammables or other objects that could cause physical harm or property damage.

Violations of this section of the Student Code of Conduct may be subject to a one-year (1) or more expulsion as detailed in policy 5772. Violations of this section will also result in notification to the registrar of motor vehicles and the county juvenile judge.

O. Narcotics, Alcoholic Beverages, Look-Alike Drugs and Stimulant or Depressant Drugs:

1. Students shall not possess, use, transmit, sell, conceal, or consume any alcoholic beverage or intoxicant or any of the drugs of abuse while on school property and/or involved in school activities. Likewise, students shall not consume or have discernible odor of any alcoholic beverages or intoxicant or drug of abuse at a time before the student's arrival at school or a school-sponsored or related event or activity. Examples of drugs of abuse include, but are not limited to, narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, glue, butane, cocaine, nonmedically prescribed anabolic steroids or other substances that could modify behavior.

   Where a student is found to have violated this paragraph by using or consuming unauthorized drugs, drugs of abuse or intoxicants, s/he may be required to submit a letter from a psychiatrist or physician stating that the student is physically and mentally able to resume his/her studies prior to his/her reentry on the school premises or participation in school-related activities.

   Use of drugs as authorized by a medical prescription from a licensed physician shall not be considered in violation of this rule provided proper documentation has been completed and filed with the school office. However, selling, transferring or otherwise providing prescription drugs to a student to whom the drugs are not prescribed is a violation of this rule.

2. Students shall not possess, use, transmit, sell, consume or conceal any drug or look-alike drugs of abuse, instruments or drug paraphernalia (i.e., hypodermic needle, syringe, water pipe, roach clip, etc.).

3. Students who are knowingly in the presence of other students who are engaging in substance abuse and who fail to report such substance abuse to school authorities may ~~will~~ also be in violation of this policy forbidding alcohol and drug use ~~and will be subject to at least a five (5) day suspension~~.

4. Violations of this section may also result in notification to the registrar of motor vehicles and the county juvenile judge.

P. Trespass:

1. Students shall not enter upon school grounds or premises of a school building to which the students are not assigned during or after school hours except with the express permission of the school principal of that building or to attend or participate in a school-sponsored event in which their regularly assigned school is involved or where students from their regularly assigned school have been invited to attend or participate.

2. Students already under suspension, expulsion or emergency removal shall not enter upon grounds or premises of the students regularly assigned or other school buildings without the express permission of the principal.

Q. Misconduct Away From School: Students who sell or transmit any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cocaine, marijuana or other controlled substance or drug of abuse off school property or at a nonschool-sponsored or related activity, function or event, or on school property before or after school, may in accordance with the procedures set forth in R.C. 3313.66, be subject to suspension or expulsion from school if the Superintendent determines that the student's continued presence in the school is reasonably certain to disrupt or interfere with the educational process or endanger the health or safety of the students or others.

Students who engage in an assault upon a school employee or other student off school property, at a nonschool-sponsored or related activity, function or event, or on school property before or after school hours may, in accordance with the procedures set forth in R.C. 3313.66, be subject to suspension or expulsion from school if it is determined that the student's continued presence in the school is reasonably certain to disrupt or interfere with the educational process or endanger the health or safety of the students or others.

R. Falsification or Misstatement of Facts or Other Information: Students shall not forge the writing of another or falsely use the name of another person or falsify times, dates, grades, addresses or other data on school forms or school-related

correspondence. Cheating and/or plagiarism on school assignments is considered fraud. Lying is considered fraud.

S. Gambling: Students shall not engage in or promote games of chance, placing bets or risk anything of value.

T. Obtaining Property or Things of Value by Use of Coercion and Related Misconduct: Students shall not use or attempt to use an express or implied threat, violence, harassment, coercion or intimidation to obtain money or any other type of property belonging to another student, a school employee or others.

U. Public Display of Affection or Sexual Acts: Students shall not engage in kissing, embracing or any sexual acts or displays not appropriate to the educational environment.

V. Repeated Violations: Students who repeatedly engage in acts which violate this code shall be subject to more severe punishment, including suspension or expulsion, for subsequent violations. The District shall be entitled to maintain records of each student's misconduct and consider such records in arriving at the type and severity of punishment to be imposed for a violation of this code.

W. Violation of Rules: Students shall not violate the policies of the Board, school rules, classroom rules or regulations. Such policies and rules and regulations will be posted in a conspicuous place. Students are responsible for becoming familiar with those items.

X. Personal Communication Devices: Students are not permitted to use personal communication devices in a manner contrary to Wadsworth City School District Policy 5136: Personal Communication Devices. Personal communication devices include: computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), telephone paging devices (e.g., beepers or pagers), and/or other web-enabled devices of any type.

Y. Aiding and Abetting: Aiding and abetting any violation of this Student Code of Conduct will result in disciplinary action.

Z. Failure to Provide Evidence/Providing False Information/Lying: Students are expected to be honest concerning violations of the Code of Conduct and to help school officials establish the truth about a possible violation of the Student Code of Conduct. In establishing the facts concerning an incident, students shall be expected to cooperate with school officials. Students shall not give or assist in giving false or fictitious accounts to any school official, policy official, fire official or any other person acting in an official or lawful capacity.

AA. Violating Acceptable Use Policy: Students shall not use school-owned computers in a manner that violates the school's Acceptable Use Policy.

BB. Violation of Student Publications Policy: Students shall not violate the Student Publications Policy, Policy 5722, with respect to content of student and nonstudent publications and requirements before distributing such publications.

CC. Other Misconduct: Any misconduct which is contrary to the school's educational mission is prohibited.

A copy of this policy is to be posted in a central location in each school and made available to students and parents upon request. Key provisions of the policy should also be included in the parent-student handbook.

R.C. 2919.222, 3313.534, 3313.649, 3313.66, 3313.661, 3313.662, 3313.663
R.C. 3313.664, 3313.668, 3321.13 (B)(3) and (C), 3327.014
18 U.S.C. Section 921
20 U.S.C. 3351, 20 U.S.C. 7151, 20 U.S.C. 8921

-

Revised 2/24/11
Revised 3/9/15
Revised 4/10/17

© Neola 2018

Legal	R.C. 2919.222, 3313.534, 3313.649, 3313.66, 3313.661, 3313.662, 3313.663 R.C. 3313.664, 3321.13 (B)(3) and (C),3327.014 18 U.S.C. Section 921 20 U.S.C. 3351, 20 U.S.C. 7151, 20 U.S.C. 8921

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Vol. 37, No. 2 - January 2019 Revised EMERGENCY REMOVAL OF STUDENTS
Code	po5610.03
Status	
Adopted	November 19, 2007
Last Revised	November 19, 2018

5610.03 - **EMERGENCY REMOVAL OF STUDENTS**

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process taking place either in a classroom or elsewhere on school premises, then the Superintendent, Principal or assistant Principal may remove the student from curricular activities or from the school premises. A teacher may remove the student from curricular activities under the teacher's supervision, but not from the premises. If a teacher makes an emergency removal, the teacher will notify a building administrator of the circumstances surrounding the removal in writing, as soon as practicable. Because such removal is not subject to the normal suspension and expulsion procedures, no prior notice or hearing is required for any removal under this policy.

A due process hearing will be held on the next school day after the removal is ordered. Written notice of the hearing and the reason for the removal and any intended disciplinary action will be given to the student as soon as practical prior to the hearing. If the student is subject to out-of-school suspension, the student will have the opportunity to appear at an informal hearing before the Principal, Assistant Principal, Superintendent or designee and has the right to challenge the reasons for the intended suspension or otherwise explain his/her actions. Within one (1) school day of the decision to suspend, written notification will be given to the parent(s)/guardian(s) or custodian of the student. This notice will include the reasons for the suspension, the right of the student or parent(s)/guardian(s) to appeal to the Board or its designee and the student's right to be represented in all appeal proceedings. If it is probable that the student may be subject to expulsion, the hearing will take place on the next school day after the date of the initial removal and will be held in accordance with the procedures outlined in the Policy 5611 - Due Process Rights. The person who ordered or requested the removal will be present at the hearing.

A student in any of grades pre-kindergarten through 3 may be removed only for the remainder of the school day, and shall be permitted to return to any curricular and extra-curricular activities on the next school day (following the day in which the student was removed or excluded). When a student in any of grades pre-kindergarten through 3 is removed and returned to his/her curricular and extra-curricular activities the next school day, the Principal is not required to hold a hearing (or provide written notice of same).

The Principal shall not initiate suspension or expulsion proceedings against a student in any grades pre-kindergarten through 3 who was removed unless the student has committed one (1) of the following acts:

A. The student brings a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board. Similarly, the Principal can initiate suspension or expulsion proceedings if the student possesses a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board.

B. The student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act: 1) would be a criminal offense if committed by an adult; and 2) results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6).

C. The student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

D. The student engages in behavior of such a nature that suspension or expulsion is necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees

If the Superintendent or Principal reinstates a student prior to the hearing for emergency removal, the teacher may request and will be 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 misconduct is disposed of either by reinstatement, suspension or expulsion.

R.C. Chapter 2506, 3313.66, 3313.661, 3313.662, 3313.668

© Neola ~~2018~~2019

Legal R.C. Chapter 2506, 3313.66, 3313.661, 3313.662, 3313.668

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Vol. 37, No. 2 - January 2019 Revised PURCHASING AND BIDDING
Code	po6320
Status	
Adopted	November 19, 2007
Last Revised	March 13, 2017

6320 - **PURCHASING AND BIDDING**

~~Price Quotations for Items Not Required to be Competitively Bid~~
~~It is the policy of the Board of Education that the _____ seek at least _____ (__) price quotations, unless fewer quotations are available, on purchases of any supplies, materials, and/or equipment costing more than $_____, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District or when the item is subject to formal bid. Standardized purchasing procedures of the District (AG 6320A) shall be followed when purchasing on the basis of price quotations from vendors.~~

~~Competitive Bidding~~

~~When the Board determines to build, repair, enlarge, improve, or demolish a school building the cost of which will exceed $50,000 the _____ shall obtain competitive bids.~~

~~[ ] In accordance with statute, the Board may elect to forego the bidding for contracts in any of the following situations:~~

A. ~~( ) the acquisition of educational materials used in teaching~~

B. ~~( ) if the Board elects and declares by resolution to participate in purchase contracts, in accordance with R.C. Chapter 125 and the terms and conditions prescribed by the Department of Administrative Services~~

C. ~~( ) if the Board determines and declares by resolution adopted by two-thirds (2/3's) of its members that any item is available and can be acquired only from a single source~~

D. ~~( ) if the Board declares by resolution adopted by two-thirds (2/3's) of its members that the installation, modification, and/or remodeling subject to contracting is involved in an energy conservation measure undertaken through an installment payment contract under R.C. 3313.372 or pursuant to R.C. 133.06(G)~~

E. ~~( ) the acquisition of computer software and/or computer hardware for instructional purposes~~

F. ~~( ) if the Board finds and determines that an urgent necessity exists (as defined by statute) with respect to a particular improvement~~

G. ~~( ) if improvements are related to the security and protection of school property~~

H. ~~( ) if, pursuant to R.C. 9.48, the Board participates in a joint purchasing program, operated by or through a national or State association of political subdivisions in which the Board is eligible for membership or through the Federal government or another political subdivision~~

I. ~~( ) if supplies, services, or materials are to be purchased from a qualified nonprofit agency pursuant to Sections 4115.31 to 4115.35~~

~~The Superintendent shall verify that the specifications for any public improvement project for which bids are solicited do not require any bidder to:~~

A. ~~enter into agreements with labor organizations on said public improvement; or~~

B. ~~enter into an agreement that requires its employees to become members of or pay fees or dues to a labor organization as a condition of employment or continued employment.~~

~~Bidding shall be conducted in accordance with R.C. 3313.46 and related statutes.~~

~~Bids shall be sealed and shall be opened by the _____ in the presence of at least one (1) witness.~~

~~Soliciting of Bids~~

~~The Board, by resolution, may award a bid to the lowest responsible bidder. For a bidder to be deemed responsible, the Board may request evidence from the bidder concerning:~~

A. ~~( ) the experience (type of product or service being purchased, etc.) of the bidder;~~

B. ~~( ) the financial condition;~~

C. ~~( ) the conduct and performance on previous contracts (with the District or other agencies);~~

D. ~~( ) the bidder's facilities;~~

E. ~~( ) management skills;~~

F. ~~( ) the ability to execute the contract properly;~~

G. ~~( ) a signed affidavit affirming that neither the bidder nor any sub-contractor has entered into an agreement with any labor organization regarding the public improvement project.~~

~~Awarding of Bids~~

~~The Board shall approve all contracts resulting from competitive bids prior to being awarded. The Board reserves the right to reject any or all bids.~~

~~In situations in which the Board has resolved to award a bid to the lowest responsible bidder and the low bidder does not meet the considerations specified above, the Board shall so notify the bidder, in writing, by certified mail.~~

Limitations

All purchases that are within the amount contained in the

~~( ) function~~

(X) object

~~( ) line item~~

of the appropriation

(X) and were originally contemplated in the budgeting process

may be made upon authorization of the Superintendent.

