

**OFFICIAL MINUTES
OF THE
BOARD OF EDUCATION, DAYTON CITY SCHOOL DISTRICT**

MEMBERS

Yvonne Isaacs

Joseph Lacey

Ronald Lee

Nancy Nerny

Rev. Dr. Robert Walker

Sheila Taylor

Stacy Thompson

Student Senate Representative: Dasina Thomas

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Joseph Lacey
President

Rev. Dr. Robert Walker
Vice President

Lori Ward
Superintendent of
Schools

Hiwot Abraha
Interim Treasurer / Chief
Financial Officer

April 16, 2013

Business Meeting

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These Minutes approved July 16, 2013, Dayton, Ohio

These Minutes published July 17, 2013, Dayton, Ohio

**Board of Education, Dayton City School District
Dayton Montgomery County, Ohio
April 16, 2013 – Business Meeting**

The Board of Education of the Dayton City School District convened its regularly scheduled Business Meeting on Tuesday, April 16, 2013 at 6:03 p.m. in the Board Room, 115 S. Ludlow Street, Dayton, Montgomery County, Ohio, with President Lacey in the Chair.

ROLL CALL

MEMBERS ANSWERING ROLL CALL: Isaacs, Lacey, Nerny, Taylor, Thompson, Walker – 6
{SSR – Thomas} – ABSENT

MEMBERS ABSENT: Lee – 1

**PRESIDENT LACEY READ PRESIDENT BARACK OBAMA'S PROCLAMATION
– April 15, 2013 Boston Terror Attack**

PLEDGE

Pledge of allegiance to the flag.

SPECIAL PRESENTATION

Three scholarship winners were recognized by the Board. These outstanding seniors received a certificate, scholarship letter and actual stipend in the amount of \$1,000 from the Montgomery County ESC.

SCHOOL PRESENTATION

Holli Gover, Principal of River's Edge Montessori and several staff members addressed the board.

SPECIAL PRESENTATION

Col. Claudia Mason, who manages the JROTC Program, addressed the board.

DAYTON EDUCATION COUNCIL REPORT

Les Weller addressed the board.

HEARING OF THE PUBLIC

The following people addressed the board: Dwight Richard, Alex Rintoul and Dr. Morris Brown.

HEARING OF THE BARGAINING UNITS

David Romick addressed the board.

SUPERINTENDENT'S RECOMMENDATIONS

The following recommendations were presented by Lori L. Ward, Superintendent of Schools for consideration by the Board:

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GENERAL FUNDS**ITEM I**

I recommend that the **SEPARATIONS OF EMPLOYMENT** of the following persons be accepted for both regular and supplemental duties.

ADMINISTRATION

001.2414.111.3305.000000.500.00.000

Clinton, Linnae

Resignation

Eff. 4/18/2013

001.2414.111.3305.000000.500.00.000

Ward, Cassandra

Resignation

Eff. 5/15/2013

OPERATIONS

001.2700.141.6241.000000.146.00.000

Buehler, Walter

Retirement

Eff. 4/1/2013

TEACHER

001.1236.111.4503.000000.271.00.000

Barnes, Harry L.

Resignation

Eff. 6/1/2013

001.1140.111.3020.000000.433.00.000

Brooks, Billy

Retirement

Eff. 6/1/2013

001.1237.111.4503.000000.146.00.000

Cole, Bonnie

Resignation

Eff. 7/1/2013

001.2134.111.3024.000000.128.00.000

Embrey, Bennie

Retirement

Eff. 7/1/2013

001.1110.111.3020.000000.111.00.000

Flax, Diana

Retirement

Eff. 6/1/2013

001.1237.111.4503.000000.185.00.000

Fritz, Delores

Resignation

Eff. 7/1/2013

001.1234.111.4503.000000.138.00.000

Hopkins, Trudy

Retirement

Eff. 7/1/2013

001.1110.111.3020.000000.103.00.000

Reid, Edna

Retirement

Eff. 7/1/2013

001.1237.111.4503.000000.433.00.000

Senu-Oke, Oluseyi

Resignation

Eff. 6/1/2013

001.1110.111.3020.000000.109.00.000

Sutter, Gay

Retirement

Eff. 6/1/2013

ITEM II

I recommend that the following **APPOINTMENTS AND CHANGES TO THE CONTRACTS** of the **PROFESSIONAL STAFF MEMBERS** shown be approved in accordance with the bargaining unit agreements,

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Board-approved salary schedules and/or mandates of the State Division of Career, Technical and Adult Education.

RESERVE TEACHER

New Hire

ADMINISTRATIVE BUILDING

Reserve Teacher at the rate of \$12.75 hourly NTE 72.5 hours,

Eff. 3/21/2013, 001.1190.112.7321.000000.000.00.000

Wray, Alexa Christine

TEACHER

Supplemental Contract

BELMONT HIGH SCHOOL

HS Assistant Boys Track Coach at the rate of \$2,036.16 annually

Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.363.00.802

Barnes, Larry

HS Assistant Girls Track Coach at the rate of \$1,866.48 annually

Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.363.00.802

Fails, Jr., Jackie

HS Head Boys Track Coach at the rate of \$4,072.32 annually

Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.363.00.802

Fails, Sr., Jackie

PreK-8 Boys Track Coach at the rate of \$1,781.64 annually

Eff. 3/11/2013 - 5/25/2013, 001.4510.111.5510.000000.363.00.802

Reid, David James

PreK-8 Girls Track Coach at the rate of \$1,781.64 annually

Eff. 3/11/2013 - 5/25/2013, 001.4510.111.5510.000000.363.00.802

Peoples, Kimberly

DAVID H. PONITZ CAREER TECHNOLOGY CENTER

HS Head Boys Track Coach at the rate of \$3,563.28 annually

Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.370.00.802

Murphy, Donte

DUNBAR HIGH SCHOOL

HS Assistant Girls Track Coach at the rate of \$1,781.64 annually

Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.364.00.802

Powell, Darran

PreK-8 Boys Track Coach at the rate of \$1,781.64 annually

Eff. 3/11/2013 - 5/25/2013, 001.4510.111.5510.000000.364.00.802

Saine, Antoine

MEADOWDALE HIGH SCHOOL

HS Assistant Boys Track Coach at the rate of \$2,036.16 annually

Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.367.00.802

Taylor, John

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HS Assistant Girls Track Coach at the rate of \$1,781.64 annually
Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.367.00.802
Lawrence, Wayne

HS Head Boys Track Coach at the rate of \$4,072.32 annually
Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.367.00.802
Beaty, Michael

STIVERS SCHOOL FOR THE ARTS

HS Head Boys Track Coach at the rate of \$4,072.32 annually
Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.271.00.802
Clack, Keith

HS Head Girls Track Coach at the rate of \$4,072.32 annually
Eff. 3/11/2013 - 6/8/2013, 001.4510.111.5510.000000.271.00.802
Branham, Herman

Light and Sound Technical Services at the rate of \$50.00 hourly NTE 100 hours,
Eff. 8/13/2012 - 6/30/2013, 001.2420.113.3111.000000.271.00.000
Findley, John
King, Gary D.

