



Edgewood City Schools

2022-23

District Employee Handbook

FOREWORD

This handbook will serve as a reference for our personnel in regard to some of the questions that arise from time to time in connection with policies, practices, beliefs, and procedures, however, this is not a contract.

All personnel are responsible to know and understand the contents of this handbook. Edgewood City School District employees are responsible for carrying out the policies and procedures published in this handbook. The entire Board policy is available on the district website.

From time to time, there will be addenda published which will supplement, amplify or modify the original contents of this handbook. Please keep this material with your handbook.

Building principals may produce procedures that supplement the District Employee Handbook and those should also be kept with this handbook.

This handbook is yours to keep. We welcome suggestions on material that should be included in future handbooks.

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PUBLIC SCHOOL WORKS & THE EDGEWOOD STAFF HANDBOOK

The Edgewood Staff Handbook is in Public School Works titled “Employee Handbook” and it is located in the Safety Document Library. The course is labeled as “C-106 Edgewood Employee Handbook” and links to that document.

Each fall, all employees will be asked via PSW to take this “course” which requires us to open the document and verify that we have received it. The verification is the “test” that we take after opening the handbook. Please become familiar with the handbook.

This system in PSW allows for a quick and easy upload (as in seconds) in the system with a new handbook each year.

Should any employee wish to have a hard copy from the Director of Human Resources, contact the Board Office.

I. EDGEWOOD CITY SCHOOL DISTRICT HISTORY

The Edgewood City School District was formed in 1970 and began operations in coordination with the opening of Edgewood High School. The district is the result of the consolidation of three adjacent school districts. Those being Wayne Townships Schools (formerly Jacksonburg Schools), Seven Mile Schools, and Trenton Schools, each rich in their own histories.

The Jacksonburg School District was founded in 1870 and consisted of up to 10 separate school buildings at one time or another during its history. A number of these small schools are still standing and can be seen throughout the Wayne Township area.

The Jacksonburg District’s last operating school came to be known as the Wayne Township School. This building became Wayne Elementary as part of the Edgewood District and remained in operation until 1987.

The second district involved in the 1970 consolidation was the Seven Mile School District. Records indicate a Seven Mile School was in existence as early as 1830, but the first formal commencement was not actually held until 1896, with a graduation class of three. Seven Mile High School was home to the first electrically lit football field in Butler County back in 1947.

In 1960, Seven Mile High School and Wayne Township School consolidated and they collectively became known as the Shiloh School District. The junior and senior high school students from both former districts attended Seven Mile School, while the grade school children used the Wayne building.

The third partner in the Edgewood District triad, Trenton, began back in 1827. The first one-room log schoolhouse was located just north of the State and Miami Streets intersection.

As Trenton grew, a second separate school district evolved for Trenton's south side. The northern Trenton District was District #9 and the southern district (south of State Street) was District #10. In the fall of 1928, the two merged into one district. In 1937, the Busenbark Special School District was also transferred to the Trenton Schools.

The Trenton District owned and operated a number of schools and buildings within the city.

In 1970, Shiloh Schools (formerly Wayne Township and Seven Mile) joined with the Trenton schools and became the current Edgewood School District, with the opening of the new high school on Oxford State Road.

Edgewood Middle School was completed in 1992, and the district's elementary buildings were then remodeled and refurbished with additional classrooms. The original high school was also updated with the addition of 22 classrooms, a new gymnasium, and an auditorium.

In August 2012, we entered into a new beginning with the construction of a new 215,000 square foot state-of-the-art new high school building at the south end of Busenbark Road. This building was equipped with 21st-century technology to provide resources for our students and teachers that align with today's educational standards.

Source: Through The Years, A Historical Compilation; written by Robby Miller, May 1979.

II. FOOD SERVICE PROGRAM

- A. The Edgewood City School District provides a food service program from Monday through Friday during the school year for the communities' children and district employees. The food service program is directed by the Supervisor of Food Services, David Jewell, who is responsible for the menus and meal selections, kitchen personnel, and day-to-day operations.
- B. Each school within the Edgewood City School District maintains and operates its own separate kitchen, staffed with hard-working employees dedicated to providing our school communities with well-balanced, nutritional meals. All regulations and requirements established by the state and federal governments are carefully followed.
- C. The supervisor of food services can be reached at 513-867-3418.
- D. If your students will not be eating at school due to a trip or event you have scheduled, please notify the cafeteria as soon as possible. This will help prevent over-ordering and over-preparation of food. The food service program will again be offering sack lunches for field trips. Just ask your cafeteria for the forms to send home with the students.

III. EDGEWOOD TEACHERS' ASSOCIATION (ETA)

- A. Teachers within the Edgewood City School District support and maintain a local professional education union dedicated to the welfare of teachers and students within the district.
- B. The Edgewood Teachers Association negotiates contracts called Collective Bargain Agreements and the current one between the Board of Education and ETA expire in 2022.
- C. Almost all certified staff make up the membership of the Edgewood Teachers Association. These professionals join the United Education profession (ETA/OEA/NEA) to achieve their common goals and commitments to the students, their profession, and the education of the community.

- D. In addition to having their own local organization, certified personnel has available to them the services of the Triway Uniserv Office, one of many Ohio Education Association Service offices.

IV. OHIO ASSOCIATION OF PUBLIC SCHOOL EMPLOYEES (OAPSE)

- A. Chapter 625 of the OASPE represents all classified employees within the Edgewood City School District with the exception of exempt employees.
- B. OAPSE faithfully represents the district's building secretaries, custodians, maintenance workers, bus drivers, instructional aides, health specialists, cafeteria workers, and others for the betterment of our classified employees and ultimately the children and community they serve.

V. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

- A. Ohio's General Assembly passed Senate Bill 230 authorizing the establishment of Local Professional Development Committees. The purpose of the committee is to review the coursework and other professional development activities proposed and completed by educators within the district to determine if the requirements for the renewal of certificates or licenses have been met. LPDC meeting times and dates are listed on the annual school calendar and the district website.

VI. PAYROLL INFORMATION

- A. Teacher contracts are based on the number of days in their contract. Classified employees are paid on an hourly basis with the number of workdays and hours dependent upon the individual's position.
- B. All employees are paid two times a month through direct deposit to employee bank or credit union accounts. Paydays occur on the 5th and the 20th of each month unless one of these days occurs on a weekend. In that case, payday will be on the Friday before or Monday after the normal pay date.
- C. The following is a schedule of payroll deduction dates:
 - 1. Annuities are a total of all pre-tax deductions from your paycheck. This district follows IRS guidelines for annuity compliance. **Enrollment and changes shall take place twice a year, at the request of the employee. Deductions will begin the first payroll of the month following the approved deadlines.** For a complete list of all the companies established with the Edgewood School District, please contact the Treasurer's Office.
 - 2. United Way contributions are deducted based on a calendar year from January to December (26 deductions).
 - 3. ETA professional dues are deducted on fourteen consecutive pays starting in November through May.
 - 4. OAPSE professional dues start in October and will be deducted through August.
 - 5. Insurance deductions are made 24 times during the school year.