~~( ) unless the contemplated purchase is for more than $_____, in which case prior approval is required from the _____.~~

~~[ ] The _____ is authorized to adjust appropriations within a fund in order to make necessary purchases and shall report such modifications at the following regular Board meeting.~~

[X] Then and Now Certificate

If the Treasurer can certify that both at the time of the purchase and at the time of certification, sufficient funds were available

(X) or in the process of collection,

to the credit of the respective fund, properly appropriated and free from previous encumbrance, the expenditure may be authorized. The Board may approve such payment

within thirty (30) days from receipt of such certificate.

Amounts of less than $3,000 may be paid by the Treasurer upon completion of the "then and now" certificate, provided that the expenditure is otherwise lawful.

The Board should be advised of all nonbid purchases

~~( ) not contemplated during the budgeting process~~

(X) when the amount exceeds the amount of the appropriation.

~~[ ] The Superintendent is authorized to make emergency purchases, without prior adjustment, of those goods and/or services needed to keep the schools in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.~~

~~[ ] "Blanket" Certificates~~

~~The Treasurer may issue "blanket" purchase orders (certificates) for a sum not exceeding an amount established by resolution of the Board against any specific line item account over a period of time, not to extend beyond the end of the fiscal year in which it is issued. Only one (1) "blanket" purchase order (certificate) may be outstanding at any one (1) particular time for any one (1) particular line item appropriation.~~

[X] "Super Blanket" Certificates

The Treasurer may issue "super blanket" purchase orders (certificates) for any amount for expenditures and contracts from a specific line-item appropriation account in a specified fund for most professional services, fuel, oil, food items, and any other specific recurring and reasonably predictable operating expense. Such a purchase order (certificate) shall not extend beyond the fiscal year.

Contracts for Development and Improvement of Facilities

All contemplated contracts for professional design services such as from an architect or for construction management shall be in accordance with R.C. 9.33 - 9.335 and R.C. 153.65 - 153.71 as applicable, as well as any relevant provisions of the Ohio Administrative Code.

Competitive Bidding

When the Board determines to build, repair, enlarge, improve, or demolish a school building the cost of which will exceed $50,000, or for the purchase (or lease-purchase) of school buses, the Board of Education shall obtain competitive bids.

[ ] In accordance with statute, the Board may elect to forego the bidding for contracts in any of the following situations if:

A. (X) the Board elects and declares by resolution to participate in purchase contracts, in accordance with R.C. Chapter 125 and the terms and conditions prescribed by the Department of Administrative Services

B. (X) the Board determines and declares by resolution adopted by two thirds (2/3's) of its members that any item is available and can be acquired only from a single source

C. (X) the Board declares by resolution adopted by two-thirds (2/3's) of its members that the installation, modification, and/or remodeling subject to contracting is involved in an energy conservation measure undertaken through an installment payment contract under R.C. 3313.372 or pursuant to R.C. 133.06(G)

D. (X) the Board finds and determines that an urgent necessity exists (as defined by statute) with respect to a particular improvement'

E. (X) pursuant to R.C. 9.48, the Board participates in a joint purchasing program, operated by or through a national or State association of political subdivisions in which the Board is eligible for membership or through the Federal government or another political subdivision

The Superintendent shall verify that the specifications for any public improvement project for which bids are solicited do not require any bidder to:

A. enter into agreements with labor organizations on said public improvement; or

B. enter into an agreement that requires its employees to become members of or pay fees or dues to a labor organization as a condition of employment or continued employment.

Bidding shall be conducted in accordance with R.C. 3313.46 and related statutes.

Bids shall be sealed and shall be opened by the Treasurer in the presence of at least one (1) witness.

Soliciting of Bids

The Board, by resolution, may award a bid to the lowest responsible bidder. For a bidder to be deemed responsible, the Board may request evidence from the bidder concerning:

A. (X) the experience (type of product or service being purchased, etc.) of the bidder;

B. (X) the financial condition;

C. (X) the conduct and performance on previous contracts (with the District or other agencies);

D. (X) the bidder's facilities;

E. (X) management skills;

F. (X) the ability to execute the contract properly;

G. (X) a signed affidavit affirming that neither the bidder nor any sub-contractor has entered into an agreement with any labor organization regarding the public improvement project.

Awarding of Bids

The Board shall approve all contracts resulting from competitive bids prior to being awarded. The Board reserves the right to reject any or all bids.

In situations in which the Board has resolved to award a bid to the lowest responsible bidder and the low bidder does not meet the considerations specified above, the Board shall so notify the bidder, in writing, by certified mail.

Purchase of School Buses and Certain Other Motor Vehicles

The Board shall use competitive bidding to enter into an agreement for the purchase or lease-purchase of a school bus unless an exception to bidding applies. The term "school bus" includes any vehicle designed to carry more than nine (9) passengers excluding the driver. Bids shall indicate that prior to delivery the bus must comply with all applicable State laws and regulations, including the Ohio Pupil Transportation Operation and Safety Rules. No bid bonds will be required unless requested by the Board during the competitive bidding process. The Board is not required to use competitive bidding to rent or lease a school bus as long as the agreement does not include a provision for purchase of the bus.

For the purchase of motor vehicles other than school buses, the Board will follow the adopted procedures to obtain price quotations prior to purchase when applicable. Standardized purchasing procedures of the District shall be followed when purchasing a motor vehicle other than a school bus.

Lease-Purchase Agreements

Lease-purchase agreements entered into by the Board shall be in accordance with R.C. 3313.375. Such agreements shall be a series of one-year renewable lease terms totaling not more than thirty (30) years, after which time ownership is transferred to the Board if all obligations of the Board under the agreement have been satisfied.

Purchases from the State

In accordance with State law (R.C. 4115.31 - 4115.35), the Superintendent shall, in accordance with rules of the State committee for the purchase of products and services provided by persons with severe disabilities, procure products or services at the fair market price established by the committee from a qualified nonprofit agency for persons with severe disabilities, if the product or service is on the procurement list and is available within the period required by the District, notwithstanding any law requiring the purchase of products and services on a competitive bid basis.

~~Quantity Purchases~~

~~In order to promote efficiency and economy in the operation of the District, the Board requires that the _____ periodically estimate requirements for standard items or classes of items and make quantity purchases to procure the lowest cost consistent with good quality.~~

Requirement

Before an employee ~~the~~ _____ places a purchase order, s/he shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the District. All purchase orders shall be numbered consecutively.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

A. **(X)** items commonly used in the various schools or units thereof, be standardized whenever consistency with educational goals can be maintained;

B. ~~**( )** opportunity be provided to as many responsible suppliers as possible to do business with the School District. To this end, the _____ shall develop and maintain lists of potential suppliers for various types of supplies, equipment, and services;~~

C. **(X)** a prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters;

D. **(X)** where the requisitioner has recommended a supplier, the supervisor_____ may make alternate suggestions to the requisitioner if, in his/her judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order.

Employees may be held personally responsible for anything purchased without a properly-signed purchase order or authorization.

The Board may acquire equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase and the purchase complies with applicable law and Board policy.

Reverse Auctions

It is the policy of the Board to permit the use of a reverse auction to purchase services and supplies whenever it is determined that the reverse auction process will be advantageous to the District (e.g., result in a cost savings to the District). To that end, vendors may submit proposals when competing to sell services and/or supplies in an open environment via the Internet. While the reverse auction process may be used to purchase supplies such as equipment, materials, tangible assets and insurance, the process may not be used to purchase real property or interests in real property. The process may also be used to purchase services such as the furnishing of labor, time, or effort by a person, provided such services do not involve the delivery of a specific end product other than a report, and are not being furnished in connection with an employment agreement or collective bargaining agreement and/or which are not subject to a competitive selection procedure required by law.

The Board will provide notice of the request for proposals and award contracts in accordance with the Superintendent's administrative guidelines.

[X] Procurement - Federal Grants

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (34 CFR 80.36) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a compliance system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of this policy and administrative guidelines (AG 6320). (See Policy 6325)

R.C. 9.25, 9.30, 9.31, 9.311, 9.312, 9.314, 125.04, 153.02, 153.12, 153.54, 2909.33
R.C. 3313.37, 3313.375, 3313.46, 3313.172, 3327.08, 4115.32 et. seq., 4116.02
R.C. 4116.03, 4511.76, 5705.41, 5705.45
A.C. 3301-83

© Neola ~~2018~~2019

Legal	R.C. 9.25, 9.30, 9.31, 9.311, 9.312, 9.314, 125.04, 153.02, 153.12, 153.54, 2909.33 R.C. 3313.37, 3313.375, 3313.46, 3313.172, 3327.08, 4115.32 et. seq., 4116.02 R.C. 4116.03, 4511.76, 5705.41, 5705.45 A.C. 3301-83

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Correct Version Vol. 37, No. 2 - January 2019 Revised PROCUREMENT - FEDERAL GRANTS/FUNDS
Code	po6325
Status	
Adopted	April 11, 2016
Last Revised	May 14, 2018

6325 - **PROCUREMENT - FEDERAL GRANTS/FUNDS**

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board of Education policies, and administrative procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-.326), including affirmative steps for small and minority businesses and women's business enterprises, for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing Policy 6320 and AG 6320A.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents engaged in the selection, award, and administration of contracts as established in Policy 1130, Policy 3110 and Policy 4110 - Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

A. unreasonable requirements on firms in order for them to qualify to do business

B. unnecessary experience and excessive bonding requirements

C. noncompetitive contracts to consultants that are on retainer contracts

D. organizational conflicts of interest

E. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement

F. any arbitrary action in the procurement process

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless 1) an applicable Federal statute expressly mandates or encourages a geographic preference; or 2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

~~To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services that are subject to this policy, the pre-qualified list includes enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list _____ [insert frequency. See Drafting Note].~~

~~[Drafting Note: The District shall allow vendors not on the pre-qualified list to apply for placement on the list periodically. The District may determine how frequently the pre-qualified list becomes open for new vendors or whether it is open continuously.]~~

Solicitation Language

The District shall require that all solicitations made pursuant to this policy incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

Procurement Methods

The District shall utilize the following methods of procurement:

A. **(X)** Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed $ 10,000 **[not to exceed $10,000]**. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

B. **(X)** Small Purchases

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of $250,000 **[not to exceed $250,000]**. Small purchase procedures require that price or rate quotations shall be obtained from **(X)** more than one (1) **(~~)~~ ~~an adequate number of~~** qualified sources~~.~~ **[Drafting Note: The District may define in policy how many quotations are adequate. The number must be greater than one (1).]**

C. **(X)** Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to more than $ 250,000 **[the lesser of the established Small Purchase threshold or $250,000]** and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed $50,000.

In order for sealed bidding to be feasible, the following conditions shall be present:

1. a complete, adequate, and realistic specification or purchase description is available;

2. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

3. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

1. Bids shall be solicited in accordance with the provisions of State law and Policy 6320. Bids shall be solicited from ~~( )~~ **(X)** an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.

2. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.

3. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.

4. A firm fixed price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.

5. The Board reserves the right to reject any or all bids for sound documented reason.

D. **(X)** Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method. **[Drafting Note: Federal law does not require a competitive proposal unless the procurement is for over $250,000. The State/District may set a lower threshold for sealed bids and competitive proposals. Ohio law requires sealed bids when the Board seeks to build, repair, enlarge, improve, or demolish a school building/facility if the cost will exceed $50,000 (see Policy 6320).]**

If this method is used, the following requirements apply:

1. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.

2. Proposals shall be solicited from an adequate number of sources.

3. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.

4. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

E. **(X)** Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. the item is available only from a single source

2. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation

3. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District

4. after solicitation of a number of sources, competition is determined to be inadequate

Contract/Price Analysis

The District shall perform a cost or price analysis in connection with every procurement action in excess of $250,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Time and Materials Contracts

The District uses a time and materials type contract only 1) after a determination that no other contract is suitable; and 2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Suspension and Debarment

The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as 1) contractor integrity; 2) compliance with public policy; 3) record of past performance; and 4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 C.F.R. Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 C.F.R. Part 180 Subpart G)

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (2 C.F.R. Part 180 Subpart H)

The District shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts over $25,000, the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended vendors at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 C.F.R. Part 180 Subpart C)

Bid Protest

The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

Maintenance of Procurement Records

The District maintains records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

© Neola ~~2018~~2019

Legal 2 C.F.R. 200.317 - .326

Last Modified by Andrew Hill on March 13, 2019

Book	Policy Manual
Section	Ready of Production
Title	Vol. 37, No. 2 - January 2019 Revised CROWDFUNDING
Code	po6605
Status	
Adopted	December 12, 2016

6605 - **CROWDFUNDING**

This policy applies to the use of any form of crowdfunding utilizing an online service or website-based platform for the financial benefit or gain of the District – be it a specific classroom, grade level, department, school, or curricular or extracurricular activity. ~~"Crowdfunding" refers to a campaign to collect typically small amounts of money from a large number of individuals to finance a project or fundraise for a specific cause. Through the use of personal networking, social media platforms, and other Internet based resources, funds are solicited or raised to support a specific campaign or project.~~

"Crowdfunding" is defined as the solicitation of resources from individuals and/or organizations to support identified activities or projects that enhance the educational program or a specific cause approved by the District. The solicitation is typically from a large number of individuals/organizations utilizing internet-based technologies.

~~**[DRAFTING NOTE: SELECT OPTION #1 or OPTION #2]**~~
~~**[ ] OPTION #1]**~~
~~The Board of Education does not permit or sanction the use of crowdfunding for District or specific school programs or activities, including co-curricular or extracurricular activities.~~
~~**[END OF OPTION #1; END OF POLICY]**~~

~~**OR**~~

[X] [OPTION #2]

Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extracurricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval

( ) of the Administrative Team ~~Superintendent.~~

~~**OR**~~

~~**( )** of the Board upon the recommendation of the Superintendent.~~

All approved crowdfunding activities shall protect the privacy of students, children, and young adults in accordance with District policies ~~and administrative guidelines~~ and applicable State and Federal law, including FERPA and IDEIA.

Materials, supplies, equipment, and other proceeds of the crowdfunding activity shall become property of the District or school. Cash or equivalent payment to District personnel is prohibited. All fiscal transactions shall comply with appropriate District policies.

~~All crowdfunding activities are subject to AG 6605.~~

[END OF OPTION #2; END OF POLICY]

© Neola ~~2016~~2019

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of TECHNOLOGY
Code	po7540
Status	
Adopted	November 19, 2007
Last Revised	December 12, 2016

7540 - **TECHNOLOGY**

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations.

Students' use of District Technology Resources (see definitions in Bylaw 0100) is a privilege, not a right. Students and their parents must sign and submit a Student Technology Acceptable Use and Safety form. (See also, Policy 7540.03)

The Superintendent shall develop, recommend for approval by the Board, and implement a written District Technology Plan (DTP). One (1) of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations.

The DTP shall set forth procedures for the proper acquisition of technology. The DTP shall also provide guidance to staff and students about making safe, appropriate and ethical use of District Technology Resources, as well as inform both staff and students about disciplinary actions that will be taken if its Technology Resources are abused in any way or used in an inappropriate, illegal, or unethical manner. See Policy 7540.03 and AG 7540.03 - Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 – Staff Technology Acceptable Use and Safety.

The Superintendent shall review the DTP and report and recommend the approval of any changes, amendments, or revisions to the Board.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 and Policy 7530.02). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails and records of their online activity when using the District's computer network and/or Internet connection).

Further safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying.

For purposes of this policy, social media is defined as Internet-based applications that facilitate communication (e.g., interactive/two- way conversation/dialogue) and networking between individuals or groups. Social media, which is defined in Bylaw 0100. ~~is "essentially a category of online media where people are talking, participating, sharing, networking, and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties." [Quote from Ron Jones of Search Engine Watch] Social media provides a way for people to stay "connected or linked to other sites, resources, and people." Examples include Facebook, Twitter, Instagram, webmail, text messaging, chat, blogs, and instant messaging (IM). Social media does not include sending or receiving e-mail through the use of District issued e-mail accounts.~~

Revised 2/8/10
Revised 7/11/11
Revised 12/12/16

© Neola 2016

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Vol. 37, No. 2 - January 2019 Revised WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES
Code	po7540.02
Status	
Adopted	November 19, 2007
Last Revised	January 5, 2017

7540.02 - **WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES ~~AND APPS~~**

A. **Creating Content for Web Pages/Sites~~/Services and~~, Apps and Services**

The Board of Education authorizes staff members **(X)** and students to create ~~web~~ content, apps and ~~web~~ services (see Bylaw 0100 Definitions) that will be hosted by the Board on its servers or District-affiliated servers and/or published on the Internet.

The ~~web~~ content, apps, and services ~~and apps~~ must comply with State and Federal law (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)), and reflect the professional image/brand of the District, its employees, and students. ~~Web c~~Content, apps, and services ~~and apps~~ must be consistent with the Board's Mission Statement and staff-created ~~web~~ content, apps, and services ~~and apps~~ are subject to prior review and approval of the Superintendent before being published on the Internet and/or ~~utilized~~used with students.

[NOTE: CHOOSE ~~EITHER OR~~ONE, BOTH, OR NONE OF THE FOLLOWING OPTIONS.]

[X] Student-created ~~web~~ content, apps, and services ~~and apps~~ are subject to Policy 5722 - School-Sponsored Student Publications and Productions.

B. ~~[ ] The creation of web content, apps, and services and apps by students must be done under the supervision of a professional staff member.~~

[END OF OPTIONS]

C. **Purpose of Content of District Web Pages/Sites, Apps, and Services**

The purpose of ~~web~~ content, apps, and services ~~and apps~~ hosted by the Board on its servers or District-affiliated servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such ~~web~~ content, apps, and services ~~and apps~~:

1. **Educate**

   Content should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

2. **Inform**

   Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

3. **Communicate**

Content may communicate information about the plans, policies and operations of the District to members of the public and other persons who may be affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

~~All links included on the Board's website(s) or web services and apps must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, and COPPA). Nothing in this paragraph shall prevent the District from linking the Board's website(s) to 1) recognized news/media outlets (e.g., local newspapers' web sites, local television stations' web sites) or 2) to websites, services and/or apps that are developed and hosted by outside commercial vendors pursuant to a contract with the Board. The Board recognizes that such third-party web sites may not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.~~

Under no circumstances is District-created ~~web~~ content, apps, and services ~~or apps~~, to be used for ~~commercial purposes, advertising,~~ political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no ~~web~~ content contained on the District's web site may: (1) include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

[X] Under no circumstances is staff member-created ~~web~~ content, apps, and services ~~or apps~~, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board-specified website, apps, or service ~~or app~~ (e.g., _____ **[Progressbook]**) for the purpose of conveying information to students and/or parents.

~~**[ ]** Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook, Instagram, or Pinterest pages) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.~~
~~**[ ]** If a staff member creates web content, apps, and services or apps related to his/her class, it must be hosted on the Board's server or a District-affiliated server.~~
~~**[ ]** Unless the web content, apps, and services or app contains student personally identifiable information, Board websites, apps, and services or apps that are created by students and/or staff members that are posted on the Internet should not be password protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other web site users will generally be given full access to the Board's website(s), apps, and services and apps.~~

Web content, apps, and services ~~and apps~~ should reflect an understanding that both internal and external audiences will be viewing the information.

School ~~website(s),~~web pages/sites, apps, and services ~~and apps~~ must be located on Board-owned or District-affiliated servers.

~~The Superintendent shall prepare administrative guidelines defining the rules and standards applicable to the use of the Board's web site and the creation of web content, apps, and services and apps by staff **( )** and students.~~

The Board retains all proprietary rights related to the design of ~~web~~ content, apps, and services ~~and apps~~ that are hosted on Board-owned or District-affiliated servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's web site.

C. **Website Accessibility**

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability,

with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

The District adopts this policy to fulfill this commitment and affirm its intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, 34 C.F.R. Part 104, Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. 12131, and 28 C.F.R. Part 35 in all respects.

1. **Technical Standards**

   The District will adhere to the technical standards of compliance identified at www.wadsworthschools.org [Insert link to the District's website]. The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, and the Web Accessibility Initiative - Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content.
   ~~[insert another acceptable standard selected by the District].)(~~

   [DRAFTING NOTE: OCR recommends WCAG 2.0 Level AA.]

2. **Web Accessibility Coordinator**

   The Board designates its ~~) Section 504/ADA Compliance Coordinator(s) (~~X) Technology Director ~~)~~ as the District's web accessibility coordinator(s). That individual(s) is responsible for coordinating and implementing this policy.~~(~~

   ~~[ ]The Board commits to providing the Web Accessibility Coordinator with sufficient resources and authority to coordinate and implement this policy and any corresponding guideline(s) subject to oversight by the Superintendent and the Board.[SELECT OPTION #1 OR OPTION #2]~~
   ~~[OPTION 1][ ] See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.~~

   [ ] [OPTION #2]

   The District's web accessibility coordinator(s) can be reached at Director of Technology 625 Broad. St. Wadsworth, OH 44281 . 330-335-1400 . [Insert name or title, address, e-mail, phone]

3. **Third Party Content**

   Links included on the Board's website(s), services, and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, and COPPA). While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online content) that is in an accessible format, that is not always feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's web accessibility coordinator or his/her designees will vet online content available on its website that is related to the District's programs, benefits, and/or services for compliance with this criteria for all new content placed on the District's website after adoption of this policy.

   Nothing in the preceding paragraph, however, shall prevent the District from including links on the Board's website(s) to:

   a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites); or

   b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

   The Board recognizes that such third party websites may not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

4. **Regular Audits**

The District, under the direction of the web accessibility coordinator(s) or his/her/their designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above.

~~This audit will occur [ ] ( ) at least annually. ( ) no less than once every two (2) years.~~

If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

5. **Reporting Concerns or Possible Violations**

If any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, s/he may contact the web accessibility coordinator with any accessibility concerns. S/He may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II.

D. **Instructional Use of Apps and ~~Web~~ Services and Apps**

The Board authorizes the use of ~~web~~ apps and services ~~and/or apps~~ to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

[SELECT OPTION #1 or #2]

~~**[ ] [OPTION #1]** The Board requires the **( )** Superintendent **( )** _____ pre-approve each webapp and/or service and/or app that a teacher intends to use to supplement and enhance student learning. To be approved, the web app and/or service or app must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) **( )** and Section 504 and the ADA. **[END OF OPTION #1]**~~

[X] [OPTION #2]

A teacher who elects to supplement and enhance student learning through the use of ~~web~~ app and/or services ~~and/or apps~~ is responsible for verifying/certifying ~~to the **( )** Superintendent **( )** _____~~ that the ~~web~~ app and/or service ~~or app~~ has a FERPA-compliant privacy policy, and it complies with all requirements of the ~~Children's Online Privacy Protection Act (~~COPPA~~)~~ and ~~the Children's Internet Protection Act (~~CIPA~~)~~ **( )** and Section 504 and the ADA.