PreK-8 Boys Track Coach at the rate of \$1,781.64 annually
Eff. 3/11/2013 - 5/25/2013, 001.4510.111.5510.000000.271.00.802
Powell, Michael

THURGOOD MARSHALL HIGH SCHOOL

Boys Baseball Coach at the rate of \$3,296.64 annually
Eff. 3/15/2013 - 6/8/2013, 001.4510.111.5510.000000.372.00.802
Weatherspoon, Deon L.

Girls Softball Coach at the rate of \$2,747.20 annually
Eff. 3/15/2013 - 6/8/2013, 001.4510.111.5510.000000.372.00.802
Franklin, Kahil V.

MS Girls Track Coach at the rate of \$2,375.52 annually
Eff. 3/15/2013 - 6/8/2013, 001.4510.111.5510.000000.372.00.802
Murphy, George

ITEM III

I recommend that the following **APPOINTMENTS AND CHANGES for NON-TEACHING PERSONNEL** be approved at the rates indicated and for the periods shown, in accordance with the salary schedule for the period stated.

MAINTENANCE

Change of Contract

SERVICE BUILDING

From Short Term Journeyman to HVAC Tech at the rate of \$26.16 hourly NTE 80 hours,

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Eff. 12/17/2012, 001.2700.141.6420.000000.578.00.000
Conwell, Mark W.

TEMPORARY**New Hire****SERVICE BUILDING**

Substitute Custodian at the rate of \$7.85 hourly NTE 80 hours,
Eff. 4/4/2013, 001.2700.142.6241.000000.578.00.000
Walker, Devantae Oshae

ITEM IV

I recommend that the following **CONTRACTS FOR CONSULTANT SERVICES** be approved in the amounts shown for the reasons stated.

Invincible Regulating Striders Performing Arts, 1733 Shaftesbury, Dayton, OH 45406
NTE: \$600.00
To provide drumline training for the DBPA students
Eff. 4/8/2013-5/31/2013.
Code: 001.2411.412.1020.000000.500.00.000 (Amt: \$600.00)
Purchase Request: PR004326

ITEM V

I recommend that the Board of Education enter into the following **CONTRACTS AND AGREEMENTS**, and further, that the officers of the Board be authorized to sign same.

City of Dayton, Dayton Convention Center - Lease Agreement for the 2013 Superintendent's Scholars Recognition on May 1, 2013. Eff. 5/1/2013-5/2/2013.
Code: 001.2411.425.1020.000000.500.00.000 (Amt: \$1,100.00)
Purchase Request: PR004858

Montgomery County Records - This agreement is for the cost of vault storage of DPS master negatives for microfilmed student records. Eff. 1/1/2013-12/31/2013.
Code: 001.2174.461.1910.000000.500.00.000 (Amt: \$46.56)
Purchase Request: PR003898

ITEM VI

I recommend that the members of the professional teaching staff be re-appointed for the school year 2013-2014 in accordance with the schedule of salaries at the rate of pay specified in the appointment list, and that the Treasurer be authorized to issue salary notices to teachers on continuing and limited contracts in accordance with Sections 3319.07, 3319.08, 3319.11, and 3319.12 of the Ohio Revised Code.

ITEM VII

I recommend approval of the AFSCME, AFL-CIO, OAPSE LOCAL 156 (MECHANICS) resolution.

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Rationale

The parties have reached tentative agreement on all issues and the AFSCME, AFL-CIO, OAPSE LOCAL 156 (MECHANICS) has ratified said tentative agreement.

NOW, THEREFORE, BE IT RESOLVED that the Dayton Board of Education hereby adopts the agreement reached between the representatives of the AFSCME, AFL-CIO, OAPSE LOCAL 156 (MECHANICS) and the DAYTON BOARD OF EDUCATION.

BE IT FURTHER RESOLVED that the Dayton Board of Education approves, upon execution by the respective parties, the agreement between the AFSCME, AFL-CIO, OAPSE LOCAL 156 (MECHANICS) and the DAYTON BOARD OF EDUCATION, effective upon ratification from April 1, 2013 through March 31, 2014, and hereby authorizes the Committee, the Board President, and Board Treasurer to execute the same on behalf of the Board of Education.

ITEM VIII

I recommend that the Board authorize the **General Funds PURCHASE REQUESTS** as submitted by the Treasurer.

GENERAL FUNDS

TO: Superintendent of Schools
FROM: Treasurer
SUBJECT: Purchase Requests for Board Agenda

I recommend that the following purchase requests in excess of \$5,000.00 be authorized by the Board of Education.

(1) PR004284

Vendor: Cincinnati Bell

Fund: 001.2930.640.9059.000000.500.00.000 (Amt: \$16,960.00)

(Information Technology)

Description: Purchase is for VMware "Super Server" to consolidate two existing servers into one unit, provide three times the memory, advanced processor technology, & supports existing VMware Servers.

Amount: \$16,960.00

(2) PR004514

Vendor: Cincinnati Bell

Fund: 001.2930.423.6005.000000.500.00.000 (Amt: \$64,000.00)

(Information Technology)

Description: Required by CIPA (Children's Internet Protection Act), to provide internet content filtering. This is our annual maintenance renewal for the application, which also provides email archiving for the district.

Amount: \$64,000.00

CONTRACT/AGREEMENT APPROVED ON 4/20/2010 BOARD AGENDA

(3) PR004631

Vendor: Unifirst Corp.

Fund: 001.2700.422.6210.000000.578.00.000 (Amt: \$10,000.00)

(Operations)

Description: Employee uniform rental and service.