VII. BAD WEATHER POLICY

- A. Information regarding Edgewood City School District closings or delays will be announced on television stations as soon as possible. All school closings are posted on the district website as soon as possible. An automated phone system will be used to communicate delay/closing information to staff, students and parents.
- B. If it is announced that the schools will be closed for the full day, all buildings and offices will be closed with the following employee responsibilities in effect:
 - 1. Principals are to check their buildings for students, staff or other concerns
 - 2. First shift custodians and other custodians are directed by the Director of Business Operations to report, check and secure their buildings.
 - 3. If roads are closed or driving emergencies exist, then these responsibilities may be modified by the business director.
- C. All building rentals and school activities will be canceled on days when school has been closed due to weather conditions **unless there is a special announcement to the contrary.**
- D. If there is a possibility that weather conditions will permit the clearing of roads, it will be announced that a **2 Hour Delay** will be in effect. Under this plan, schools will delay opening and all buses will run their normal routes 2 hours later.
- E. If the Edgewood City School District operate on the normal schedule or a **2 Hour Delay** and it is still impossible to travel certain roads, the children affected will not be counted absent.
- F. When a **2 Hour Delay** is in operation, **all employees** are to report to work as soon as they can. Some students will arrive at the regular time and it is essential that staff be present to meet them.
- G. If a **2 Hour Delay** is in effect, AM Preschool will be canceled, and PM Preschool **will** be held.
- H. If early dismissal is warranted due to bad weather, the District Office Administration will issue instructions to the public via the mass communication system and website.

VIII. EMPLOYEES ATTENDING EXTRA-CURRICULAR ACTIVITIES

All employees who attend school-sponsored activities do not have to pay an entrance fee to attend. Please DO NOT ask the people working at these activities to make an exception for your family in this regard, as this courtesy extends to the employee ONLY. The employee must have his/her school-issued I.D. badge in their possession in order to be admitted free. Certain exceptions may apply.

INSTRUCTION

I. GENERAL K - 12

A. Gifted and Talented Services

The Edgewood School District realizes that it has many bright children who may not be identified as gifted and will continue to work toward supporting and challenging these students, as well as identifying gifted students by many and various methods. Students qualify for gifted services based on criteria set forth by the State of Ohio.

Regardless of whether any student is identified as “gifted”, it has to be our absolute goal to challenge every student to his or her full potential in each classroom through differentiated instruction to the best of our abilities.

The High School offers College Credit Plus (CCP) and Advanced Placement (AP) learning opportunities for students.

Teachers should be aware that they can recommend a student(s) for gifted evaluation at any time during the year by communicating through the designated referral process. This referral can be accessed on the district website. Testing is scheduled at least two times throughout the year for all of the school buildings. These dates will be announced at the beginning of each school year.

Teachers may also request resources from the Director of Curriculum to aid in the extension of the curriculum for bright or gifted students.

B. Grading Systems

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students through carefully orchestrated and engaging lesson plans that move students through teaching strategies that encourage incremental learning.

The administration and certified staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a format that is understandable to parents as well as teachers.

The Board recognizes that any grading system, however effective, has subjective elements. An individual should not receive a failing grade unless he/she has not met stated minimum requirements for the course. Grades are a factor used to **motivate** students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student

in achieving better grades by the end of the grading period. There are fundamental principles that must guide all instructors in the assignment of marks and achievement.

1. The purpose of any collected grade is to obtain a valid assessment of students' academic progress towards established learning objectives. To that end, it should be the goal of all teachers to collect the most accurate measure of the achievement of each individual student. A variety of evaluation/assessment measures are used. Each teacher shall keep accurate records to substantiate any grade given.
2. If after a teacher undertakes multiple intervention efforts (examples: conference with student, phone call/conference with parent, email to parent one on one work with student, etc.) a student chooses to not submit an assignment, take a test, or produce, the student grade on the given assignment/test/project will be zero. Likewise, if a student's effort is such to where no real effort has been made (doodling/nonsense answers), the grade entered should be zero.

Current policy states that the lowest grade for a quarter is 50%. Students can earn less than 50% on assessments and homework, but the final grade for each quarter can not be lower than 50%. When students take the time to review, correct, and resubmit their work, learning takes place. Subsequently, teachers are encouraged to give those students opportunities to correct and resubmit their work for an adjusted grade. In terms of tests, teachers have the authority to allow students to retake tests or correct the test for an improved grade. Teachers are strongly encouraged to consider the individual circumstances of a student when determining reasonable effort.

3. Evaluation/assessment of student progress in a subject shall be a continuous process. A student shall have a minimum of one grade per week recorded in the grade book for each grading period. Grades for classwork, projects, research, class assessment, and regular and periodic curriculum or student assessments are strongly encouraged.
4. Teachers are not to place excessive value on just one assignment as compared to the total for the grading period. One assignment should not cause the total average to drop more than one letter grade. If a project or an assignment has major importance, then there shall be weekly grades for that assignment.
5. The awarding of "extra credit" points should be relevant to the curriculum and provide meaningful learning opportunities for the student.
6. ProgressBook Requirements:
 - a. Must be at least 1 grade per week per grading period.
 - b. Must list what each grade is for and the date for each grade.
 - c. Grades must be recorded within a week of the due date of the assignment.

7. Notifying Failing Students: Teachers are responsible for notifying students and parents of unsatisfactory work. Such notification shall be made in addition to ProgressBook. Parents shall be notified if their son/daughter is doing unsatisfactory work at that time. A grade of “D” or “F” is considered unsatisfactory. Advanced classes will use “C” or below as unsatisfactory. The teacher shall also notify the counselor as soon as the door occurs.

C. Grading Scales

Elementary Schools Grading Scale

In grades PS-5, students are assessed using a standards-based grading scale that aligns with the Ohio Content Standards. Teachers use a variety of assessments to analyze the student’s progress toward meeting the grade-level standards each grading period. The elementary schools run on quarters, which is 4 twelve-week grading periods.

The following grading scale is used in grades PS and K:

- 1 - Student is making minimal progress toward the standard.
The student is developed and understanding of the standard at this time.
- 2 - Student is working toward the standard. The student has basic knowledge and understanding of the content. Continued practice and experience are needed.
- 3 - Student is consistently meeting the standard. The student has a thorough knowledge and understanding of the content.

The following grading scale is used in grades 1 - 5:

- 1 - Student is making limited progress with assistance toward grade-level standards.
- 2 - Student is progressing with guidance toward grade-level standards.
- 3 - Student is meeting grade-level standards.
- 4 - Student is excelling at grade-level standards.

Grading Scale Grades 6 - 12

The following grading scale is to be used by teachers in Grades 6 - 12.

HIGH SCHOOL	GRADING SCALE
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
50-59	F

A plus or minus can be used on any grade of “D” or above, if appropriate. Plus/minus would be used to present a more accurate account of the student’s grade at progress report periods and at the completion of each semester. Any plus or minus would carry a positive or negative weight as shown below:

A+	4.333	B+	3.333	C+	2.333	D+	1.333
A	4.000	B	3.000	C	2.000	D	1.000
A-	3.667	B-	2.667	C-	1.667	D-	.667

The following apply for grades 9 - 12:

To continue to work with colleges and universities at the high school level, we have to use an internal and external grade point average. The internal reflects the plus and minus grades and the external is used to report to outside agencies on a 4.00 scale.

To promote and encourage student challenge, honors courses are awarded a point value of .025 each semester with a grade of D- and above. All honor courses are to be evaluated on a yearly basis. New courses may be added with the approval of the high school and district administration.