[END OF OPTION #2]

The Board further requires

(X) the use of a Board-issued e-mail address in the login process.

~~**( )** prior written parental permission to use a student's personal e-mail address in the login process.~~

E. **Training**

The District will provide ~~annual~~ **(**X **)** periodic training for its employees who are responsible for creating or distributing information with online content so that these employees are aware of this Policy and understand their roles and responsibilities with respect to web design, documents and multimedia content.~~)(~~

~~Such training shall be facilitated by an individual with sufficient knowledge, skill and experience to understand and employ the technical standards set forth in [ ]Board policies and administrative guideline(s).~~

F. **One-Way Communication Using District Content, Apps, and Services**

The District is authorized to use web pages/sites, apps and services to promote school activities and inform stakeholders and the general public about District news and operations.

Such communications constitute public records that will be archived.

When the Board or Superintendent designates communications distributed via District web pages/sites, apps and services to be one-way communication, public comments are not solicited or desired, and the website, app or service is to be considered a nonpublic forum.

~~If the District uses a apps and web service that does not allow the District to block or deactivate public comments (e.g.,~~

~~Facebook, which does not allow comments to be turned off, or Twitter, which does not permit users to disable private messages or mentions/replies), the District's use of that apps and web service will be subject to Policy 7544 - Use of Social Media, unless the District is able to automatically withhold all public comments.~~

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AP 8310A – Requests for Public Records and AG 8310E - Record Retention and Disposal), but it will not review or consider those comments.

[DRAFTING NOTE: Districts are advised to adopt a new category of records that covers such "hidden public comments" on social media. Unless dictated by State law, retention periods established by the District for such unsolicited communications should be limited.]

© Neola ~~2016~~2019

Legal R.C. 9.03

O.A.G. Opinion No. 2002-01

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.04
Status	
Adopted	November 19, 2007
Last Revised	November 20, 2017

7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology and Information Resources (as defined by Bylaw 0100) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology and Information Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy ~~and its related administrative guidelines~~ and any applicable employment contracts and collective bargaining agreements govern the staffs' use of the District's Technology and Information Resources and staff's personal communication devices when they are connected to the District's computer network, Internet connection and/or online educational services/apps, or when used while the staff member is on Board-owned property or at a Board-sponsored activity (see Policy 7530.02).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Staff members are expected to utilize District Technology and Information Resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services will be guided by Board Policy 2520 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that brings incredible education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District Technology Resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

T~~First, t~~he Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world,

opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or Superintendent, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures, may not be disabled at any time that students may be using the District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Superintendent or designee may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. The Superintendent or designee may also disable the technology protection measures to enable access for bona fide research or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

A. the safety and security of students while using e-mail, chat rooms, social media and other forms of direct electronic communications;

B. the inherent danger of students disclosing personally identifiable information online;

C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students or staff online; and

D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy ~~and its accompanying guidelines~~. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media including in chat rooms and cyberbullying awareness and response. All users of District Technology Resources are required to sign a written agreement to abide by the terms and conditions of this policy ~~and its accompanying guidelines~~.

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents, ~~and~~ other constituents, fellow staff members, and vendors or individuals seeking to do business with the District. ~~staff members~~.

With prior approval from the Superintendent or designee, staff may direct students who have been issued school-assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using District Technology and Information Resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its Technology and Information Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

General school rules for behavior and communication apply.

Users who disregard this policy ~~and its accompanying guidelines~~ may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology and Information Resources that are not authorized by this policy ~~and its accompanying guidelines~~.

The Board designates the Superintendent and designee as the administrators responsible for initiating, implementing, and enforcing this policy ~~and its accompanying guidelines~~ as they apply to staff members' use of District Technology and Information Resources.

Social Media Use

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's personal communication device. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

~~An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.~~

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential student or employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

Revised 2/8/10
Revised 7/11/11
Revised 10/14/13
Revised 11/17/14

© Neola 2017

Legal

P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

47 C.F.R. 54.500 - 54.523

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Copy of SCHOOL SAFETY
Code	po8400
Status	
Adopted	November 19, 2007
Last Revised	April 9, 2018

8400 - **SCHOOL SAFETY**

The Board of Education is committed to maintaining a safe and drug-free environment in all of the District's schools. The Board believes that school crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of School District personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

Emergency Management Plan ("EMP")

To that end, the Superintendent shall develop and adopt a comprehensive Emergency Management Plan ("EMP") for each building under his/her control. In developing the EMP for each building, the Superintendent shall involve community law enforcement and safety officials (including, but not limited to, law enforcement, fire, emergency medical personnel, and any local divisions having county-wide emergency management), parents of students who are assigned to the building, and teachers and nonteaching employees assigned to the building. Each EMP shall contain the name, title (if applicable), contact information, and signature of each person involved in development of the EMP.

In developing the EMP, the Superintendent shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety. The Superintendent shall further propose operating changes to promote the prevention of potentially dangerous problems and circumstances. The Superintendent shall incorporate remediation strategies into the EMP for any building where documented safety problems have occurred.

Each EMP will consist of four (4) parts:

A. A single document to address all hazards that may negatively impact the school; including but not limited to active shooter, hostage, bomb threat, act of terrorism, bullying, and any other natural or manmade events that the Superintendent knew or should have reasonably known about that compromise the health or safety of students, employees, administrators, or property. The document will include:

1. a hazard identification and risk analysis (i.e., a process to identify hazards and assess the vulnerability associated with each);

2. an all-hazards emergency operations plan organized around five (5) mission areas: prevention, protection, mitigation, response, and recovery. The plan shall be compliant with the "National Incident Management System" (NIMS);

3. the access and functional needs of the students, teachers, and staff;

4. education for students, staff, and administrators to avoid, deter, or stop an imminent crime or safety issue, threatened or actual;

5. procedures for notifying law enforcement, fire, EMS, emergency management, mental health, and other outside experts who could assist in responding to and recovering from an emergency;

The plan shall be updated and revised at least every three (3) years from the previous date of compliance to reflect lessons learned and best practices to continually improve the plan. The emergency management test and actual emergencies at the school buildings will be a source for lessons learned.

6. the use of temporary door locking devices as permitted by law.

B. A floor plan unique to each floor of the building.

C. A site plan that includes all building property and surrounding property.

D. An emergency contact information sheet.

The Superintendent shall submit an electronic copy of each EMP s/he developed and adopted to the Ohio Department of Education ("ODE") not less than once every three (3) years, whenever a major modification to the building requires changes to the procedures outlined in the EMP, and whenever the information on the emergency contact information sheet changes. No later than the date prescribed by ODE, the Superintendent shall also file a copy of the current, updated EMP with the following:

A. each law enforcement agency that has jurisdiction over the school building; and

B. upon request, the local fire department, emergency medical service organization, and county emergency management agency serving the area in which the building is located.

The Superintendent will also file copies of updated EMPs with ODE and the above agencies within ten (10) days after s/he adopts the revised EMPs.

The EMP is not a public record.

The Superintendent shall prepare and conduct at least one (1) annual emergency management test, in accordance with rules adopted by the Ohio Department of Education (ODE). By July 1st of every year, the Superintendent shall review the EMPs s/he previously developed and adopted, and certify in writing to the ODE that the EMPs are current and accurate.

The emergency management test must be a scheduled event; an actual emergency will not satisfy this requirement, even if an after-action report is produced. The emergency management test must be a tabletop, functional, or full-scale as defined in A.C. 3301-5-01, and each type shall be used once every three (3) years. It must include at least one (1) hazard from the hazard analysis in the EMP and at least one (1) functional content area. At least one (1) representative from law enforcement, fire, EMA, EMS, and/or behavioral health should be included.

Students may participate in the emergency management test at the discretion of the Principal. In deciding whether, and to what extent, to involve students in an emergency management test, the Principal should consider what benefit student inclusion in the emergency management test may have on the student population's preparation for an emergency and to enhance the safety of students in the building. The Principal shall also consider age-appropriate participation, guidance, and training in preparation for students' participation in the test.

The Superintendent shall submit an after-action report to the ODE no later than thirty (30) days after the emergency management test documenting the following: 1) date/time/weather/length of exercise; 2) the type of discussion/operations based exercise; 3) the scenario utilized; 4) the hazard(s) utilized (including safety data sheets, as appropriate); 5) the functional content area(s) utilized; and 6) the identification of at least three (3) strengths and at least three (3) improvement areas of the EMP discovered as a result of the emergency management test.

The Superintendent shall grant access to each school building under his/her control to law enforcement personnel and any local fire department, emergency medical service organization, and/or county emergency management agency that has requested a copy of the EMP, to enable such personnel and entities to conduct training sessions for responding to threats and emergency events affecting the school building. Such access shall be provided outside of student instructional hours and the Superintendent or designee shall be present in the building during the training sessions.

Prior to the opening day of each school year, the Superintendent shall inform each enrolled student and the student's parent/legal guardian of the procedures to be used to notify parents in the event of an emergency or a serious threat to safety. Any student enrolled in the school after the annual notification and their parent/legal guardian shall be notified upon enrollment. Also, see Policy 8420 - Emergency Situations at School.

Safe and Drug Free Schools

As a part of the EMP, the Board shall verify that it has procedures in place for keeping schools safe and drug-free that include (see also, Form 8330 F15 entitled Checklist of Policies and Guidelines Addressing Safe and Drug Free Schools ~~No Child Left Behind Act of 2001~~):

A. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;

B. security procedures at school and while students are on the way to and from school;

C. prevention activities that are designed to maintain safe, disciplined and drug-free environments;

D. a code of conduct or policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

1. allows a teacher to communicate effectively to all students in the class;
2. allows all students in the class the opportunity to learn;
3. has consequences that are fair, and developmentally appropriate;
4. considers the student and the circumstances of the situation; and
5. is enforced accordingly.

Persistently Dangerous Schools

The Board recognizes that State and Federal law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the State Department of Education will then use this data to determine whether or not a school is considered "persistently dangerous" as defined by State policy.

Pursuant to the Board's stated intent to provide a safe school environment, the school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State policy, the Superintendent shall convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, students attending the school shall have the choice option as provided in Policy 5113.02 ~~and AG 5113.02~~.

In addition, the Superintendent shall convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law the parents of the eligible student shall have the choice options provided by Policy 5113.02 ~~and AG 5113.02~~.

© Neola 2018

Legal

R.C. 3313.536

A.C. 3301-5-01

Title IX, Section 9532 of the No Child Left Behind Act of 2001

20 U.S.C. 6301 et seq.

Public Law 107-110

Last Modified by Andrew Hill on March 12, 2019

Book	Policy Manual
Section	Ready of Production
Title	Vol. 37, No. 2 - Revised FOOD SERVICES
Code	po8500
Status	
Adopted	November 19, 2007
Last Revised	April 10, 2017

8500 - **FOOD SERVICES**

The Board of Education shall provide cafeteria facilities in all school facilities where space and facilities permit, and will provide food service for the purchase and consumption of lunch for all students. The Board shall annually encumber the funds needed to operate the program.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program.

The Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities. Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. See Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

A. consider the nutritional value of each food or beverage;

B. consult with a dietitian licensed under R.C. Chapter 4759, a dietetic technician registered by the commission on dietetic registration, or a school nutrition specialist certified or credentialed by the school nutrition association;

C. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and

D. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

In addition, as required by law, a food safety program that is based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service program staff and other authorized persons.

The Board shall provide a Federal food service program for students during summer intervention programs that are mandated under Federal law. If the Board determines that it is unable to provide a Federal food service program during the summer, for financial reasons, the Board will communicate that decision to its residents in a manner it determines to be appropriate.

During all times while the food service program is operating and students are being served food, at least one (1) employee shall be present in the area in which the food is being consumed who has received instruction in methods to prevent choking and demonstrated an ability to perform the Heimlich maneuver.