Amount: \$10,000.00

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(4) PR004642

Vendor: Cincinnati Bell

Fund: 001.2930.640.9059.000000.500.00.000 (Amt: \$98,572.68)

Fund: 001.2930.423.9059.000000.500.00.000 (Amt: \$28,620.35)

(Information Technology)

Description: Existing district Storage Area Network (SAN) has exceeded end-of-life, support and is at capacity. This SAN replacement is a part of the OIT capital plan for FY12/13 and is necessary to support district computer based applications and increased data storage needs.

Amount: \$127,193.03

(5) PR004791

Vendor: P & R Communications Service

Fund: 001.2840.581.6320.000000.537.00.000 (Amt: \$12,158.75)

(Transportation)

Description: Install two-way radio systems on 14 school buses per state requirements.

Amount: \$12,158.75

NON/GENERAL FUNDS**ITEM IX**

I recommend that the **SEPARATIONS OF EMPLOYMENT** of the following persons be accepted for both regular and supplemental duties.

NUTRITION SERVICES

006.3120.141.6902.000000.146.00.000

Ivory, Vivian J.

Retirement

Eff. 3/1/2013

ITEM X

I recommend that the following **APPOINTMENTS AND CHANGES TO THE CONTRACTS of the PROFESSIONAL STAFF MEMBERS** shown be approved in accordance with the bargaining unit agreements, Board-approved salary schedules and/or mandates of the State Division of Career, Technical and Adult Education.

TEACHER**Supplemental Contract**

CLEVELAND PREK-8 SCHOOL

Voyager Math After School Tutoring Program at the rate of \$41.19 hourly NTE 30 hours,

Eff. 3/4/2013 - 4/28/2013, 536.1930.113.9571.000000.000.00.000

Adkins, Lois M.

DUNBAR HIGH SCHOOL

Extended Day Tutoring at the rate of \$31.36 hourly NTE 47 hours,

Eff. 11/20/2012 - 5/30/2013, 537.1270.111.9333.000000.364.00.000

Hague, Mya

Extended Day Tutoring at the rate of \$32.06 hourly NTE 46 hours,

Eff. 11/20/2012 - 5/30/2013, 537.1270.113.9333.000000.364.00.000

Iannuzzo, Judith K.

Extended Day Tutoring at the rate of \$31.61 hourly NTE 41 hours,

Eff. 11/20/2012 - 5/30/2013, 537.1270.113.9333.000000.364.00.000

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Kimble, Daniel W.

Extended Day Tutoring at the rate of \$38.25 hourly NTE 39 hours,
Eff. 11/20/2012 - 5/30/2013, 537.1270.113.9333.000000.364.00.000
Landis, Susan

Extended Day Tutoring at the rate of \$36.31 hourly NTE 41 hours,
Eff. 11/20/2012 - 5/30/2013, 537.1270.113.9333.000000.364.00.000
Sidner, Christopher

Extended Day Tutoring at the rate of \$43.39 hourly NTE 34 hours,
Eff. 11/20/2012 - 5/30/2013, 537.1270.113.9333.000000.364.00.000
Smith, Shelly

Extended Day Tutoring at the rate of \$26.31 hourly NTE 57 hours,
Eff. 11/20/2012 - 5/30/2013, 537.1270.113.9333.000000.364.00.000
Spencer, Karl

Extended Day Tutoring at the rate of \$41.20 hourly NTE 36 hours,
Eff. 11/20/2012 - 5/30/2013, 537.1270.113.9333.000000.364.00.000
Williams, Larra D.

Extended Day Tutoring for OGT Preparation at the rate of \$38.25 hourly NTE 39 hours,
Eff. 1/7/2013 - 5/30/2013, 537.1270.113.9333.000000.364.00.000
Collins, Asia
Davis, Mark B.

EDWIN JOEL BROWN PREK-8 SCHOOL

Extended Learning Program at the rate of \$27.57 hourly NTE 30 hours,
Eff. 2/26/2013 - 4/18/2013, 537.1270.113.9333.000000.105.00.000
Dorsey, Maya N.

Extended Learning Program at the rate of \$30.34 hourly NTE 30 hours,
Eff. 2/26/2013 - 4/18/2013, 537.1270.113.9333.000000.105.00.000
Petrack, Linda S.

Extended Learning Program at the rate of \$23.40 hourly NTE 30 hours,
Eff. 2/26/2013 - 4/18/2013, 537.1270.113.9333.000000.105.00.000
Sample, Shanna

FAIRVIEW PREK-8 SCHOOL @ FAIRVIEW COMMONS

Extended Day for Voyager Math Curriculum at the rate of \$32.06 hourly NTE 30 hours,
Eff. 3/2/2013 - 4/18/2013, 537.1270.113.9323.000000.115.00.000
Meinecke, Judy A.

Extended Day for Voyager Math Curriculum at the rate of \$41.20 hourly NTE 30 hours,
Eff. 3/2/2013 - 4/18/2013, 537.1270.113.9323.000000.115.00.000
Thomas, Pamela

Extended Day for Voyager Math Curriculum at the rate of \$38.75 hourly NTE 30 hours,
Eff. 3/2/2013 - 4/18/2013, 537.1270.113.9323.000000.115.00.000
Williams, Stacey E.

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MEADOWDALE HIGH SCHOOL

Extended Day - OGT Success Camp at the rate of \$43.39 hourly NTE 25 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Bucio, Bonnie

Extended Day - OGT Success Camp at the rate of \$35.41 hourly NTE 12 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Mathews, Joanne

Extended Day - OGT Success Camp at the rate of \$30.34 hourly NTE 35 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Mickey, James S.

Extended Day - OGT Success Camp at the rate of \$42.49 hourly NTE 12 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Millerton, Tasha

Extended Day - OGT Success Camp at the rate of \$30.96 hourly NTE 35 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Mills, Kristen

Extended Day - OGT Success Camp at the rate of \$23.40 hourly NTE 12 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Moorefield, Cory J.

Extended Day - OGT Success Camp at the rate of \$34.15 hourly NTE 35 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Sigler, Carrie E.

Extended Day - OGT Success Camp at the rate of \$34.15 hourly NTE 25 hours,
Eff. 2/23/2013 - 3/15/2013, 537.1270.113.9333.000000.367.00.000

Southard, Michael J.