All student extracurricular eligibility will be based on the internal grade point average.

Semester Grades will be calculated as follows:

- First Nine-Week grade 45%
- Second Nine-Week Grade 45%
- End of Semester Assessment 10%

D. Conferences - Grades PS/K-12

1. At least two parent conferences shall be planned for each child during the school year. Conferences are scheduled for the fall and winter grading period close to the interim time frame. Teachers are encouraged to meet and confer with parents as needed. Purposes of conferences are:
 - a. Conference #1
 - (1) To meet parents and together become better acquainted with the student.
 - (2) To explain the program prescribed for the student.
 - (3) To discuss the student’s adjustment to school and progress towards grade level standards.
 - (4) To enlist the cooperation of the parents to work together to benefit the student.

- b. Conference #2
 - (1) To relate the student's progress and the level at which he/she is working.
 - (2) To isolate specific areas where parents and teachers might work for improvement.
 - (3) To indicate contributions the student had made to the school.
 - (4) To clarify any questions about the assessment of placement.
 - (5) To indicate the placement of the student in the next school year (optional)
- c. Principals and teachers should work together to plan conferences. Parents should be informed at least a week ahead about:
 - (1) Date and time of the conference.
 - (2) Any change in school plans necessitated by the conference.
- d. Whenever possible, students should be involved in conferences.

E. Promotion and Retention of Students

- 1. Promotion or retention of a student is based on the premise that each student is placed in the most appropriate learning environment to assure the proper academic, social, and emotional development of the student.
- 2. When a student begins to show evidence of not achieving the objectives as measured through daily performance, including formative and summative assessments, the classroom teacher notifies the student's parents/guardians of the deficiency. Parents/guardians are included in strategies to improve the student's performance.
- 3. The Board believes there should be evidence to demonstrate the need for retention. However, a flexible set of procedures is needed due to the vast array of circumstances that could exist.

Procedure and Guidelines for Grades K - 5

- 1. The classroom teacher shall confer with the building principal concerning the lack of student progress as soon as there is any thought of retention.
- 2. A referral to the Response to Intervention Team (RTI Team) should occur when the teacher determines the student is not experiencing success. Intervention strategies are developed by the Intervention Assistance Team and implemented by the classroom teacher. **Written documentation of the notification to the parents/guardians is Placed in the student's cumulative record file by the classroom teacher.**
- 3. By mid-year, the teacher/principal should communicate to the parents/guardians that their student may be considered for retention unless significant progress is made during the second semester. This cannot be done without the principal's prior approval.
- 4. The classroom teacher submits a retention referral form to the principal for those students who are retention candidates at the end of the third grading period.

5. If by the end of the second trimester grading period, the situation does not improve sufficiently, written documentation of a more specific nature is mailed to the parents/guardians by the building principal, notifying them that their child may be considered for retention, unless significant progress is made during the final grading period.
6. By the first week in May, the principal, teacher, and other involved staff hold a conference with the parent/guardian to explain their intention to retain the student. If the parents/guardians do not attend the scheduled conference, notification of the decision to retain the student is sent by registered mail.
7. A copy of the retention referral form and parents'/guardian's notification form is placed in the student's cumulative record file by the building principal.
8. The certified staff (i.e. administrators, teachers, school psychologists, personnel from the division of curriculum and instruction, and special education personnel) reserves the right, in special cases, to recommend the assignment of a student to the next grade level in math and reading. There are MANY factors to consider beyond grades when evaluating whether or not to retain a student. Final approval for assignment must be given by the building principal. All such cases are reported to the Superintendent.
9. Generally, a student should not be retained more than once in kindergarten through grade two and one in grades three through five.

Procedures and Guidelines for Grades 6 - 8

1. Generally a student should not be retained more than once during the middle school years of sixth through eighth grades. There may be exceptions to this general guideline and students may be retained more than once while at Edgewood Middle School.
 - a. Parents are informed at regular intervals of the academic progress made by their child by;
 - (1) Interim grade reports - four per year
 - (2) Nine-week grade reports - four per year
 - (3) **Semester written notice of potential retention. The teacher must provide the principal the names of the students who are being considered for retention at this time.**
 - (4) **Third grade period notice of potential retention to the parent and to the building principal.**
 - b. Some factors to be considered in the decision to retain a student include:
 - (1) A student who earns failing year averages in two or more classes is considered for retention;
 - (2) Age and physical/mental maturity, including (1) past retentions, and (2) social readiness
 - (3) Standardized test scores and/or competency test scores.
 - (4) Essential scores as defined in the various courses of study. Students who do not master or who do not partially master a majority of the essential skills, may be considered for retention.

- (5) Attendance-Students who have missed an excessive number of days of school for any reason and who have not been able to successfully make up the work they have missed may be considered for retention.
- (6) Parental input regarding the value of retention is to be given consideration.
- c. Some students may be offered the option of attending summer school and upon successful completion of course work to remedy deficiencies may be assigned to the next grade.
- d. The certified staff (i.e. the building principal, with the recommendation from teachers, school psychologist, personnel from the division of curriculum and instruction and special education personnel) reserves the right, in special cases, to recommend assignment of a student to the next grade level, even though the student may have failing grades and be achieving below grade level in math and reading. Final approval for assignment must be given by the building principal. All such cases are reported to the Superintendent.

Procedures and Guidelines for Grades 9 - 12

1. Students at Edgewood High School will be designated to a specific grade level each summer. The designation depends upon the number of years in the building and the number of credits earned. Credits earned during the summer are accepted through August 1st. No changes in a grade level are made after August 1st.
2. The following shows the requirements for grade-level designation and the credits needed to be promoted to the next grade.

Less than 5 credits	grade 9
Five credits but less than 10 credits	grade 10
Ten credits but less than 15 credits	grade 11
Fifteen credits or more	grade 12

F. Policy of Transfer Students from Non-Chartered Schools.

1. In accordance with guidelines from the Ohio State Department of Education, the Edgewood City School District has modified its policy regarding the transfer of students from non-chartered private and parochial schools.
2. High School (Grades 9-12). Students will be placed according to the number of credits acceptable to the public school program. The Director of curriculum and/or high school assignee will evaluate the record of each student. In non-laboratory subjects, a full credit will be given for subjects having 120 hours of instruction, one-half credit for sixty hours of instruction. In laboratory subjects, one full credit will be given for subjects having 150 hours of instruction and one-half credit will be given for seventy-five hours of instruction. No more than two credits will be transferable for the subjects of religion and philosophy. These credits will be counted as social studies credit.
3. Students will be placed in high school according to the following credit scale.

Less than 5 credits	grade 9
Five credits but less than 10 credits	grade 10
Ten credits but less than 15 credits	grade 11

G. Graduation Requirements

1. The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as those of the North Central Association of Colleges and Secondary Schools and, further, that our high schools compare favorably with high schools in the state recognized for excellence.
2. The minimum requirements for graduation from high school are as follows:
Graduation Requirements Students must earn a total of 21 credits in the following areas:
 - English 4 units
 - Social Studies 3 units
 - Mathematics 4 units
 - Science 3 units
 - Health $\frac{1}{2}$ unit
 - PE $\frac{1}{2}$ unit
 - Fine Arts 1 unit
 - Electives 5 units

Along with the credits, a student must meet one of the following assessment requirements:

Ohio's State Tests

Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies.