Substitutions

If determined appropriate by a student's Section 504 team, sSubstitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Ohio has provided medical certification that the student has a disability that restricts his/her diet, in accordance with the criteria set forth in 7 CFR Part 15b. To qualify for such substitutions the medical certification must identify:

A. the student's disability and the major life activity affected by the disability;

B. an explanation of why the disability affects the student's diet; and

C. the food(s) to be omitted from the student's diet and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

[X] ~~On a case-by-case basis,~~ If determined appropriate by a team of qualified individuals including, but not limited to, the Principal, school nurse, parent, Director of Food Services, ~~)(~~ substitutions to the standard meal requirements may be made, at no additional charge, for a students who is~~are~~ not a "disabled persons," but has~~ve~~ a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

A. the medical or dietary need that restricts the student's diet; and

B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritionally equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with administrative guidelines established by the Superintendent. Lunches may be made available, free of charge, to senior citizens who are serving as volunteers to the District.

The operation and supervision of the food-service program shall be the responsibility of the Superintendent/Designee. In accordance with Federal law, the Superintendent/Designee shall take such actions as are necessary to obtain a minimum of two (2) food safety inspections per school year, which are conducted by the State or local governmental agency responsible for food safety inspections. The report of the most recent inspection will be posted in a publicly visible location, and a copy of the report will be available upon request. **[Please note: Schools participating in more than one (1) child nutrition program are only required to obtain two (2) food safety inspections per school year if the nutrition programs offered use the same facilities for the preparation and service of meals. Also, the requirement for two (2) inspections does not apply to schools that only offer the Special Milk Program.]**

A periodic review of the food-service accounts shall be made by the Treasurer. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods may accrue to the food-service program.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

[X] Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable by the end of the school year in which the debt was incurred. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-Federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 C.F.R. 210.9(b) (17) and 7 C.F.R. 210.15(b).

~~The Superintendent is authorized to develop and implement an administrative guideline regarding meal charge procedures. This guideline will provide consistent directions for students who are eligible for reduced price or paid meals but do not have funds in their account or in hand to cover the cost of their meal at the time of service.~~

~~This guideline shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year.~~

With regard to the operation of the school food service program, the Superintendent shall require:

A. the maintenance of sanitary, neat premises free from fire and health hazards;

B. the preparation of food that complies with Federal food safety regulations;

C. the planning and execution of menus in compliance with USDA requirements;

D. the purchase of food and supplies in accordance with State and Federal law, USDA regulations, and Board policy; (see Policy 1130, Policy 1214, Policy 3113, Policy 3214, Policy 4113, Policy 4214, and Policy 6460)

E. complying with food holds and recalls in accordance with USDA regulations;

F. the administration, accounting, and disposition of food-service funds pursuant to Federal and State law and USDA regulations;

G. the safekeeping and storage of food and food equipment pursuant to State and Federal law and USDA regulations;

H. the regular maintenance and replacement of equipment;

I. all District employees whose salaries are paid for with USDA funds or non-Federal funds used to meet a match or cost share requirement must comply with the District's time and effort record-keeping policy (see Policy 6116).

In accordance with the nutritional standards adopted by the Board, the placement of vending machines in any classroom where students are provided instruction, unless the classroom is also used to serve meals to students, is prohibited.

The District shall serve only nutritious food in accordance with the nutritional standards adopted by the Board in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages in competition with the District's food-service program must comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550.

The Superintendent will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The Superintendent is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

© Neola ~~2017~~2019

Legal

R.C. 3313.81, 3313.811-815

A.C. 3301-91

42 U.S.C. 1758

Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

7 CFR Parts 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245, 3015

OMB Circular No. A-87USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

Last Modified by Andrew Hill on March 12, 2019

RETURN NO LATER THAN JULY 31, 2019

BOARD OF EDUCATION/GOVERNING BOARD RESOLUTION

Authorizing 2019-2020 Membership in the Ohio High School Athletic Association

Whereas, **WADSWORTH CITY SCHOOLS**, District IRN number: **44974**

of 524 Broad St., Wadsworth 44281 (Street Address/P.O. Box/ City/ Zip Code), Medina (County) County, Ohio

Has satisfied all the requirements for membership in the Ohio High School Athletic Association, a voluntary unincorporated association not-for-profit; and

WHEREAS, The Board of Education/Governing Board ("Board") and its Administration desire for the schools with one or more grades at the 7-12 grade level under their jurisdiction to be voluntary members of the OHSAA;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION/GOVERNING BOARD that all schools listed on the reverse side of this card do hereby voluntarily renew membership in the OHSAA and that in doing so, the Constitution, Bylaws, Regulations and Business Rules of the OHSAA are hereby adopted by this Board as and for its own minimum student-athlete eligibility requirements. Notwithstanding the foregoing, the Board reserves the right to raise student-athlete eligibility standards as it deems appropriate for the schools and students under its jurisdiction; and

BE IT FURTHER RESOLVED that the schools under this Board's jurisdiction agree to conduct their athletics programs in accordance with the Constitution, Bylaws, Regulations, Business Rules, interpretations and decisions of the OHSAA and cooperate fully and timely with the Executive Director's office of the OHSAA in all matters related to the interscholastic athletic programs of the schools. Furthermore, the schools under this Board's jurisdiction shall be the primary enforcers of the OHSAA Constitution, Bylaws, Regulations, Business Rules and the interpretations and rulings rendered by the Executive Director's office. The administrative heads of these schools understand that failure to discharge the duty of primary enforcement may result I fines, removal from tournaments, suspension from membership and/or other such penalties as prescribed in Bylaw 11.

Date of Resolution _____

Linda Kramer
President of the Board of Education/Governing Body (Print)

_____ (Signature)

Andrew J. Hill, Ed.D.
Superintendent

_____ (Signature)

Superintendent E- Mail: ahill@wadsworthschools.org

RETURN NO LATER THAN JULY 31, 2019

WADSWORTH CITY SCHOO

SCHOOL(S)

The list below is all schools within your district that will abide by the resolution as printed on the front of this card. To add or remove any school to or from OHSAA Membership, please attach that request, signed by the superintendent on school letterhead to this card.

High Schools (9-12)

School Name	IRN	School Name	IRN
WADSWORTH High School	38935		

7th and 8th Grade Schools

School Name	IRN	School Name	IRN
WADSWORTH MIDDLE SCHOOL	5710		

CONTRACT FOR SERVICES
SUPERVISED BY ESC BOARD

This **AGREEMENT** is entered into this _____ day of _____, **2019** between **Wadsworth City School District**, Medina County, Ohio, (hereinafter referred to as "LEA" Local Education Agency) and the **Summit Educational Service Center Governing Board**, Cuyahoga Falls, Ohio (hereinafter referred to as the "ESC Board").

1. The ESC Board shall provide to the LEA, the following services for during the **2018-2019** school year (hereinafter referred to as "the Service'):

   3 days of Educational Audiologist Services at $550.00 per day

2. The ESC Board shall hire and pay an individual to provide the Service (hereinafter referred to as "the Service Provider").

3. The LEA shall pay the ESC Board the sum **not to exceed $1,650.00** by the end of the term indicated in paragraph 1, above for the agreed number of days indicated in paragraph 1, above. This sum shall not be subject to any pro rata reduction for days on which the Service Provider is assigned to the LEA but does not work for the LEA due to sick or emergency leave. If, due to long term illness, the Service Provider does not work for five (5) consecutive work days or more and the ESC Board does not provide a substitute, the LEA may claim a pro rata reduction of this sum for those days not provided as a result of the long-term illness. There shall be no pro rata reduction of the sum for time spent by the Service Provider on ESC supervision, staff development and inter-district projects related to the assigned work.

4. The ESC Board shall assign the Service Provider to the LEA for the specified number of days during the term specified in paragraph 1, above.

5. The ESC Board shall attempt to make arrangements for a substitute for the Service Provider when the Service Provider is on extended leave.

6. The LEA shall provide adequate workspace for the Service Provider, if necessary.

7. The ESC Board shall provide all supplies, materials, equipment, clerical support, mileage reimbursement and staff development for the Service Provider. The need for such items shall be determined by the ESC Board.

8. The ESC Board shall supervise the Service Provider in the provision of the Service and shall evaluate the Service Provider in accordance with Section 3319.111, Ohio Revised Code.

9. The ESC Board shall determine the work schedule and work rules of the Service Provider.

10. The Service Provider shall follow the ESC Board's policies concerning wage and benefits.

11. The Service Provider shall follow the ESC work rules, including but not limited to, reporting procedures and working conditions.

12. The Service Provider shall report times worked in the manner prescribed by the ESC Board and complete the necessary ESC Board leave forms when necessary.

13. The Service Provider shall abide by the customs of the LEA.

WADSWORTH CITY SCHOOL DISTRICT (LOCAL EDUCATION AGENCY)	**SUMMIT EDUCATIONAL SERVICE CENTER**
By: _____	By: _____
Title _____	Title: Superintendent
Date: _____	Date: 4-2-19
By: _____	By: Laurel Young
Title _____	Title: Treasurer
Date: _____	Date: 4/2/19

4/99

K-4

Quote # 17195 - 2
Quote Date: March 04, 2019
Quote Term: 6 yr subscription
School Year: 2019-2020

Quote Created For
MICHELE EVANS
WADSWORTH CITY SCHOOL DISTRICT
524 BROAD STREET
WADSWORTH, OH 44281

Regional Manager
Naomi Brisco
naomi.brisco@studiesweekly.com

Regional Coordinator
Catt Shupe
catherine.shupe@studiesweekly.com

Studies Weekly®
STANDARDS-BASED CURRICULUM
DBA American Legacy Publishing
1140 N 1430 W Orem, UT 84057
Phone: 866-311-8734
Fax: 866-531-5589

Quote Details:

Wadsworth City School District **School Start Date: 08/20/2019**

Primary Publications

Grade	SKU	Title	Class	Unit Price	Qty	Cost
0	OH0	Beyond My World Studies Weekly-A Childs place in Time & Space	13	$41.10	310	$12,741.00
1	OH1	Families Studies Weekly-Now and Long Ago, Near and Far	14	$41.10	304	$12,494.40
2	OH2	People Working Together Studies Weekly-Jobs Today and Long Ago	14	$41.10	291	$11,960.10
3	OH3	Ohio Communities Studies Weekly-Past and Present, Near and Far	7	$41.10	292	$12,001.20
4	OH4	Ohio Studies Weekly	8	$41.10	340	$13,974.00

Sub Total:	$63,170.70
Shipping:	$0.00
Total:	**$63,170.70**

Customer Note:

Referral:
Sales Rep

X _____ _____
Authorized Signature Date

```
-- Options Summary --

     Summary or Detail Report? (S,D)  D
     Output file:  FINTOTD.TXT
     Type:  CSV
     Print options page? (Y,N)  Y
     Generate FINDET report for comparison? (Y,N)  N
     Sort options:  FD
     Subtotal options:  FD
     Include future encumbrance amounts? (Y,N)  N
     Include accounts with zero amounts? (Y,N)  N
     Include accounts which are no longer active? (Y,N,I)  Y

BAT_FINSUM executed by WA_DBEEMAN on node SCECA0:: at  3-APR-2019 08:00:55.81
```