ROSA PARKS PREK-8 SCHOOL

Extended Day for Reading and Math at the rate of \$42.49 hourly NTE 36 hours,
Eff. 3/4/2013 - 4/28/2013, 536.1930.111.9571.000000.000.00.000

Parks, John D.

RUSKIN PREK-8 SCHOOL

Math Extended Day at the rate of \$25.52 hourly NTE 30 hours,
Eff. 3/4/2013 - 4/28/2013, 536.1930.111.9571.000000.000.00.000

McSherry, Nancy L.

Math Extended Day at the rate of \$28.83 hourly NTE 30 hours,
Eff. 3/4/2013 - 4/28/2013, 536.1930.111.9571.000000.000.00.000

Rowland, Stephanie M.

Math Extended Day at the rate of \$13.16 hourly NTE 30 hours,
Eff. 3/4/2013 - 4/28/2013, 536.1930.141.9571.000000.000.00.000

Marchbanks, Kaleena N.

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WESTWOOD PREK-8 SCHOOL

Voyager Math Tutoring at the rate of \$42.49 hourly NTE 44 hours,
Eff. 3/4/2013 - 5/16/2013, 537.1270.113.9323.000000.151.00.000
Arndts, Brad A.
Arndts, Tracy L.

Voyager Math Tutoring at the rate of \$43.19 hourly NTE 44 hours,
Eff. 3/4/2013 - 5/16/2013, 537.1270.113.9323.000000.151.00.000
Nalls, Ida

WOGAMAN 4-8 SCHOOL

Extended Day for Reading and Math at the rate of \$42.10 hourly NTE 36 hours,
Eff. 3/4/2013 - 4/28/2013, 536.1930.111.9571.000000.000.00.000
Carter, Paula J.

ITEM XI

I recommend that the following **CONTRACTS FOR CONSULTANT SERVICES** be approved in the amounts shown for the reasons stated.

Chameleon Learning Group, LLC., 2147 Madison Road, #21, Cincinnati, OH 45208-0000
NTE: \$46,500.00

To provide extended training and on-site consultation to Wogaman 6th grade teachers participating in The Beyond the Brick: Place Base Education Curriculum and framework implementation.
Eff. 4/1/2013-6/1/2013.

Code: 506.2213.412.9794.000000.000.00.000 (Amt: \$46,500.00)

Purchase Request: PR004458

ITEM XII

I recommend that the Board of Education enter into the following **CONTRACTS AND AGREEMENTS**, and further, that the officers of the Board be authorized to sign same.

City of Dayton, Dayton Convention Center - rental for Ponitz Career Technology Center Prom dance on April 19, 2013; no cost to the general fund. Eff. 4/11/2013-4/30/2013.

Code: 200.4600.425.1501.000000.370.00.000 (Amt: \$1,060.00)

Purchase Request: PR004859

Greek Orthodox Church, Inc. - Rental agreement for Dunbar High School 2013 Prom being held April 19, 2013; no cost to the general fund. Eff. 4/19/2013-4/20/2013.

Code: 200.4670.891.1501.000000.364.00.000 (Amt: \$1,498.00)

Purchase Request: PR004353

ITEM XIII

I recommend that the Board authorize the **Non-General Funds PURCHASE REQUESTS** as submitted by the Treasurer.

NON-GENERAL FUNDS

TO: Superintendent of Schools

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FROM: Treasurer

SUBJECT: Purchase Requests for Board Agenda

I recommend that the following purchase requests in excess of \$5,000.00 be authorized by the Board of Education.

(1) PR001566

Vendor: Casnet

Fund: 003.2930.510.6005.000000.500.00.000 (Amt: \$11,195.00)

Fund: 001.2930.423.9059.000000.500.00.000 (Amt: \$1,135.70)

(Information Technology)

Description: Desktop scanners to improve the intake process in Student Assignment and Office for Exceptional Children; additionally provide the district with the ability to take Student Assignment remote capability.

Amount: \$12,330.70

Respectfully submitted,

Lori L. Ward
Superintendent

It was moved by Ms. Nerny and seconded by Mr. Walker to accept the Superintendent's Recommendations.

AYES: Isaacs, Lacey, Nerny, Taylor, Thompson, Walker – 6

NAYS: None – 0

Motion Carried.

TREASURER'S RECOMMENDATIONS

The following recommendations were presented by Hiwot Abraha, Interim Treasurer for consideration by the Board:

GENERAL & NON-GENERAL FUNDS

ITEM XIV

Pursuant to Section 3313.36 of the Ohio Revised Code, I recommend that the Board of Education of the Dayton City School District accept the following **donations** and that we convey our appreciation to the donor for their gracious and timely gifts.

A. DAYTON PUBLIC SCHOOLS

Various Donations
Parents of WOW
World of Wonder PreK-8 School @ Residence Park
After School Instrumental Program
\$900.00

Dayton Vipers
Louise Troy PreK-3 School
Principal's Fund
\$100.00

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Home Based Arts USA, Inc.
Dayton Ballet 1,200 Books
Valued at \$9,600

ITEM XV

I recommend that the Board approve the resolution for the fiscal year 2013 Amended Official Certificate of Estimated Resources.

Rationale

Pursuant to Section 5705.36 and 5705.39 of the Ohio Revised Code, the Treasurer has determined that revenues, which will actually be collected, are higher than the amount included in the last Official Certificate of Estimated Resources for FY13.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Dayton City School District that the following is the Amended Official Certificate of Estimated Resources for the fiscal year beginning July 1, 2012, as revised by the Budget Commission of Montgomery County, which shall govern the total of appropriations made at any time during such fiscal year. (Attachment 1)

ITEM XVI

I recommend that the Board approve the following resolution for the Supplemental Appropriation Measure for Fiscal Year 2013.

Rationale

Section 5705.38 of the Ohio Revised Code requires the adoption and/or amendment of an Annual Appropriation Measure.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Dayton City School District that to provide for the current expenses and other expenditures of said Board of Education during fiscal year ending June 30, 2013, the sums be and hereby are set aside and appropriated as indicated on the Supplemental 2012-2013 Appropriations document which expenditures are to be made during the said fiscal year. (Attachment 2)

BE IT FURTHER RESOLVED that pursuant to Section 5705.412 of the Ohio Revised Code that the Board President, Superintendent, and Treasurer certify that the Dayton Public School District has in effect for the fiscal year 2013 the authorization to levy taxes, which, when combined with the estimated revenue from all other sources available to the district at the time of certification, are sufficient to provide the operating revenues necessary to enable the district to maintain all personnel and programs for all the days set forth in its adopted school calendars for the current fiscal year (2013).