End of course exams are:

- Algebra 1 and Geometry
- Biology
- American History and American Government
- English I (Class of 2021 and 2022 only) and English II

Students studying Advanced Placement (AP) courses in biology, American history or American government may take and substitute test scores for end-of-course state exams to earn graduation points. Students also may substitute grades from College Credit Plus courses in these science and social studies subjects for end-of-course state exams.

Industry credential and workforce readiness

Students earn 12 points through a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment. College and career readiness tests students earn "remediation-free" scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11 grade students in the classes of 2021, and beyond to take either the ACT or

SAT free of charge. The student's district selection applies to all schools in the district for one school year. Test selection may change from one school year to the next.

H. Third Grade Reading Guarantee

Board Policy 2623.02 - third grade reading guarantee

All students entering the third grade must demonstrate a certain level of competency in reading before advancing to the fourth grade.

In accordance with State law, the Superintendent shall develop a program for the annual assessment of the reading skills of each student at the end of the first, second and third grade, and identify those students who are reading below their grade level. Each student's classroom teacher shall be involved in the assessment and identification of those students who are reading below grade level.

The District shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

Definitions

"On track" means any student who is reading at a grade level based on previous end of year standards expectations by September 30th.

"Not on track" means any student who is not reading at grade level based on previous end of year standards expectations by September 30th.

Assessment of Reading Skills Program

1. Diagnostic assessments in reading, as approved by the Ohio Department of Education (ODE), shall be given by September 30th of each year for students in kindergarten Through Grade 3, with the exception of students with significant cognitive disabilities or other disabilities as authorized by the ODE on a case-by-case basis. For kindergarten students, prior to July 1, 2014, the kindergarten readiness assessment shall be Administered not earlier than four (4) weeks prior to the start of school and not later than September 30th. For kindergarten students, beginning July 1, 2014, the kindergarten readiness assessment shall be administered not earlier than the first day of the school year and not later than November 1st, except the language and readiness skills portion of the assessment shall be administered by September 30th. For student enrolled in first, second or third grade, the diagnostic assessments in reading shall be administered at least once annually.

The District shall administer each applicable diagnostic assessment to any student who transfers into the District or into a new school within the District who did not take a diagnostic assessment at the previous school during the current school year, unless the student is excused from taking the assessment as provided for in the preceding paragraph. The diagnostic assessment(s) shall be administered within third (30) days of transfer.

After the administration of any diagnostic assessment, the District shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The preceding documents and information shall be included in any reading improvement and monitoring plan(s) developed with respect to the student. The District shall also submit to the ODE the results of the diagnostic assessments administered pursuant to this section.

2. Diagnostic assessment, results shall be translated to ODE's definitions of "on track" and not "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".
3. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:
 - (1) That the school has identified the student as having a substantial deficiency in reading
 - (2) A description of current services provided to the student.
 - (3) A description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency.
 - (4) That the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion, and
 - (5) That the student will be retained in the third grade if s/he does not attain a score in the statutorily prescribed level on the third grade English Language Arts assessments unless the student is exempt as delineated below.
4. For each student identified to be "not on track", the District shall:
 - (1) Provide intensive reading intervention services and regular diagnostic assessments immediately following identification of a reading deficiency until the development of a reading improvement and monitoring plan;

The intervention services shall include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.
 - (2) Develop a reading improvement and monitoring plan within sixty (60) days of learning of the reading deficiency;

The District shall involve the student's parent/guardian and classroom teacher in developing the plan.

- (3) Assign a teacher who has at least one (1) year of teaching experience and satisfied one (1) or more of the following criteria:
 - a. Holds a reading endorsement and has attained a passing score on the corresponding assessment, as applicable.
 - b. Has obtained a master's degree with a major in reading.
 - c. Was rated "most effective" for reading instruction consecutively for the most recent two (2) years based on assessments of student growth measures developed by a vendor and that is on the list of State Board-approved student assessments.
 - d. Was rated "above expected value added," in reading instruction, as determined by criteria established by the ODE, for the most recent consecutive two (2) years.
 - e. Has earned a passing score on a State Board-approved rigorous test of principles of scientifically research-based reading instruction.
 - f. Holds an educator license for teaching grades pre-kindergarten through three (pre-K-3) or four through nine (4-9) issued on or after July 1, 2017.

For a student who enters third grade for the first time on or after July 1, 2013, the District may alternatively assign a teacher with less than one (1) year of teaching experience provided the teacher meets at least one (1) of the criteria (a-f) set forth above and the teacher is assigned a qualified teacher mentor. The student may receive reading intervention or remediation services from a duly licensed speech-language pathologist.

Additionally, a student who enters third grade for the first time on or after July 1, 2013, but prior to July 1, 2016, may be assigned a teacher who holds an ODE-approved alternative credential or has successfully completed ODE-approved training that is based on principles of Scientifically research-based reading instruction.

Finally, nothing in this Policy shall prevent a teacher, other than a student's classroom teacher (i.e., teacher or record), from providing the requisite reading intervention or remediation services to the student, so long as the assigned teacher has at least one (1) year of teaching experience, satisfied at least one (1) of the criteria (a-f) set forth above, and both the classroom teacher and the building Principal agree to the assignment. Such an assignment must be documented in the student's reading improvement and monitoring plan.

Reading Improvement and Monitoring Plan

The reading improvement and monitoring plan developed for students identified as "not on track" shall include:

- A. Identification of the student's specific reading deficiency;

- B. A description of proposed supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies
- C. Opportunities for the student's parent/guardian to be involved in the instructional services
- D. A process to monitor the implementation of the student's instructional services
- E. A reading curriculum during regular school hours that assists students to read at a grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress; and
- F. A statement that if the student does not attain at least the equivalent level of achievement pursuant to R.C. 3301.0710(A), the student may be retained in third grade.

Such intervention or remediation services shall include intensive, explicit, systematic instruction, and instruction in phonetics pursuant to rules adopted by the State Board of Education.

Reporting Requirements

All assessment results and determinations shall be compiled and maintained by the District. The District shall comply with all reporting requirements of Ohio's Third Grade Reading Guarantee.

Promotion/Retention

For any student who enters third grade prior to July 1, 2013, and does not attain at least the equivalent level of achievement designated by R.C. 3301.0170(A)(3) on the third-grade reading achievement test, unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C), the District shall do one of the following:

- A. Promote the student to fourth grade if the student's Principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared to be promoted to the fourth grade
- B. Promote the student to fourth grade, but provide the student with "intensive" intervention services in fourth grade.
- C. Retain the student in the third grade

For any student who does not attain by the end of the third grade at least a score in the range designated by statute in the reading test prescribed under R.C. 3301.0710(A)(2)(c), the District shall offer intensive remediation services during the summer following third grade.

Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C) or one (1) of the following applies:

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

A student retained under the provisions of the Third Grade Reading Guarantee and this policy shall be considered for mid-year promotion if that student demonstrates that s/he is reading at or above grade level, in accordance with the provisions of Policy 5410 - Promotion, Academic acceleration, Placement, and Retention. Such action shall be considered in consultation with the parent/guardian and the Student Intervention Team and with the concurrence of the building administrator.

Intensive Remediation Services

Remediation services for students on reading improvement and monitoring plans shall be research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

If a student is retained by the Third Grade Reading Guarantee, the student must be provided Intense remediation services until s/he is able to read at grade level. If remediation services must include intense interventions and consist of at least ninety (90) minutes of reading instruction daily.