Fund # Fund Description	Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
001 0000 GENERAL FUND:	15,443,472.15	2,539,652.86	44,546,980.66	4,668,959.45	35,085,602.44	24,904,850.37	2,429,342.40	22,475,507.97	
001 9001 GENERAL FUND: ADVERTISING /FACILITIES ACCOUNT	41,240.58	5,901.53	15,480.52	5,856.50	23,811.50	32,909.60	630.00	32,279.60	
001 9002 GENERAL FUND: FOOD SERV. DONATIONS	284.27-	83.90	760.87	0.00	0.00	476.60	0.00	476.60	
TOTAL FOR Fund 001 - GENERAL:	15,484,428.46	2,545,638.29	44,563,222.05	4,674,815.95	35,109,413.94	24,938,236.57	2,429,972.40	22,508,264.17	
002 0000 BOND RETIREMENT SERIES 98,99,00 ISSUES	2,796,486.28	58,820.00	2,174,121.26	0.00	2,294,209.75	2,676,397.79	0.00	2,676,397.79	
002 9300 BOND RETIRE LIBRARY 2001	483,926.63	9,190.00	339,695.14	0.00	370,537.48	453,084.29	0.00	453,084.29	
002 9400 BOND RETIRE: 2008 BONDS ($65,650,000)	2,140,202.57	108,450.00	26,922,225.69	0.00	25,511,510.67	3,550,917.59	0.00	3,550,917.59	
TOTAL FOR Fund 002 - BOND RETIREMENT:	5,420,615.48	176,460.00	29,436,042.09	0.00	28,176,257.90	6,680,399.67	0.00	6,680,399.67	
003 900C COMMUNITY CENTER ENTERPRISE FUND	155,292.30	0.00	37,345.58	2,500.00	5,000.00	187,637.88	34,573.15	153,064.73	
003 900S SUMMA HOSPITAL ENTERPRISE FUND	38,347.62	0.00	7,149.40	0.00	956.00	44,541.02	4,000.00	40,541.02	
TOTAL FOR Fund 003 - PERMANENT IMPROVEMENT:	193,639.92	0.00	44,494.98	2,500.00	5,956.00	232,178.90	38,573.15	193,605.75	
004 0000 CONSTRUCTION FUND	2,099,675.57-	0.00	0.00	0.00	1,701.31	2,101,376.88-	0.00	2,101,376.88-	
004 900C BUILDING FUND: CITY OF WADS. COMM. CENTER	2,367,880.93	0.00	0.00	0.00	4,063,800.33	1,695,919.40-	7,381.88	1,703,301.28-	
TOTAL FOR Fund 004 - BUILDING:	268,205.36	0.00	0.00	0.00	4,065,501.64	3,797,296.28-	7,381.88	3,804,678.16-	
006 0000 FOOD SERVICES	968,292.90	101,667.57	625,896.28	116,628.21	643,443.76	950,745.42	248,156.36	702,589.06	
006 9001 FOOD SERVICE FEDERAL AWARD:	0.00	51,923.55	273,150.10	54,940.79	317,743.35	44,593.25-	0.00	44,593.25-	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Bank Fund Balance Code
TOTAL FOR Fund 006 - FOOD SERVICE:							
968,292.90	153,591.12	899,046.38	171,569.00	961,187.11	906,152.17	248,156.36	657,995.81
007 900S SAFETY TOWN FUND							
0.00	0.00	3,685.03	0.00	0.00	3,685.03	0.00	3,685.03
TOTAL FOR Fund 007 - SPECIAL TRUST:							
0.00	0.00	3,685.03	0.00	0.00	3,685.03	0.00	3,685.03
009 0000 UNIFORM SCHOOL SUPPLIES FUND							
22,490.88	979.00	54,053.60	1,573.10	18,097.45	58,447.03	55,426.80	3,020.23
TOTAL FOR Fund 009 - UNIFORM SCHOOL SUPPLIES:							
22,490.88	979.00	54,053.60	1,573.10	18,097.45	58,447.03	55,426.80	3,020.23
010 900L OSFC LOCAL SHARE							
6,232,540.03	0.00	0.00	0.00	2,699.58	6,229,840.45	0.00	6,229,840.45
010 900Q OSFC: QSCB BONDS (ISHAM / VALLEY VIEW)							
543,055.88-	0.00	0.00	0.00	0.00	543,055.88-	0.00	543,055.88-
010 900S OSFC STATE SHARE							
321,876.76-	0.00	0.00	0.00	0.00	321,876.76-	13,906.79	335,783.55-
TOTAL FOR Fund 010 - CLASSROOM FACILITIES:							
5,367,607.39	0.00	0.00	0.00	2,699.58	5,364,907.81	13,906.79	5,351,001.02
011 0000 C.T. CUSTOMER SERVICE FUND							
123,720.03	0.00	13,309.50	2,355.08	108,977.40	28,052.13	45,173.23	17,121.10-
011 9001 C.T. CUSTOMER SERV AUTOMOTIVES							
0.00	514.17	4,218.44	691.89	10,362.80	6,144.36-	7,465.14	13,609.50-
011 9002 C.T. CUSTOMER SERV JR CARPENTRY							
0.00	0.00	70.62	2,687.00	16,158.67	16,088.05-	11,841.33	27,929.38-
TOTAL FOR Fund 011 - ROTARY-SPECIAL SERVICES:							
123,720.03	514.17	17,598.56	5,733.97	135,498.87	5,819.72	64,479.70	58,659.98-
013 900C COMMUNITY CENTER/WHS OPERATING FUND							
24,075.69	0.00	40,131.03	2,050.00	27,514.59	36,692.13	4,778.20	31,913.93
TOTAL FOR Fund 013 - RECREATION:							
24,075.69	0.00	40,131.03	2,050.00	27,514.59	36,692.13	4,778.20	31,913.93
014 0000 FOUR CITIES CAREER TECH COMPACT FUND							
106,698.88	0.00	0.00	25,329.23	184,558.18	77,859.30-	14,832.64	92,691.94-

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
014 9001 FOUR CITIES: FIRST PROGRAM (NORTON)								
0.01	0.00	0.00	0.00	0.00	0.01	0.00	0.01	
TOTAL FOR Fund 014 - ROTARY-INTERNAL SERVICES:								
106,698.89	0.00	0.00	25,329.23	184,558.18	77,859.29-	14,832.64	92,691.93-	
018 973C FOUR CITY CTA COMPACT DIRECTORS FUND								
2.31	0.00	598.00	0.00	598.00	2.31	0.00	2.31	
018 974A CENTRAL OFFICE ADMINISTRATORS FUND								
4,672.89	69.06	3,240.27	34.56	505.28	7,407.88	368.81	7,039.07	
018 974B DISTRICT SPIRIT COMMITTEE FUND								
6,068.50	0.00	0.00	0.00	0.00	6,068.50	0.00	6,068.50	
018 974C CENTRAL INTERMEDIATE PRINCIPAL FUND								
15,109.88	0.00	10,385.89	60.88	7,043.59	18,452.18	4,600.92	13,851.26	
018 974T TRANSPORTATION 018 ACCOUNT								
1,351.16	0.00	536.00	0.00	233.47	1,653.69	450.00	1,203.69	
018 975F FRANKLIN SCHOOL PRINCIPAL'S FUND								
4,092.61	3,235.77	12,976.39	4,790.12	12,821.83	4,247.17	10,633.47	6,386.30-	
018 976I ISHAM SCHOOL PRINCIPAL'S FUND								
2,765.75	1,041.82	26,968.52	2,110.42	19,611.31	10,122.96	4,821.92	5,301.04	
018 977L LINCOLN SCHOOL PRINCIPAL'S FUND								
10,090.46	547.94	7,253.57	68.98	4,859.40	12,484.63	3,074.56	9,410.07	
018 978O OVERLOOK SCHOOL PRINCIPAL'S FUND								
7,023.56	119.02	9,276.50	1,069.94	13,849.08	2,450.98	5,028.73	2,577.75-	
018 979V VALLEY VIEW PRINCIPAL'S FUND								
7,132.28	0.00	7,646.48	144.00	8,000.08	6,778.68	1,570.69	5,207.99	
018 980D WMS: DOLLARS FOR DENIM PAY IT FORWARD								
482.66	0.00	760.00	0.00	179.07	1,063.59	323.30	740.29	
018 980M WADSWORTH MIDDLE SCHOOL PRINCIPAL FUND								
2,494.02	1,416.00	17,329.77	7,696.71	17,231.11	2,592.68	4,737.60	2,144.92-	
018 981D WHS: DOLLARS FOR DENIM PAY IT FORWARD								
1,864.04	0.00	1,809.00	0.00	0.00	3,673.04	500.00	3,173.04	
018 981H HIGH SCHOOL PRINCIPAL'S FUND								
432.74-	1,780.00	23,230.12	1,083.24	12,645.81	10,151.57	7,646.93	2,504.64	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
TOTAL FOR Fund 018 - PUBLIC SCHOOL SUPPORT:								
62,717.38	8,209.61	122,010.51	17,058.85	97,578.03	87,149.86	43,756.93	43,392.93	
019 9024 TECH PREP: FIRE, ATH/HLTH TRAINING, NURSING								
1,177.51	0.00	0.00	0.00	1,177.51	0.00	0.00	0.00	
019 9101 MHJ GRANT:C. JOHNSON READING STRATEGIES THAT								
349.22	0.00	0.00	0.00	0.00	349.22	0.00	349.22	
019 9106 LUKE ENG GRANT: MAKERS SPACE V.V.								
1,191.36	1,000.00	3,150.00	18.68	495.87	3,845.49	181.32	3,664.17	
019 9107 MHJ GRANT: STEM CAMP								
245.00-	9,247.04	9,247.04	0.00	9,002.04	0.00	0.00	0.00	
019 9108 STEM CAMP LOCAL GRANTS / DONATIONS								
34,599.00	9,261.10	10,521.10	0.00	45,120.10	0.00	0.00	0.00	
019 9114 BELIEVE IN OHIO GRANT WHS (FY2016)								
636.12	0.00	100.00	0.00	317.68	418.44	46.57	371.87	
019 9131 DEPARTMENT OF NATURAL RESOURCE - GRANT								
500.00	0.00	0.00	0.00	0.00	500.00	0.00	500.00	
019 918M MCDAC FY 2018 GRANT								
5,773.21	0.00	0.00	0.00	5,773.21	0.00	0.00	0.00	
019 919M MCDAC GRANT FY 2019								
0.00	0.00	57,000.00	8,755.38	45,849.62	11,150.38	504.23	10,646.15	
019 9202 SPECIAL ED WORKFORCE: SCHROCK FY 2012								
1,810.68	0.00	0.00	0.00	0.00	1,810.68	0.00	1,810.68	
019 9306 GENE HAAS FOUNDATION CAREER TECH SCHOLARSHIP								
600.00	0.00	0.00	0.00	0.00	600.00	0.00	600.00	
019 9308 ISHAM WEATHER CLINICAL RESEARCH GRANT								
960.29	0.00	0.00	0.00	0.00	960.29	0.00	960.29	
019 9403 SME - PRIME SCHOOL GRANT								
29,750.00	0.00	0.00	0.00	9,191.18	20,558.82	500.00	20,058.82	
019 9404 TECH PREP: NETWORKING TECHNOLOGY								
2,835.34	0.00	0.00	633.00	770.81	2,064.53	0.00	2,064.53	
019 9407 TECH PREP: ATHLETIC, HEALTH CARE GRANT								
5,653.10	0.00	0.00	4,767.00	5,653.10	0.00	0.00	0.00	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
019 9501 WMS PRINCIPALS GROUP: JACKSON								
2,256.07	75.00	1,125.00	0.00	1,623.37	1,757.70	0.00	1,757.70	
019 9604 TECH PREP: FY06 AUTOMOTIVE TECH PREP								
2,435.00	0.00	0.00	1,366.92	2,835.91	400.91-	0.00	400.91-	
019 9605 TECH PREP: FY06 WEB PROGRAMING TECH PREP								
1,127.68	0.00	0.00	0.00	1,127.68	0.00	0.00	0.00	
019 9803 TECH PREP: MARKETING - BARBERTON								
4,000.00	0.00	0.00	0.00	0.00	4,000.00	0.00	4,000.00	
019 9804 WMS: CARE TEAM AFTER SCHOOL PROGRAM								
3,123.88	0.00	8,000.00	0.00	7,523.00	3,600.88	3,742.00	141.12-	
019 9806 TECH PREP: FY08 MARKETING WADSWORTH								
1,004.49	0.00	0.00	0.00	988.01	16.48	188.75	172.27-	
019 9901 TECH PREP: FY09 J VANKIRK COMPUTER TRAINING								
383.08	0.00	0.00	383.08	766.16	383.08-	0.00	383.08-	
TOTAL FOR Fund 019 - OTHER GRANT:								
99,921.03	19,583.14	89,143.14	15,924.06	138,215.25	50,848.92	5,162.87	45,686.05	
020 0000 BEAR CUB ACADEMY								
58,711.36	30,131.10	193,017.29	31,269.85	193,082.28	58,646.37	17,675.53	40,970.84	
TOTAL FOR Fund 020 - SPECIAL ENTERPRISE FUND:								
58,711.36	30,131.10	193,017.29	31,269.85	193,082.28	58,646.37	17,675.53	40,970.84	
022 901H JOHN AUL MEMORIAL								
61.99	0.00	0.00	0.00	0.00	61.99	0.00	61.99	
022 9090 L & J FUND ORIGINAL CONTRIBUTIONS								
9,910.59	0.00	10,000.00	200.00	5,573.20	14,337.39	115.00	14,222.39	
022 9091 L & J FUND: FIELD TRIP FUND								
7,720.56	0.00	7,720.56-	0.00	0.00	0.00	0.00	0.00	
022 9512 OHSAA TOURNAMENT: BOYS BASKETBALL								
134.51	0.00	1,579.00	1,528.20	1,528.20	185.31	10.00	175.31	
022 9513 OHSAA TOURNAMENT: BOYS SOCCER								
1,432.52	0.00	738.00	0.00	693.89	1,476.63	0.00	1,476.63	
022 9516 OHSAA TOURNAMENT: FOOTBALL								
91.12	0.00	17,159.00	0.00	17,094.92	155.20	1,800.00	1,644.80-	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
022 9528 OHSAA TOURNAMENT: WRESTLING								
972.02	0.00	5,682.00	3,775.00	6,030.90	623.12	1,000.00	376.88-	
022 9532 OHSAA TOURNAMENT: GIRLS BASKETBALL								
108.94	0.00	0.00	920.45	1,100.45	991.51-	10.00	1,001.51-	
022 9533 OHSAA TOURNAMENT: GIRLS SOCCER								
496.97-	0.00	2,593.00	0.00	1,431.92	664.11	2.80	661.31	
022 9536 OHSAA TOURNAMENT: GIRLS LACROSSE								
45.36	0.00	0.00	0.00	0.00	45.36	0.00	45.36	
022 974C L&J FUND CIS FIELDTRIPS								
0.00	0.00	828.43	0.00	0.00	828.43	0.00	828.43	
022 975F L&J FUND FRANKLIN FIELDTRIPS								
0.00	0.00	89.46	0.00	0.00	89.46	89.46	0.00	
022 976I L&J FUND ISHAM FIELDTRIPS								
0.00	0.00	2,007.43	2,007.43	2,007.43	0.00	0.00	0.00	
022 977L L&J FUND LINCOLN FIELDTRIPS								
0.00	0.00	4,795.24	0.00	0.00	4,795.24	0.00	4,795.24	
022 978O L&J FUND OVERLOOK FIELDTRIPS								
0.00	0.00	5,000.00	0.00	0.00	5,000.00	0.00	5,000.00	
022 979V L&J FUND VALLEY VIEW FIELDTRIPS								
0.00	0.00	5,000.00	0.00	0.00	5,000.00	525.00	4,475.00	
TOTAL FOR Fund 022 - DISTRICT AGENCY:								
19,980.64	0.00	47,751.00	8,431.08	35,460.91	32,270.73	3,552.26	28,718.47	
024 0000 WCSD EMPLOYEE BENEFITS INSURANCE FUND								
61,980.03	22,389.71	173,076.14	15,623.92	216,451.89	18,604.28	73,092.26	54,487.98-	
TOTAL FOR Fund 024 - EMPLOYEE BENEFITS SELF INS.:								
61,980.03	22,389.71	173,076.14	15,623.92	216,451.89	18,604.28	73,092.26	54,487.98-	
029 0000 FRANK H. CLOSE SCHOLARSHIP FUND								
185.04	0.00	0.00	0.00	0.00	185.04	0.00	185.04	
029 9001 BERNADINE H. KOVALCHIN SCHOLARSHIP FUND								
37,540.28	0.00	0.00	0.00	0.00	37,540.28	4,500.00	33,040.28	
029 9002 MARK SCHERBA MEMORIAL SCHOLARSHIP								
1.66	0.00	0.00	0.00	0.00	1.66	0.00	1.66	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Bank Fund Balance Code
029 9005 KAHL, WILLIAM SR AND RUTH WHS SCHOLARSHIP							
8,203.29	0.00	0.00	0.00	640.00	7,563.29	1,482.00	6,081.29
029 9006 MACKEY SCHOLARSHIP							
22,163.46	0.00	0.00	0.00	0.00	22,163.46	0.00	22,163.46
029 9007 DANIEL VAN AUKEN SCHOLARSHIP FUND							
24,741.61	0.00	0.00	0.00	315.67	24,425.94	1,000.00	23,425.94
029 9008 DAVID SLADKY SCHOLARSHIP FUND							
8,589.62	0.00	500.00	0.00	0.00	9,089.62	0.00	9,089.62
029 9009 GEORGE ZITO SCHOLARSHIP							
2,355.00	45.00	45.00	0.00	0.00	2,400.00	0.00	2,400.00
TOTAL FOR Fund 029 - EDUCATION FOUNDATION FUND:							
103,779.96	45.00	545.00	0.00	955.67	103,369.29	6,982.00	96,387.29
034 0000 CLASSROOM FACILITIES MAINTENANCE FUND							
2,177,441.50	0.00	0.00	4,100.00	121,315.47	2,056,126.03	191,222.00	1,864,904.03
TOTAL FOR Fund 034 - CLASSROOM FACILITIES MAINT.:							
2,177,441.50	0.00	0.00	4,100.00	121,315.47	2,056,126.03	191,222.00	1,864,904.03
071 0000 SALES TAX: PERM. IMPROVEMENTS FUND							
2,518,108.11	0.00	1,684,277.77	0.00	1,169,406.28	3,032,979.60	14,000.00	3,018,979.60
TOTAL FOR Fund 071 - CAPITAL GRANTS:							
2,518,108.11	0.00	1,684,277.77	0.00	1,169,406.28	3,032,979.60	14,000.00	3,018,979.60
200 907H WEB PROGRAMMING AND DESIGN							
249.86	0.00	0.00	0.00	0.00	249.86	0.00	249.86
200 908H ROTARY INTER-ACT: YOUTH ROTARY CLUB							
70.99	0.00	0.00	0.00	0.00	70.99	0.00	70.99
200 909H CADD STUDENT ACTIVTY ACCOUNT							
325.84-	0.00	0.00	0.00	0.00	325.84-	0.00	325.84-
200 910W CLASS OF 2010							
215.44	0.00	0.00	0.00	0.00	215.44	0.00	215.44
200 911W CLASS OF 2011							
20.00	0.00	0.00	0.00	0.00	20.00	0.00	20.00
200 912W CLASS OF 2012							
20.00	0.00	0.00	0.00	0.00	20.00	0.00	20.00