ITEM XVII

Pursuant to Section 5705.41 of the Ohio Revised Code, I recommend that the Board of Education of the Dayton City School District accept the following "then and now certificate." It is hereby certified that both at the time of the making of this contract or order and at the date of the execution of this certificate the amount required to pay this contract or order has been appropriated for the purpose of this contract or order and is in the treasury or in the process of collection to the credit of the fund, free from any previous encumbrance.

I recommend that the following invoices \$3,000.00 and over be authorized for payment by the Dayton Board of Education.

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INVOICE	FUND	VENDOR	DESCRIPTION	AMOUNT
136046	3100003004	SunGard Public	Professional services for initiating the new financial system Business Plus and K-12 Education system. The original invoices received after purchase order was exhausted.	\$93,887.63
136480	5410000	Sector		
136548				
136547				
136312				
136311				
136310				
135039				
136309				
133971				
133941				
133214				

Respectfully submitted,

Hiwot Abraha
Interim Treasurer

It was moved by Ms. Nerny and seconded by Ms. Taylor to accept the Treasurer's Recommendations.

AYES: Isaacs, Lacey, Lee, Nerny, Taylor, Thompson, Walker – 7

NAYS: None – 0

Motion Carried.

RESOLUTION - PROJECT CURE

Rationale

WHEREAS, the Superintendent of the Dayton City School District received a request from Project C.U.R.E., a methadone treatment facility, asking that the District grant a required waiver for the relocation of their facility to One Elizabeth Place, Dayton, Ohio.

WHEREAS, Section 3739.11 of the Ohio Revised Code prohibits methadone treatment facilities to be located within a radius of five hundred (500) feet of any public school, private school, licensed day-care center, or other child-serving agency.

WHEREAS, the Department of Alcohol and Drug Addiction Services may waive this said prohibition if it receives, from each public or private school, licensed child day-care center, or other child serving agency that is located within the applicable radius of the location where the program is to maintain methadone treatment, a letter of support for the location.

WHEREAS, Dayton Public High School, David H. Ponitz Career Technology Center (Ponitz), at 741 Washington Street, is within the five hundred feet of the proposed relocation of Project C.U.R.E. at One Elizabeth Place.

WHEREAS, the Dayton Board of Education has a responsibility for the safety and well-being of its student population.

**Board of Education, Dayton City School District
Dayton Montgomery County, Ohio
April 16, 2013 – Business Meeting**

WHEREAS, the proposed relocation of Project C.U.R.E. would make interaction between Project C.U.R.E. clientele and Dayton Public School students highly likely on a regular basis.

WHEREAS, current state and local school policy includes offering school choice to parents and, with the current public perception of people seeking drug addiction services, the program at Ponitz would suffer in a choice model from issues of proximity to Project C.U.R.E.

WHEREAS, the community has invested heavily in the success of Ponitz through new building and programming designed to make Ponitz an economic engine for the region producing students who are college and career ready with the academic and technical skills needed to add value to the workplace.

WHEREAS, allowing a methadone treatment facility to locate within 500 feet of a Dayton Public School, immediately after the state enacted law to let communities prohibit such location to a large degree because of the proposed location of a methadone treatment facility within 500 feet of a nearby private school, would contribute to the public perception that Dayton Public School students do not deserve the same safety precautions as their private school counterparts.

NOW THEREFORE BE IT RESOLVED, the Dayton Board of Education asks the Ohio Department of Alcohol and Drug Addiction Services to not waive the Section 3739.11 prohibition in the case of Project C.U.R.E.'s relocation to One Elizabeth Place and encourages Project C.U.R.E. to relocate to a facility other than One Elizabeth Place, outside of the 500 feet radius of a Dayton Public School.

Discussion by board members – “Our priority is to safeguard the safety of our children.”

It was moved by Mr. Lacey and seconded by Ms. Thompson to accept the resolution regarding Project Cure.

AYES: Isaacs, Lacey, Nerny, Taylor, Thompson, Walker – 6

NAYS: None – 0

Motion Carried.

NEW BUSINESS

Ms. Thompson attended the Jack & Jill Cotillion for young men. Scholarships totaling \$139,000 was distributed.

Ms. Nerny received training with the Montgomery County Promise to become a student mentor.

Ms. Isaacs thanked President Lacey for drafting the Project Cure resolution.

**BOARD RESOLUTION TO ADOPT BOARD POLICY
(FIRST READING)**

RATIONALE:

In as much as the board of education is committed to the continued updating of its Policies, Rules and Regulations Manual and the committee, which was appointed, has been working toward that goal, the following is brought at this time for first reading in compliance with Board File BFC Policy Adoption.

**Board of Education, Dayton City School District
Dayton Montgomery County, Ohio
April 16, 2013 – Business Meeting**

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Dayton City School District, Montgomery County, Ohio, hereby accepts and adopts the following policies that have been codified for inclusion in the Handbook of Policies, Rules and Regulations:

- File: AFC-1 EVALUATION OF PROFESSIONAL STAFF (Ohio Teacher Evaluation System)**
(also GCN-1) Revised to be aligned with current legislation.
- File: AFC-2 EVALUATION OF PROFESSIONAL STAFF (Administrators Both Professional and Support)**
(also GCN-2) Revised to be aligned with current legislation.
- File: GCN-1 EVALUATION OF PROFESSIONAL STAFF (Ohio Teacher Evaluation System)**
(also AFC-1) Revised to be aligned with current legislation.
- File: GCN-2 EVALUATION OF PROFESSIONAL STAFF (Administrators Both Professional and Support)**
(also AFC-2) Revised to be aligned with current legislation.

These policies are being read for the first time. As such, a Motion or Second is not required. The policies will be available in the Superintendent's Office for review and comment prior to their Second Reading and Adoption by the Board of Education. Furthermore, the policies will be reviewed by the Superintendent's Office, the Board's Office, and the Legal Department of the Dayton Public Schools prior to the Second Reading.