The District shall provide the option for students to receive reading intervention services from one or more providers other than the District. Both the District and ODE have the authority to screen and approve such providers.

Interventions for students who have been retained may include:

- A. small group instruction;
- B. reduced student-teacher ratios;
- C. more frequent progress monitoring;
- D. tutoring or mentoring;
- E. transition classes containing third and fourth-grade students;
- F. summer reading camp; or
- G. extended school day, week, or year.

Intensive remediation services shall be targeted to the student's identified reading deficiency.

Nothing in this policy shall prevent the District from assigning a teacher to teach reading to any student who is an English language learner, and has been in the United States for three (3) years or less, or to a student who has an individualized education program ("IEP"), if that teacher holds an ODE-approved alternative credential or has successfully completed ODE-approved training that is based on principles of scientifically research-based reading instruction.

This policy shall be reviewed and updated periodically as necessary.

NEOLA

Legal

R.C. 3301.079, 0710, .0711, .0714, .0715, 3313.608, 3313.608(D), 3313.6012

A.C. 3301-13, 3301-35

I. Homework Policy

1. Definition of Homework. Homework is a lesson assigned during class to be completed outside of regular class time. It is to enrich, extend, stimulate, or strengthen learning directly related to classwork. A well-designed homework assignment can attract students to learning.
2. Purposes of homework.
 - (1) to strengthen and to give practice
 - (2) to enrich and discover
 - (3) to provide background for future lessons
 - (4) to develop a sense of responsibility

3. Guidelines for Teachers

- A. There is not a relationship between the amount of homework assigned and the quality of teaching.
- B. Make the homework assignment reasonable in length and pertinent. Students should understand what they are to do, see the reason for doing it and be able to complete the assignment by themselves in the allotted time.
- C. The assignment may be varied for individuals or groups within the classroom
- D. Homework should not be given unless it is checked by the teacher or is used as an integral part of the classwork.
- E. Knowledge of the home environment is helpful in making assignments.
- F. Teachers are to be flexible and imaginative; homework need not be given on set days nor every day.
- G. Teachers at all levels and in all subjects must assume the responsibility for teaching study skills related to their particular field.
- H. It is recommended that study guides for assignments and classroom work be given to each student above the primary level covering one or more weeks or unit work.
- I. Homework in most cases (particularly at the primary and intermediate levels) should be for absence and for reinforcement/practice of skills already learned.
- J. Parents are to be informed by each teacher or team of what to expect in terms of homework.

4. Time Allotments at Grade Levels

- A. Because no two students are alike, time limits suggested are approximations. It should be emphasized, however, that the quality of work, not the amount of time spent doing it is of primary importance.
- B. Individual needs and differences must always be the basis of any effective homework program. The welfare of the pupil in all aspects of his development not just in educational progress alone, is of utmost importance. Homework is a positive teaching tool, an extension of classroom study.

5. Amount of Homework

- A. At the primary level, homework is given on an informal basis. Developmental activities closely related to classroom experiences may be assigned, but more frequently are merely suggested. These activities are designed primarily to enrich classroom learning or give practice to basic skills already learned in school. A maximum of 30 minutes is appropriate for 1st and 2nd grades, with 45 minutes for 3rd and 4th grades.
- B. During grade 5, homework of a more formal nature is introduced. Assignments designed to meet particular individual or class needs are given in academic

subjects. These assignments are an extension of skills already learned. A maximum of 60 minutes of homework per school day is recommended.

- C. In grade 6, assignments are made on the basis of approximately 60 minutes of homework per school day. The homework program at this level is carefully planned to extend and broaden classroom learning and to provide for continued personal and mental growth. Assignments grow out of ongoing class activities and relate to some specific skill or understanding. Some will be designed for one homework period, while others may cover a period of several days. The attitudes toward homework, which are developed in this grade, should be positive and should create an interest in school work.
- D. In grades 7 and 8, the recommended time allotment for homework in all subjects should not exceed a total of 1.25 hours per school day.
- E. In grades 9 - 12, the recommended time allotment for homework should not exceed a total of 1 ½ hours per school day. This time allotment allows each academic teacher to project about 30 minutes of homework over the allotted supervised study time.
- F. Homework in high schools further extends and broadens classroom learning established in the previous school experiences. Assignments involve background reading, independent research, clarification of ideas, analysis of information supporting differing points of view, and the organization of data concerning a specific topic.
- G. In cases of extended school closings because of emergencies or weather conditions, suitable homework assignments can be provided stressing the fact that education continues even though the child is not in the school building.

J. Testing Schedule

All achievement and State testing schedules are determined on an annual basis by ODE and the curriculum department. Testing dates will be distributed by the curriculum department on an annual basis at the beginning of each school year and will be on the district website.

K. Testing Program

Each building test coordinator is responsible for returning materials, both used and unused, to the district test coordinator after the final testing session. The district test coordinator returns all test books and other material as directed by the scoring contractor. Shipments are made at no direct cost to the district.

It is unethical and illegal to use Achievement and State test materials in such a way as to improve student scores or to assist students who have failed the Achievement/State tests. It is unethical and illegal to reproduce test material or cause it to be reproduced. No secure materials from the Achievement and State test are released to students, the media, parents, community members or to any other individual or group. No one except monitors and students taking the Achievement and State tests should ever see the test materials. Monitors and students must not share in any manner any information from the tests.

The district established the positions of district test coordinators, director of curriculum, and building test coordinator (ex. School counselor or principals) for all buildings administering the Achievement and graduation (State) tests. The district test coordinator is responsible for monitoring and distributing the test materials to the building test coordinators. Each building test coordinator is required to account for and return all used and unused materials to the district test coordinator after make-up testing is completed. Each building test coordinator is responsible for organizing and preparing answer documents for mailing through airborne pick up after the regular and make-up testing sessions.

Each building provides a locked cabinet for storage of test materials. Prior to the test sessions, the building test coordinator meets with the test monitors to review testing procedures and the Achievement and State test security policy. On the day of testing, the building test coordinator provides the test monitors (teachers) with test materials. Test monitors are given the number of Achievement and State test needed by the building test coordinator and initial for their receipt.

During testing, test monitors are responsible for the security of the Achievement and State test materials. No unauthorized persons are permitted to be present in any testing session.

At the conclusion of the test session, test monitors are responsible for collecting all test materials. No student is permitted to leave the test room until all materials are accounted for by the monitor.

After the testing session, the test monitor personally returns the test materials to the building test coordinator, who is responsible to account for the correct number of tests and initialing their receipt. Each building test coordinator is responsible for securing test materials in the locked cabinet.

It is unethical and illegal to alter a student's response or to assist a student to cheat in any way. In cases where a breach of security is suspected, the following procedures are followed:

1. Any alleged test security violation is investigated.
2. Suspected students' answer sheets may not be scored.
3. An employee found to have violated the test security policy may be fired.
4. The State Board of Education may seek the suspension of a teaching certificate.
5. A law enforcement agency may prosecute under the State criminal code.

Access to achievement/State test scores. A student's test scores become an integral part of the student's cumulative record. Access to test results would fall under the same policy for access to cumulative records.

1. Ability / Achievement Test Security Policy.
 - A. The building test coordinator and the building principals are responsible for all test security provisions while test materials are in the district and/or in the buildings, respectively.