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
200 913W CLASS OF 2013								
156.48	0.00	0.00	0.00	0.00	156.48	0.00	156.48	
200 914H S.A.D.D. WADSWORTH HIGH SCHOOL								
192.38-	0.00	0.00	0.00	0.00	192.38-	0.00	192.38-	
200 914M TAGG - WADSWORTH MIDDLE SCHOOL								
1,103.93	0.00	0.00	0.00	0.00	1,103.93	0.00	1,103.93	
200 914W CLASS OF 2014:								
122.04	0.00	0.00	0.00	0.00	122.04	0.00	122.04	
200 915W CLASS OF 2015								
198.07	0.00	0.00	0.00	0.00	198.07	0.00	198.07	
200 916H LATIN CLUB								
2.60	0.00	0.00	0.00	0.00	2.60	0.00	2.60	
200 916W CLASS OF 2016								
1,368.72-	0.00	0.00	0.00	0.00	1,368.72-	0.00	1,368.72-	
200 917H H.S. SCIENCE CLUB								
309.68	0.00	0.00	0.00	0.00	309.68	0.00	309.68	
200 917W CLASS OF 2017								
1,934.44	0.00	0.00	0.00	0.00	1,934.44	0.00	1,934.44	
200 918H ACADEMIC CHALLENGE								
938.47	0.00	2,500.00	0.00	1,476.64	1,961.83	100.00	1,861.83	
200 918W CLASS OF 2018								
1,895.69	0.00	150.00	0.00	0.00	2,045.69	1,800.00	245.69	
200 919H SPEECH AND DEBATE TEAM								
1,933.33-	6,017.51	13,340.88	0.00	12,759.23	1,351.68-	9,410.88	10,762.56-	
200 919W CLASS OF 2019								
1,717.90	735.00	6,346.60	0.00	1,000.00	7,064.50	24,662.00	17,597.50-	
200 920H N. H. S.								
198.68-	1,332.48	2,910.10	300.00	685.00	2,026.42	1,466.00	560.42	
200 920W CLASS OF 2020								
1,477.75	0.00	0.00	0.00	0.00	1,477.75	0.00	1,477.75	
200 921H F.C.C.L.A.								
1,010.21	0.00	0.00	0.00	0.00	1,010.21	0.00	1,010.21	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
200 921W CLASS OF 2021								
576.87	0.00	0.00	0.00	0.00	576.87	0.00	576.87	
200 922H PEP CLUB								
272.63	0.00	0.00	0.00	0.00	272.63	0.00	272.63	
200 922W CLASS OF 2022								
1,325.38	45.00	45.00	0.00	0.00	1,370.38	0.00	1,370.38	
200 923H INTERNATIONAL CLUB (FOREIGN LANGUAGES)								
5,473.81	0.00	665.00	0.00	339.16	5,799.65	1,423.41	4,376.24	
200 923W CLASS OF 2023								
770.42	0.00	0.00	0.00	0.00	770.42	0.00	770.42	
200 924C CENTRAL INTERMEDIATE STUDENT COUNCIL								
3,478.87	315.00	3,510.00	0.00	4,828.97	2,159.90	1,634.00	525.90	
200 924H STUDENT COUNCIL								
13,599.29	0.00	19,397.00	176.25	16,505.34	16,490.95	10,510.56	5,980.39	
200 924I ISHAM STUDENT COUNCIL								
529.79	0.00	0.00	0.00	0.00	529.79	260.00	269.79	
200 924M WADSWORTH MIDDLE STUDENT COUNCIL								
575.12	0.00	682.00	0.00	0.00	1,257.12	0.00	1,257.12	
200 926H D. E. C. A.								
1,174.58	200.00	5,464.00	764.55	3,560.46	3,078.12	13,886.56	10,808.44-	
200 928H C.B.I.P.								
179.82	0.00	0.00	0.00	0.00	179.82	0.00	179.82	
200 930H GRIZZLY GRIND COFFEE CLUB								
0.00	349.00	1,399.95	443.14	950.61	449.34	1,262.27	812.93-	
200 931H MEDIA COMMUNICATIONS WHS								
566.76	0.00	0.00	0.00	0.00	566.76	0.00	566.76	
200 932H WHS SPECRUM CLUB								
0.00	0.00	50.00	0.00	0.00	50.00	0.00	50.00	
200 945H AUTOMOTIVES								
617.50	0.00	1,003.72	0.00	545.00	1,076.22	0.00	1,076.22	
200 946H CARPENTRY								
2,657.32	0.00	0.00	0.00	0.00	2,657.32	0.00	2,657.32	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
200 952C MIDDLE SCHOOL DRAMA/ MUSICAL CLUB								
7,351.31	2,720.00	11,634.80	953.82	7,512.28	11,473.83	5,005.02	6,468.81	
TOTAL FOR Fund 200 - STUDENT MANAGED ACTIVITY:								
46,574.07	11,713.99	69,099.05	2,637.76	50,162.69	65,510.43	71,420.70	5,910.27-	
300 0000 WHS ATHLETICS								
31,308.40-	3,220.90	177,810.57	10,799.41	165,913.20	19,411.03-	49,394.67	68,805.70-	
300 900A WHS ATHLETICS: BENEFIT GAMES/COMM SERVICE								
0.95	0.00	6,002.50	0.00	6,002.50	0.95	0.00	0.95	
300 900H WHS BAND UNIFORM REPLACEMENT								
69,993.49	0.00	46,426.00	0.00	113,909.49	2,510.00	0.00	2,510.00	
300 900R WHS ATHLETICS-ROTARY								
1,108.84-	760.00	44,137.32	5,394.55	44,341.68	1,313.20-	509.62	1,822.82-	
300 902H WHS JOURNALISM / BRUIN FUND								
4,652.51	100.00	8,815.50	0.00	4,040.16	9,427.85	8,302.29	1,125.56	
300 910H WHS DRAMA FUND								
12,052.86	21,947.00	32,287.00	5,758.28	19,289.99	25,049.87	9,904.62	15,145.25	
300 911M WMS FISHING CLUB								
157.36	0.00	0.00	0.00	0.00	157.36	150.00	7.36	
300 917H WHS MUSIC-INSTRUMENTAL								
1,476.97	0.00	500.00	0.00	848.00	1,128.97	0.00	1,128.97	
300 918H WHS MUSIC-VOCAL GENERAL CHOIR								
5,363.30	13,321.00	58,508.45	7,796.36	42,337.13	21,534.62	17,192.59	4,342.03	
300 918M WMS VOCAL MUSIC STUDENT ACTIVITY ACCOUNT								
2,298.56-	1,903.00	53,604.01	9,524.50	42,777.73	8,527.72	10,116.80	1,589.08-	
300 918S WHS SHOW CHOIR								
1,715.88	529.56	3,029.24	0.00	0.00	4,745.12	0.00	4,745.12	
300 950M ATHLETICS: WMS "CAMP" ACCOUNT ALL SPORTS								
827.00	0.00	0.00	392.27	516.37	310.63	0.00	310.63	
300 9511 ATHLETIC CAMPS: BASEBALL								
4,382.24	2,943.00	3,178.00	2,337.88	5,640.77	1,919.47	0.00	1,919.47	
300 9512 ATHLETIC CAMPS: BOYS BASKETBALL								
10,315.91	0.00	11,350.00	360.00	14,665.39	7,000.52	1,599.09	5,401.43	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
300 9513 ATHLETIC CAMPS: B SOCCER								
300.00	0.00	12.00	0.00	0.00	312.00	0.00	312.00	
300 9516 ATHLETIC CAMPS: FOOTBALL								
22,407.60	4,657.00	31,140.00	375.00	47,954.04	5,593.56	4,045.07	1,548.49	
300 9523 ATHLETIC CAMPS: CROSS COUNTRY								
1,025.65	0.00	0.00	0.00	343.06	682.59	377.04	305.55	
300 9528 ATHLETIC CAMPS: WRESTLING								
1,884.20-	0.00	2,722.00	144.00	3,806.49	2,968.69-	750.00	3,718.69-	
300 9532 ATHLETIC CAMPS: GIRLS BASKETBALL								
21,130.92	0.00	6,586.00	0.00	8,970.72	18,746.20	1,260.06	17,486.14	
300 9534 ATHLETIC CAMPS: SOFTBALL CAMP								
741.78	0.00	790.00	0.00	880.00	651.78	0.00	651.78	
300 9535 ATHLETIC CAMPS: VOLLEYBALL								
7,577.29	0.00	122.50	0.00	4,796.98	2,902.81	270.00	2,632.81	
300 9544 ATHLETIC CAMPS: GIRLS GOLF FUND								
995.00	0.00	0.00	0.00	0.00	995.00	0.00	995.00	
300 9546 ATHLETIC CAMPS: GIRLS TENNIS								
4,422.52	0.00	1,922.00	0.00	2,627.95	3,716.57	1,700.00	2,016.57	
300 9553 ATHLETIC CAMPS: CHERLEADING								
11,058.68	0.00	3,178.00	441.87	9,232.43	5,004.25	376.29	4,627.96	
300 9555 ATHLETIC CAMPS: WMS CHEER								
3,322.82	0.00	0.00	0.00	2,117.96	1,204.86	46.28	1,158.58	
300 988H WHS YEARBOOK/WHISPERER FUND								
20,959.12	65.00	5,953.50	55.00	7,235.11	19,677.51	7,000.00	12,677.51	
TOTAL FOR Fund 300 - DISTRICT MANAGED ACTIVITY:								
168,279.85	49,446.46	498,074.59	43,379.12	548,247.15	118,107.29	112,994.42	5,112.87	
401 9018 AUX SERVICES FY 2018 SACRED HEART								
2,776.69	0.00	0.00	0.00	2,776.69	0.00	0.00	0.00	
401 9019 AUX SERVICES FY19: SACRED HEART								
0.00	0.00	236,361.77	18,785.32	149,715.79	86,645.98	56,528.76	30,117.22	
TOTAL FOR Fund 401 - AUXILIARY SERVICES:								
2,776.69	0.00	236,361.77	18,785.32	152,492.48	86,645.98	56,528.76	30,117.22	