See attachments for detailed copies of these regulations

RESOLUTION TO ADOPT BOARD POLICY
(SECOND READING)

RATIONALE:

In as much as the Board of Education is committed to the continued updating of its Policies, Rules and Regulations Manual and the committee, which was appointed, has been working toward that goal, the following are brought at this time for second readings in compliance with Board File.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Dayton City School District, Montgomery County, Ohio, hereby accepts and adopts the following policy which has been codified for inclusion in the Handbook of Policies, Rules and Regulations:

- File: IGBA PROGRAMS FOR STUDENTS WITH DISABILITIES**
Revised to be in line with current legislation.
- File: IGBI LIMITED ENGLISH PROFICIENCY**
Revised to be in line with current legislation.
- File: IGBEA READING SKILLS ASSESSMENT AND INTERVENTION**
Revised to be in line with current legislation.
- File: IGD COCURRICULAR AND EXTRACURRICULAR ACTIVITIES**
Revised to be in line with current legislation.

**Board of Education, Dayton City School District
Dayton Montgomery County, Ohio
April 16, 2013 – Business Meeting**

File: IKE PROMOTION AND RETENTION OF STUDENTS
Revised to be in line with current legislation.

File: IKF GRADUATION REQUIREMENTS
Revised to be in line with current legislation.

See attachments for detailed copies of these regulations

It was moved by Dr. Walker and seconded by Ms. Thompson to accept the adoption of this policy.

AYES: Isaacs, Lacey, Nerny, Taylor, Thompson, Walker – 6

NAYS: None - 0

Motion Carried.

NEW BUSINESS CONTINUED

Mr. Walker acknowledged that Ms. Thompson was honored at the Wilberforce University Founder's Day Luncheon a couple of weeks ago.

SUPERINTENDENT ANNOUNCEMENTS

- Saturday is Family Day at WPAFB National Museum
- April 29th Ohio Department of Education is Visiting Us
- Two Stiver's Students captured the 2013 Governor's Award of Excellence in art. Their art will be on display May 16th in the James Rhodes Office Tower
- Ohio Achievement Assessment starts next week

EXECUTIVE SESSION

"Pursuant to Section 121.22 (G) <2> of the Ohio Revised Code, I move that this board go into Executive Session. This meeting is being held to consider the employment of a public employee. We will adjourn from this room.

Is there a second? Ms. Thompson seconded. May we have a roll call please?"

Motion Carried to go into Executive Session

"Let the record show that the Board of Education of the Dayton City School District has just completed an Executive Session during which it considered the employment of public employees."

AYES: Isaacs, Lacey, Nerny, Taylor, Thompson, Walker – 6

NAYS: None – 0

ADJOURNMENT

There being no further business, it was moved by Mr. Lacey and seconded by Ms. Isaacs to adjourn.

AYES: Isaacs, Lacey, Lee, Nerny, Taylor, Thompson, Walker – 7

**Board of Education, Dayton City School District
Dayton Montgomery County, Ohio
April 16, 2013 - Business Meeting**

NAYS: None - 0

Motion Carried. Meeting adjourned at 8:06 p.m.

ATTEST:

Hiwot Abraha, Interim Treasurer / Chief Financial Officer

Joseph Lacey, President

**RESOLUTION TO ADOPT BOARD POLICY
(FIRST READING)**

RATIONALE:

Inasmuch as the Board of Education is committed to the continued updating of its Policies, Rules and Regulations Manual and the committee, which was appointed, has been working toward that goal, the following are brought at this time for first reading in compliance with Board File BFC Policy Adoption.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Dayton City School District, Montgomery County, Ohio, hereby accepts and adopts the following policies that have been codified for inclusion in the Handbook of Policies, Rules and Regulations:

FILE	TITLE	CHANGE
AFC-1 (also GCN-1)	Evaluation of Professional Staff (Ohio Teacher Evaluation System)	<i>Revised to be aligned with current legislation.</i>
AFC-2 (also GCN-2)	Evaluation of Professional Staff (Administrators Both Professional and Support)	<i>Revised to be aligned with current legislation.</i>
GCN-1 (also AFC-1)	Evaluation of Professional Staff (Ohio Teacher Evaluation System)	<i>Revised to be aligned with current legislation.</i>
GCN-2 (also AFC-2)	Evaluation of Professional Staff (Administrators Both Professional and Support)	<i>Revised to be aligned with current legislation.</i>
		<i>Revised to be aligned with current legislation.</i>
		<i>Revised to be aligned with current legislation.</i>
		<i>Revised to be aligned with current legislation.</i>
		<i>Revised to be aligned with current legislation.</i>

These policies are being read for the first time. As such, a Motion or Second is not required. The policies will be available in the Superintendent's Office for review and comment prior to their Second Reading and Adoption by the Board of Education. Furthermore, the policies will be reviewed by the Superintendent's Office, the Board's Office, and the Legal Department of the Dayton Public Schools prior to the Second Reading.

EVALUATION OF PROFESSIONAL STAFF (Ohio Teachers Evaluation System)

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

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

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

Credentialed evaluators

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

Effectiveness Rating

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

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

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The 50% teacher performance measure is based on the Ohio Standards for the Teaching Profession.

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

Student Growth Calculation

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

Until June 30, 2014, if a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation for such teachers shall be based on the value added progress dimension.

Students with 60 or more unexcused absences for the school year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

Professional Growth and Improvement Plans

Teachers meeting above-expected levels of student growth must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting expected levels of student growth must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting below-expected levels of student growth must develop an improvement plan with their credentialed evaluators. The Superintendent/designee assigns credentialed evaluators to teachers meeting below-expected levels of student growth.

Evaluation Timeline

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

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

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

Testing for Ineffective Teachers in Core Subjects

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

Retention and Promotion

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

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

Poorly Performing Teachers

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

Professional Development

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

[Anticipated adoption date: May 21, 2013]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

[Adoption date: August 5, 2009]
[Re-adoption date: October 23, 2012]
[Anticipated re-adoption date: May 21, 2013]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

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

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

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

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

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

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on their most recent evaluations every two years. If the district chooses to do this, policy language should be included.