- B. Access to test materials is limited to those persons directly involved in the distribution or administration of the tests. No unauthorized person shall have access to any secure test materials.
- C. Test materials are sent by the building test coordinator to the building principals or their specified designees. The principals or their designees assign and distribute numbered test materials to certified staff members who administer the tests. Staff members verify receipt of test materials assigned to them with their signature.
- D. During the test administration period, test materials are stored in a locked cabinet until tests are completed.
- E. Upon completion of the tests, tests are returned to the principals or their designees who shall account for all test booklets, answer sheets and administration manuals and deliver the answer sheets to the building test coordinator for shipping.
- F. Test materials, including test item booklets, extra answer sheets, and administration manuals are stored in locked cabinets in the office of the principal and/or the principal's designee.
- G. Any suspected breach of security is investigated by the building principal. A specific procedure for each investigation is determined on an individual basis as warranted by specific circumstances and allegations. A breach of security may be defined as:
 - 1. Test items released or reproduced in written, oral, electronic, photographic or other forms;
 - 2. Cheating by a student or assisting another student to cheat and/or
 - 3. Other deeds or actions by an individual or individuals that undermine the integrity of the test program.
- H. An incident which results in a conclusion, following an administrative investigation, that a security violation has occurred, will result in the student's score being invalidated.
- I. An employee found to have violated the test security policy may be fired. The State Board of Education may seek the suspension of the certificate for one year. A law enforcement agency, following an appropriate investigation, may prosecute under the State criminal code.
- J. Within 10 days of determining that any test security violation has occurred, the district notifies the State Department of Education in writing of the findings and the actions taken.
- K. The district cooperates with the State Board of Education in any investigation of test security violations by a certified school employee, pursuant to State law.

L. Lesson Plans

- 1. Teacher's Daily and Weekly Plans
 - A. Objectives in lesson plans shall be correlated with those in the subject's curriculum map identifying the State Content Standards.
 - B. Plans are to be made a minimum of one week in advance.

- C. Lesson plans should contain enough detail that a substitute teacher could provide for the proper continuation of education.
 - D. Plan books should be placed on top of your teaching desk or else in a desk drawer. Substitute teachers should be able to easily identify the proper week, day, and/or period of class instruction.
 - E. Other necessary materials such as seating charts, worksheets, tests, homeroom and class attendance records, teacher's editions or manuals, proper school forms (discipline, hall passes, etc.) should be located in a top drawer, appropriately marked.
2. Plans for Substitutes
- A. It is strongly recommended that each teacher create a substitute folder that is easily located on or in the teacher's desk especially for emergency situations.
 - B. Be sure to have current class seating charts in the folder and easily found.
 - C. Have lesson plans available that are carefully developed. Mistakes in page reference or exercise groups can lose effectiveness for a good substitute.
 - D. Do not write activities for students that are not available in all student textbooks or materials. Perhaps you can improvise when you are here, but a sub cannot.
 - E. Always provide extra assignments rather than too little. If we have a sub that is well trained in your area, the material may be covered rapidly.
 - F. Leave notes on special problems in each of your classes.
 - G. Recommend "helper students" in each class to lend a hand if the sub has a question. This is especially true in homerooms. Designate a neighboring teacher who would be able to answer a substitute's questions if needed.

M. Field Trips

The Edgewood Board of Education supports educational reasons for field trips as a way to expand the classroom borders. Below are guidelines/procedures for a safe and successful field trip.

- A. The field trip date should be approved by the building principal as early in the school year as a practical.
- B. A **Transportation Request** form must be completed and given to the building principal for approval at a minimum of 10 days prior to field trip date.
- C. A **Field Trip Permission** slip must be completed by the teacher in charge and distributed to parents for signature and acknowledgement of the trip and returned for each student.
- D. An **Emergency Medical Authorization** form must be updated by the parent and returned. The updated emergency medical authorization forms will accompany the supervising teacher.
- E. If the field trip involves transporting the student, the **Emergency Medical Authorization** form must remain with the chaperone in the same vehicle as the student.
- F. The kitchen manager must be given a count of the number of students attending so that there is an opportunity to offer a sack lunch to traveling students.

- G. The school nurse must be notified, so that special medication needs can be addressed, and a medication aide is trained if necessary and assigned.
- H. Chaperones for field trips must be a ten to one adult ratio.
- I. In the event of a life threatening illness or injury: CALL 911.
- J. In the event of a non-life threatening illness or injury:
 - 1. Call the school nurse and explain the situation
 - 2. Notify the school principal
 - 3. Principal or the supervising teacher will call parent/guardian if medical treatment is needed.
 - 4. If a student must be transported to a local medical center, a staff member who is there as a chaperone, must accompany the student and remain with the student until relieved or a parent arrives. We will make arrangements to get the staff member home. The medication aide should remain with the group.
 - 5. Complete an accident report in writing promptly upon your arrival at school.

N. Classroom Visitors

In consideration of safety and privacy issues for our students and staff, our standard operating procedure does not allow for visitors shadowing, or for casual observers in our buildings. We do allow for college or university student observers, provided they submit a written request on official letterhead from their university or college official stating that the person is a student enrolled in a class that requires this type of experience. The superintendent must have sufficient time to verify the request and background checks completed before approval will be given.

O. Disciplinary Guidelines for Students

Discipline and the establishment of an orderly and safe learning environment is the responsibility of all faculty members. We must make every effort to maintain order in our buildings. It is an important to supervise the hallways and bathrooms as it is to provide discipline in our classrooms. If all of us do our share then none of us will have to shoulder an unfair burden. All of us must be firm and fair in our interaction with the students. Effective discipline is the result of establishing guidelines or rules and administering these rules consistently and fairly. Always maintain a professional adult manner with your students. Never bring discipline to a personal confrontation.

Effective teaching techniques in an organized, structured classroom eliminate most discipline problems. Students must have a structured environment. A teacher who is not prepared to provide instruction takes the risk of discipline problems. A structured environment does not mean a repressive set of rules ruthlessly enforced. If the rules enforced by the teacher seem to be petty and their purpose obscure, then soon the rules become a wall separating the student and the teacher. We have all seen examples of classrooms where learning has been forgotten as students do everything possible to abuse the teacher as he or she tries to enforce the rules.

Remember at all times that the typical student has not developed a secure self-image and is influenced by social pressures as well as physiological maturation changes. Therefore, it is unacceptable to ridicule a student, especially in front of other students.

You can be secure in the knowledge that the district will support you in maintaining discipline. Also be aware that we shall expect you to fulfill your assigned responsibilities and follow correct policies and procedures concerning discipline.

It is essential that parental contact be used by teachers in student discipline cases. Parents must be notified about problems as soon as possible. Teachers are to contact the parents regarding the situation if minor disciplinary problems continue. Only if the problem is severe and unmanageable should the student be sent to the principal, with a properly completed form to be brought by the student.

P. Teacher Responsibilities

Teachers are responsible for students in their classrooms and should never leave them unattended. Emergency situations do arise from time to time. If this does occur, the office should be notified immediately via the P.A. or telephone systems located in each classroom. Teachers are responsible for maintaining appropriate teacher/student relationships. Teachers are not to engage students in any activities that are not within the realm of regular or ordinary school functions.