Fund # Fund Description Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
451 9019 ONENET: FY19								
0.00	7,200.00	14,400.00	0.00	0.00	14,400.00	0.00	14,400.00	
TOTAL FOR Fund 451 - DATA COMMUNICATION FUND:								
0.00	7,200.00	14,400.00	0.00	0.00	14,400.00	0.00	14,400.00	
499 9017 OHIO CAREER COUNSELING GRANT: FY2017								
27,857.51	0.00	0.00	0.00	4,115.02	23,742.49	0.00	23,742.49	
499 9018 SECONDARY TRANSITION STUDENT W/ DISABILITIES								
0.00	0.00	1,972.00	0.00	1,972.00	0.00	0.00	0.00	
499 919C OH SCHOOL SAFETY GRANT: 4 CITIES FY19								
0.00	0.00	2,591.88	0.00	1,250.00	1,341.88	0.00	1,341.88	
499 919W OH SCHOOL SAFETY GRANT: WADSWORTH CSD FY19								
0.00	0.00	25,882.65	0.00	19,890.00	5,992.65	0.00	5,992.65	
TOTAL FOR Fund 499 - MISCELLANEOUS STATE GRANT FUN								
27,857.51	0.00	30,446.53	0.00	27,227.02	31,077.02	0.00	31,077.02	
516 9018 IDEA-B FED GRANT FY 2018								
5,297.58	0.00	86,961.79	0.00	92,259.37	0.00	0.00	0.00	
516 9019 IDEA-B FED GRANT FY 2019								
0.00	0.00	450,286.41	99,938.80	565,946.23	115,659.82-	15,878.86	131,538.68-	
516 919R IDEA-B RESTORATION GRANT FY2019								
0.00	0.00	57,964.04	18,921.85	78,628.56	20,664.52-	0.00	20,664.52-	
TOTAL FOR Fund 516 - IDEA PART B GRANTS:								
5,297.58	0.00	595,212.24	118,860.65	736,834.16	136,324.34-	15,878.86	152,203.20-	
524 9018 CARL PERKINS FY 2018								
0.00	0.00	181,443.28	0.00	181,443.28	0.00	0.00	0.00	
524 9019 CARL PERKINS: FY 2019								
0.00	0.00	63,036.05	21,037.75	113,178.98	50,142.93-	0.00	50,142.93-	
TOTAL FOR Fund 524 - VOC ED: CARL D. PERKINS - 198								
0.00	0.00	244,479.33	21,037.75	294,622.26	50,142.93-	0.00	50,142.93-	
572 9018 TITLE I: FY 2018								
0.00	0.00	65,734.21	0.00	65,734.21	0.00	0.00	0.00	
572 9019 TITLE ONE FY 2019								
0.00	0.00	203,378.41	39,630.28	248,545.14	45,166.73-	0.00	45,166.73-	

Fund # Fund Description	Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	Bank Code
TOTAL FOR Fund 572 - TITLE I DISADVANTAGED CHILDRE	0.00	0.00	269,112.62	39,630.28	314,279.35	45,166.73-	0.00	45,166.73-	
587 9019 EARLY CHILDHOD PRESCHOOL IDEA FY19	0.00	0.00	0.00	24,308.65	24,308.65	24,308.65-	0.00	24,308.65-	
587 919R IDEA- PRESCHOOL RECOVERY GRANT	0.00	0.00	0.00	12,137.72	12,137.72	12,137.72-	0.00	12,137.72-	
TOTAL FOR Fund 587 - IDEA PRESCHOOL-HANDICAPPED:	0.00	0.00	0.00	36,446.37	36,446.37	36,446.37-	0.00	36,446.37-	
590 9018 IMPRV. TEAC. QUALITY GRANT	1,969.59	0.00	6,240.96	0.00	8,210.55	0.00	0.00	0.00	
590 9019 TITLE II-A SUPP EFF INST FY 19	0.00	0.00	48,620.86	12,823.36	61,444.22	12,823.36-	1,218.00	14,041.36-	
TOTAL FOR Fund 590 - IMPROVING TEACHER QUALITY:	1,969.59	0.00	54,861.82	12,823.36	69,654.77	12,823.36-	1,218.00	14,041.36-	
599 9018 IV-A STUDENT SUPPORT GRANT FY18	0.00	0.00	9,477.45	0.00	9,477.45	0.00	0.00	0.00	
599 9019 IV-A STUDENT SUPPORT GRANT FY19	0.00	0.00	0.00	0.00	22,243.23	22,243.23-	0.00	22,243.23-	
TOTAL FOR Fund 599 - MISCELLANEOUS FED. GRANT FUND	0.00	0.00	9,477.45	0.00	31,720.68	22,243.23-	0.00	22,243.23-	
GRAND TOTALS:	33,335,170.30	3,025,901.59	79,389,619.97	5,269,579.62	72,920,837.97	39,803,952.30	3,490,992.51	36,312,959.79	

WADSWORTH CITY SCHOOL DISTRICT
MONTHLY FINANCIAL UPDATE
MARCH 2019

General Fund
Budget to Actual Report

	FY 2019 Budget	FY 2019 Actual to Date	Variance	Variance %	Target %
Beginning Cash Balance	**$ 15,484,428**	**$ 15,484,428**			
Total Revenue	**$ 50,486,131**	**$ 44,563,222**	**$ (5,922,909)**	**88.3%**	75.0%
Expenditures:					
Salaries and Wages	$ 27,446,648	$ 20,832,952	$ (6,613,696)	75.9%	76.92%
Employee Fringe Benefits	$ 10,220,312	$ 7,538,426	$ (2,681,886)	73.8%	75.0%
Purchased Services	$ 6,833,138	$ 4,630,079	$ (2,203,059)	67.8%	75.0%
Supplies and Materials	$ 1,929,846	$ 1,319,991	$ (609,855)	68.4%	75.0%
Capital Outlay	$ 724,549	$ 498,588	$ (225,961)	68.8%	75.0%
HB 264 Payments	$ -	$ -	$ -		
Other	$ 446,278	$ 249,356	$ (196,922)	55.9%	75.0%
Transfers/ Advances out	$ 50,000	$ 40,022	$ (9,978)	80.0%	75.0%
Total Expenditures	**$ 47,650,771**	**$ 35,109,414**	**$ (12,541,357)**	**73.7%**	75.0%
Revenue over (under) Expenditures	**$ 2,835,360**	**$ 9,453,808**			
Ending Cash Balance	**$ 18,319,788**	**$ 24,938,236**			
Encumbrances		**$ 2,429,972**			78.78%
Available Unencumbered Balance		**$ 22,508,264**			

Financial Summary - All Funds

Cash Flow Summary:

Total Revenue Current Month All Funds	**$ 3,025,901.59**
Total Expenditures Current Month All Funds	**$ 5,269,579.62**
Total Month End Cash Balance	**$ 39,803,952.30**

Appropriation Summary:

Total Appropriations Current Year All Funds	**$ 92,815,790.71**
Prior Fiscal Year Carryover Encumbrances	**$ 1,546,799.37**
Total Available All Funds	**$ 94,362,590.08**
Fiscal Year To Date Expenses All Funds	**$ 72,920,837.97**
Fiscal Year To Date % expended All Funds	**77.3%**