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

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

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

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator. In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

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

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

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

Ohio Principal Evaluation System (OPES)

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

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

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

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) ODE approved assessments and/or (3) Board determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth. Resulting data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

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

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

[Adoption date: August 5, 2009]

[Anticipated adoption date: May 21, 2013]

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

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

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

Administrative personnel are all persons issued contracts in accordance with State law, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses. The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under Ohio Revised Code Section (RC) 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the State Board of Education's evaluation framework requirements.

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

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

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

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF (Ohio Teachers Evaluation System)

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

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

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

Credentialed evaluators

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

Effectiveness Rating

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

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

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The 50% teacher performance measure is based on the Ohio Standards for the Teaching Profession.

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

Student Growth Calculation

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

Until June 30, 2014, if a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation for such teachers shall be based on the value added progress dimension.

Students with 60 or more unexcused absences for the school year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

Professional Growth and Improvement Plans

Teachers meeting above-expected levels of student growth must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting expected levels of student growth must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting below-expected levels of student growth must develop an improvement plan with their credentialed evaluators. The Superintendent/designee assigns credentialed evaluators to teachers meeting below-expected levels of student growth.

Evaluation Timeline

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

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

Testing for Ineffective Teachers in Core Subjects

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

Retention and Promotion

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

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

Poorly Performing Teachers

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

Professional Development

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

[Anticipated adoption date: May 21, 2013]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

[Adoption date: August 5, 2009]
[Re-adoption date: October 23, 2012]
[Anticipated re-adoption date: May 21, 2013]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

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

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

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

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

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

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on their most recent evaluations every two years. If the district chooses to do this, policy language should be included.

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

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

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

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator. In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

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

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

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

Ohio Principal Evaluation System (OPES)

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

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

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

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) ODE approved assessments and/or (3) Board determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth. Resulting data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

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

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

[Adoption date: August 5, 2009]

[Anticipated adoption date: May 21, 2013]

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

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

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

Administrative personnel are all persons issued contracts in accordance with State law, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses. The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under Ohio Revised Code Section (RC) 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the State Board of Education's evaluation framework requirements.

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

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

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

THIS IS A REQUIRED POLICY

**RESOLUTION TO ADOPT BOARD POLICY
(SECOND READING)**

RATIONALE:

Inasmuch as the Board of Education is committed to the continual updating of its Policies, Rules and Regulations Manual and the committee, which was appointed, has been working toward that goal, the following are brought at this time for second readings in compliance with Board File.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Dayton City School District, Montgomery County, Ohio, hereby accepts and adopts the following policies that have been codified for inclusion in the Handbook of Policies, Rules and Regulations:

FILE	TITLE	CHANGE	YES/NO/ABSTAIN
IGBA	Programs for Students with Disabilities	<i>Revised to be in line with current legislation.</i>	
IGBI	Limited English Proficiency	<i>Revised to be in line with current legislation.</i>	
IGBEA	Reading Skills Assessment and Intervention	<i>Revised to be in line with current legislation.</i>	
IGD	Cocurricular and Extracurricular Activities	<i>Revised to be in line with current legislation.</i>	
IKE	Promotion and Retention of Students	<i>Revised to be in line with current legislation.</i>	
IKF	Graduation Requirements	<i>Revised to be in line with current legislation.</i>	

Motion:

Second:

Yes: 6 No: 0

April 16, 2013

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. Additionally, all parentally-placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for re-evaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

The Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: August 5, 2009]

[Re-adoption date: December 8, 2009]

[Anticipated re-adoption date: April 16, 2013]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
JGF, Discipline of Students with Disabilities
KBA, Public's Right to Know

NOTE: Ohio's operating standards for Ohio Educational Agencies Serving Children with disabilities ("Operating Standards") require school districts to adopt written policies and procedures regarding the education of children with disabilities. In July 2009, the Ohio Department of Education, Office of Exceptional Children made available the department's model special education policies and procedures. These model special education policies and procedures do not need to be adopted in its entirety as board policy. Instead, a board of education should pass a resolution directing district administrators to comply with and follow ODE's model special education policies and procedures. This policy should be amended to include a paragraph that provides that the Board, by resolution, directs the administration to comply with and follow the model special education policies and procedures

THIS IS A REQUIRED POLICY

LIMITED ENGLISH PROFICIENCY

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

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

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

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

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

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

[Adoption date: August 5, 2009]

[Anticipated re-adoption date: April 16, 2013]

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

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

NOTE: THIS IS A REQUIRED POLICY

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student by September 30 and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction which is commensurate to the their achievement level.

The Board designates the Superintendent/designee to establish a district policy for the mid-year promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: September 18, 2012]

[Anticipated re-adoption date: April 16, 2013]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)
IGBI, Limited English Proficiency
IKE, Promotion and Retention of Students

NOTE: This policy also applies to community schools.

THIS IS A REQUIRED POLICY

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

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

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

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

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities, which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.

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

15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
16. Students in grades 7-12 enrolled in District-sponsored community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics. The Board may require the community school student to enroll in and participate in no more than one academic course in the District as a condition for participation.
17. Resident students attending STEM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics.

[Adoption date: August 5, 2009]

[Re-adoption date: December 8, 2009]

[Antipated re-adoption date: April 16, 2013]

LEGAL REFS.: ORC 3313.537; 3313.58; 3313.59; 3313.664
3315.062
3319.16
Chapter 4112

CROSS REFS.: AFI, Evaluation of Educational Resources
DJ, Purchasing
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Nonchartered or Home Schooling
JED, Student Absences and Excuses
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the Schools
Student Handbooks

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

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

For boards of education developing policy without the assistance of an OSBA consultant, this category is useful for general policy on student activities and for establishing definitions. For additional information on this topic, contact Ohio Association of Secondary School Administrators and Ohio High School Athletic Association.

THIS IS A REQUIRED POLICY

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared," means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Beginning with students who enter third grade in the 2013/2014 school year, any student who does not receive the minimum level of achievement on the Third Grade English Language Arts Assessment will not be promoted to fourth grade unless one of the following applies:

1. The student is a limited English proficient student who has been enrolled in United States schools for less than two full school years and has had less than two years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under Chapter 3323 of the Revised Code and the student's individualized education program exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - A. The student is a child with a disability entitled to special education and related services under Chapter 3323 of the Revised Code.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under Section 3301.0710 of the Revised Code.
 - C. (iii) The student's individualized education program or plan under Section 504 of the Rehabilitation Act of 1973 shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the district-level mid-year promotion policy.