Q. Report Child Abuse

Please inform the principal of all calls to Children's Services prior to making the referral. Regardless of the referring person, the principal or his/her designee is officially the case manager for all referrals. The referring person must inform the principal of a referral and complete the appropriate paperwork to be put on file in the director of special education office and the principal's office. Report suspected child abuse and/or neglect cases Butler County Children's Services at 513-887-4055.

R. Bullying and Hazing

Harassing, hazing, intimidating and/or bullying behavior by any student/school personnel in the district is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassing, hazing, intimidating and/or bullying means any intentional written, verbal, graphic or physical acts, including electronically transmitted acts, either overt or covert, by a student group of students toward other students/school personnel with the **intent** to haze, harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, in any District publication; through the use of any district-owned or operated communication tools, including but not limited to district email accounts and/or computers; on school-provided transportation or at any official bus stop.

As found in Board Policy 5517.01, teachers and other school staff, who witness acts of harassment, hazing, intimidation and/or bullying, as defined above should notify the building

principal/designee of the event observed, and promptly file a written report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, harassment, intimidation, and/or bullying promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint, which is forwarded to the building principal/designee no later than the next school day. (as soon as possible).

Please refer to the Edgewood Board Policy and following regulations in Board Policy 5517.01

S. Copyrighted Materials Policy

The school district does not condone the illegal use or reproduction of copyrighted materials in any form. It is the intent of the district to adhere to the provisions of the United States Copyright Act and to Congressional guidelines, as set forth in the accompanying administrative guidelines on copyright.

Guidelines/prohibitions for use of copyright materials are extensive and are available in the Edgewood City School District Board Policy Manual (po2531). The full text of the US Copyright Act is available at:

<http://www4.law.cornell.edu/uscode/17/>
<http://lcweb.loc.gov/copyright/title17/>

An overview of copyright Issues

A. What is protected by copyright law?

Works that may be protected by copyright include literary works, musical works, dramatic works, pictures, graphics, sculptures, films, videotapes, sound recordings, and computer programs. Copyright protection does not extend to ideas, facts, slogans, symbols, procedures, methods, or systems. US Government publications are not protected unless they contain a notice stating otherwise.

B. What is prohibited by Copyright law?

The exclusive rights of a copyright owner include reproduction, adaptation, publication, performance and display.

Violating any of the exclusive rights of a copyright owner is infringement, and the infringer is subject to civil and/or criminal penalties.

C. What is allowed by copyright law?

The Copyright Act provides several exceptions to the general rule prohibiting use of copyrighted material, including the fair use doctrine, the first sale doctrine, exemptions for libraries, and exemptions of certain performances and displays. These doctrines must be applied on a case-by-case basis by the courts, therefore, it may be impossible for a lay person to say with certainty that their use falls within one (1) of these exemptions.

This administrative guideline specifically sets forth permissible educational uses of copyrighted material. These guidelines are adapted from more in-depth publications developed and/or adopted by various organizations, as cited herein. For further information, consult these cited references, (internet websites are provided) or consult the system's Copyright Officer.

Do not assume that your use of copyrighted material is “ok” without consulting the accompanying guidelines.

- D. What if my intended use isn't allowed under these guidelines?
Get permission!!!!

Books & periodicals

Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher for scholarly research, teaching, or preparing to teach a class.

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collective work;
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper

Multiple Copies for Students

Multiple copies may be made by or for a teacher for classroom use or discussion; provided that:

1. The copying meets the tests of brevity, spontaneity, and cumulative effect tests as defined in H.R. Rep. No. 94-1476 and
2. Each copy includes a notice of copyright

Prohibitions

Notwithstanding any of the above, **the following are prohibited**, unless permission is obtained from the copyright owner.

1. Copying to create or to replace or substitute for anthologies, compilations or collective works.
2. Copying of works intended to be “consumable,” including workbooks, exercises, standardized tests, test booklets, and answer sheets.
3. Copying as a substitute for the purchase of books, publishers' reprints or periodicals.
4. Copying directed by higher authority.
5. Copying of the same item by the same teacher each school term.
6. Charging the student more than the actual cost of the photocopying.

Televised Programs/Videotapes

Viewing a Live Television Broadcast During Class Time

A live television broadcast may be viewed by the teacher and students during regularly scheduled class time, so long as no admission is charged, either directly or indirectly.

Taping Television Broadcasts for Later Viewing

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording.
2. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.
3. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

In-Classroom Use of a Copyrighted Videotape

In-classroom performance of a lawfully-made copyrighted videotape is permissible under the following conditions

1. The performance must be by instructors (including guest lecturers) or by students
2. The performance is in connection with face-to-face teaching activities
3. The entire audience is involved in the teaching activity
4. The entire audience is in the same room or same general area
5. The teaching activities are conducted by a non-profit education institution
6. The performance takes place in a classroom or similar place devoted to Instruction, such as a school library, gym, auditorium or workshop; and
7. The videotape is lawfully made; the person responsible had no reason to believe that the videotape was unlawfully made.

Music

Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than ten percent (10%) of the whole work. The number of copies shall not exceed one (1) copy per student.
3. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing

aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except for emergency copying, as described above.
4. Copying for the purpose of substituting for the purchase of music, except described under permissible uses A and B above.
5. Copying without inclusion of the copyright notice that appears on the printed copy.

Performance and Display

Performance or Display and Face-to-Face Teaching Activities

Any copyrighted work may be performed or displayed as part of the face-to-face teaching activities, if the performance takes place in a classroom or similar place of instruction, such as a school library; and the performance or display is directly related to the curriculum and not connected with recreation or a reward.

Treating a class to a movie unrelated to course content requires obtaining permission.

A nondramatic literary or musical work may be performed even if it is not part of face-to-face teaching activities, if the performance is live and is not for commercial gain. Nondramatic Works include choral works and poetry reading.

The transmission of a performance of a nondramatic literary or musical work or display of a work without obtaining a public performance license is permitted if:

1. The copyrighted work is singing a song, reciting a poem, reading a short story out loud, or displaying paintings;
2. The performance is a “regular part of systematic instructional activities” and “directly related and of material assistance to the teaching content;” and
3. The transmission is made for reception in a classroom or similar place of instruction.

Performance or display of dramatic works, such as plays, movies, are prohibited unless permission is obtained from the copyright owner.

Note: digital distance education and transmission of copyrighted works over today's digital networks is currently a very controversial area. Contact the local Copyright Officer for up-to-date guidelines.

Computer Programs

License Restrictions

If a computer program is licensed, refer to the license agreement. Statutory Fair Use Exemptions can be overridden by license restrictions. This stresses the need to review and abide by the **terms and conditions** of license agreements, especially clauses relating to permitted uses, prohibited uses, restrictions, and copying limitations. By installing or using a licensed software product, you are legally bound by its agreement.

Typical license restrictions include:

1. An archival (backup) copy of a copyrighted program may be made if:
 - (1) only one (1) copy is made;
 - (2) the archival copy is stored; and
 - (3) copyright notice appears on the copy
2. If only one (1) program is owned under license, **it may only be used on one machine at a time.**
3. A single program may **not** be loaded into a computer that can be accessed by several different terminals for simultaneous use.
4. If the computer is capable of being used by another to make a copy of the program, a warning should be posted on the computer, such as the following:

Many computer programs are protected by copyright. 17 U.S.C. 101.
Unauthorized copying may be prohibited by law.