[Adoption date: August 5, 2009]

[Re-adoption date: October 16, 2012]

[Anticipated re-adoption date: April 16, 2013]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;
3313.608; 3313.609; 3313.6010; 3313.6012, 3314.03
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading
Guarantee)
IGCD, Educational Options (Also LEB)

NOTE: This policy also applies to community schools.

THIS IS A REQUIRED POLICY

Senate Bill 316 changed districts' option related to students who don't pass the Third Grade Reading Assessment. These changes go into effect for students who enter the third grade in the 2013-14 school year.

GRADUATION REQUIREMENTS

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

The Board assumes that at the time of graduation each student has fulfilled all academic and financial obligations. A good school record, scholastic and otherwise, is the best recommendation a student can offer, either for college admission or for a job. A record of good personal behavior and cooperation is expected.

The requirements for graduation from high school are as follows.

<u>Minimum</u>		<u>Ohio Core</u>	
English Language Arts	4 units	English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit	History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies	2 units	Social Studies	2 units
Science, including one unit each in Physical Science and Biology	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science	3 units
Mathematics	3 units	Math, including one unit of Algebra II or its equivalent	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives *	<u>6 units</u>	Electives **	<u>5 units</u>
Total	20 units	Total	20 units

The minimum requirements for graduation also include:

1. student electives* of at least one unit or two half units, from the areas of business/technology, fine arts and/or foreign language;
2. units earned in English language arts, mathematics, science and social studies shall be delivered through integrated academic and technical instruction and
3. passing all state-required examinations.

The Ohio Core requirements for graduation also include:

1. student electives** of any one or combination of the following: foreign language, fine arts (two semesters in any of grades 7-12), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the Ohio Core;
2. units earned in social studies shall be integrated with economics and financial literacy and
3. passing all state-required examinations.

Summer School

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

Postsecondary Enrollment Options

Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited postsecondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

The course can be free of charge or paid by the student's parent or guardian.

Physical Education Exemption

The Board may allow a student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years to not be required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Award of Carnegie Units

A student must earn a grade of D or better in a course in order for the Carnegie unit to be awarded.

A student may earn Carnegie units through coursework completed in a regular high school setting or through any of the following alternative settings:

1. High School Coursework Taken Prior to Ninth Grade:

Carnegie units are awarded if the following requirements are met:

- A. The coursework covers the same curriculum and content as the equivalent high school course with the same level of rigor and
- B. The course is taught by a highly qualified teacher with a high school teaching certificate or license.

2. High School Coursework Completed Through Summer School:

Summer school coursework may be approved for Carnegie unit credit at the discretion of the Superintendent or his/her designee. Students must receive administrative approval prior to registering for the summer school coursework.

Summer school courses could carry a fee as determined by the Board.

3. High School Coursework Completed Through Credit Recovery:

Credit recovery opportunities are made available when a student has met seat time (registered for the course, attended and failed) for a core curriculum subject (English, Mathematics, Science or Social Studies). Credit recovery coursework provides an opportunity for students to earn the Carnegie units needed to graduate.

Credit recovery coursework is offered and directed by highly qualified teachers. Some components of credit recovery coursework may be held on a District school campus; other components may utilize computer technology and distance learning.

Credit recovery courses taken during the academic year or the summer months could carry a fee as determined by the Board.

4. Equivalent or More Advanced Coursework Completed at an Accredited Postsecondary Institution:

- A. Equivalent Coursework: One Carnegie unit is awarded for coursework equivalent to a comparable course offered by the District.
- B. Advanced Coursework: One or more Carnegie units for advanced coursework are awarded in a similar subject area at the discretion of the Superintendent or his/her designee.

Any fees associated with the courses below are the responsibility of the student, parent or guardian.

5. Online Courses

- A. High school courses offered online are accepted for graduation credit if the online provider has been pre-approved by curriculum and instruction and:
 - 1. The course is pre-approved through the counselor
 - 2. The course meets guidelines established through an accreditation agency such as North Central Accreditation

6. Credit Flexibility

Coursework satisfactorily completed through Credit Flex may be used toward graduation requirements. All requests for Credit Flex must be submitted on the district request form and pre-approved prior to the beginning of any course or activity.

7. High School Coursework Offered Through Correspondence Courses:

- A. Carnegie units for correspondence coursework offered by accredited state universities may be awarded (but are not guaranteed to be awarded) in a similar subject area at the discretion of the Superintendent or his/her designee. It is recommended that pre-approval be obtained prior to the start of any correspondence course.
- B. Carnegie units are not awarded for coursework offered by institutions established primarily for correspondence study.
- C. The student must arrange for the school offering the correspondence course(s) to provide the District with an official transcript and official information describing the contents of the correspondence course(s) for which credit is being requested.

8. High School Coursework Offered Through Tutoring

- A. Carnegie units for core coursework taught by a District-approved highly qualified tutor are available.
- B. Cost of the tutoring services is the responsibility of the parent.
- C. All tutoring requests must be approved by the Office of Secondary Education or the Office of Curriculum and Instruction prior to obtaining the approved list of tutors.

Ohio State Testing Requirements

Students must pass all five Ohio Graduation Tests or meet all of the following alternatives:

- 1. pass four of the five tests and has missed passing the 5th test by no more than 10 points;
- 2. have a 97% attendance rate, excluding any excused absences, through all four years of high school and must not have had an expulsion in high school;
- 3. have at least a grade point average of 2.5 out of 4.0 in the courses of the subject area not yet passed;
- 4. have completed the high school curriculum requirement;
- 5. have participated in any intervention programs offered by the school and must have had a 97% attendance rate in any programs offered outside the normal school day and
- 6. have letters recommending graduation from the high school principal and from each high school teacher in the subject area not yet passed.

[Adoption date: August 5, 2009]

[Re-adoption date: July 20, 2010]

[Re-adoption date: August 21, 2012]

[Anticipated re-adoption date: April 16, 2013]

LEGAL REFS.: ORC 3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06

OAC 3301-35-04

CROSS REFS.: IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, Postsecondary Enrollment Options (Also LEC)
JN, Student Fees, Fines and Charges

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

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

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

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

THIS IS A REQUIRED POLICY