A Statement on Use of copyrighted Computer Programs (Software) in Libraries -- Scenarios, adopted by the Conference on Fair Use (CONFU), illustrates many uses of computer programs.

Digital Images and Databases

Images that are readily available in usable digital form for purchase or license at a fair price should not be digitized for addition to an institutional image collection without permission.

Exception for Spontaneous Use

If the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission, teachers and students may digitize lawfully acquired images to support the permitted educational uses described below. Images digitized for spontaneous use do not automatically become part of the institution's image collection. Permission must be sought for any reuse of such digitized images or their addition to the institution's image collection.

Time Limitations on Use of Digital Images

1. Images digitized from a **known** source and **not readily available** in usable digital form for purchase or license at a fair price may be used for one (1) academic term.
2. Where the copyright owner of an image is **unknown**, a digitized image may be used for up to three (3) years from first use, provided that a **reasonable inquiry** is conducted to identify and locate the copyright owner.

Subject to the Above Guidelines, the Following Uses are Permitted:

1. Use by Teachers in the Classroom

- (1) An educator may display digital images for educational purposes, including face-to-face teaching of curriculum-based courses, and research and scholarly activities at a non-profit educational institution.
- (2) An educator may compile digital images for display on the institution's secure electronic network to students enrolled in a course given by that educator for classroom use, after-class review, or directed study, during the semester or term in which the educator's related course is given.

2. Use by Teachers at Conferences of Their Peers

Educators, scholars, and students may use or display digital images in connection with lectures or presentations in their fields, including uses at non-commercial professional development seminars, workshops, and conferences where educators meet to discuss issues relevant to their disciplines or present works they created for educational purposes in the course of research, study, or teaching.

3. Use of Images for Publications

These guidelines do not cover reproducing and publishing images in publications, including scholarly publications in print or digital form, for which permission is generally required. Before publishing any images under fair use, even for scholarly and critical purposes, scholars and scholarly publishers should conduct the four-factor fair use analysis.

4. Use by Students

- (1) A student may use digital images in an academic course assignment such as a term paper or thesis, or in fulfillment of degree requirements.
- (2) A student may publicly display their academic work incorporating digital images in courses for which they are registered and during formal critiques at a nonprofit educational institution.
- (3) A student may retain their academic work in their personal portfolios for later uses such as graduate school and employment applications.

Databases

Generally, the information made available to researchers from commercial online and CD-based electronic databases are copyrighted. Read the terms and conditions for a database before using or downloading.

Multimedia Projects

Caution in Downloading Material From the Internet

Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Permitted Uses

Students may perform and display their own educational multimedia projects for the course for which they were created and may use them in their own portfolios as examples of academic work.

Educators may perform and display their own education multimedia projects for face-to-face Instruction, assigning to students for directed self-study, peer conferences, and professional portfolios.

For remote instruction over a secure network, certain restrictions apply.

Limitations

1. Time
Educators may use their projects for teaching courses for two (2) years. Use beyond that time period requires obtaining permission for each copyrighted portion.
2. Portion
The amount of the copyrighted work that can be used as generally specified “in the aggregate,” meaning the total amount that can be used from single copyrighted work.
3. Motion Media
Up to ten percent (10%) or three (3) minutes, whichever is less, from a single copyrighted work.
4. Text Material
Up to ten percent (10%) or 1000 words, whichever is less, from a single copyrighted work. Special limitations are placed on poems.
5. Music, Lyrics, and Music Video
Up to ten percent (10%), but in no event more than thirty (3) seconds, of the music and lyrics from an individual musical work.
6. Illustrations and Photographs
No more than five (5) images by an artist or photographer. From a published collective work, no more than ten percent (10%) of fifteen (15) images.
7. Data Sets

- Up to ten percent (10%) or 2500 fields or cell entries from a database or table
8. Copying and Distribution
There may be no more than two (2) copies, only one (1) of which can be placed on reserve. An additional copy may be made for preservation (backup) purposes

Libraries

Library Videotape Guidelines

In-Library Use of a Copyrighted Videotape

1. When a videotape purchase is made by the library, the vendor should be made aware of the library's intended use of the videotape. Even if a videotape is Labeled "For Home use Only," private viewing in the library should be considered to be authorized by the vendor's sale to the library if the vendor knew of the library's intended use of the videotape.
2. Permission is required for public viewing of a videotape in a library, unless the requirements for classroom use are met.
3. Notices should be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws.

Many videotaped materials are protected by copyright. Unauthorized copying may be prohibited by law. 17 U.S.C. 101.

Loan of Videotapes

1. Videotapes labeled "For Home Use Only" may be loaned to patrons for their personal use. They should not knowingly be loaned for group for public performances.
2. Copyright notices on the label of a videotape should not be obscured.
3. Nominal user fees may be charged
4. If a patron inquires about a planned performance of a videotape, s/he should be informed that only **private** use of it is lawful.
5. Video recorders may be loaned to a patron without fear of liability even if the patron uses the recorder to infringe a copyright.
6. A notice should be posted on equipment that may potentially be used for copying to discourage unauthorized reproduction.

Duplication of Videotapes

Libraries may duplicate videotapes under limited circumstances.

Third Party Use of School Facilities

1. Libraries that allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so.

2. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, i.e., one (1) person, or no more than one (1) family at a time.
3. User charges or private viewing should be nominal and directly related to the Cost of maintenance of the videotape.

Library Copying Guidelines

Non-Digital Works

1. Notice
A notice of copyright should appear on each print and electronic copy reproduced. If the original work contains a notice of copyright, that notice should appear on the copy. If the original work does not contain a notice of copyright, the copy should include a legend such as “This work may be protected by copyright; further reproduction and distribution in violation of United States copyright law is prohibited.
2. Copying from the Library’s Own Collection
To satisfy a user’s request, a library may make a photocopy or other printed copy of a printed work such as an article, a chapter or portions of other copyrighted works.
3. Electronic Copies of Printed Works
To satisfy a user’s request, a library may scan an article from a periodical issue a chapter, or portions of other copyrighted works and provide an electronic copy to the user in lieu of a photocopy. Because the copy must become the property of the user, the library may not retain the scanned image. A copy may be faxed or otherwise transmitted electronically to the user, but the library should destroy any temporary copy made incidental to the transmission. In other words, an incidental copy made to facilitate transmission is a fair use, as long as that copy is not retained.

Digital Works

1. Printed Copies of Digital Works
To satisfy a user’s request, a library may print a copy of an article, a chapter or portions of other copyrighted works, **unless prohibited or otherwise restricted by the terms of a valid license agreement.**
2. Electronic Copies of Digital Works
To satisfy a user’s request, a library may download a copy of an article, a Chapter, or portions of other copyrighted works and forward it electronically to the user, **unless prohibited or otherwise restricted by the terms of a valid license agreement.**

Copies For Archival or Preservation Purposes

1. A library may make up to three (3) copies of an **unpublished** work for purposes of preservation, including copies in digital form, if that format is not made available to the public.

2. A library may make up to three (3) copies of a **published** work to replace a damaged, deteriorating, lost, or stolen work, if a replacement copy cannot be obtained at a reasonable cost.
3. A library may make up to three (3) digital copies of a published work that is an obsolete format, if that format is not made available for the public.

Interlibrary Photocopying

The **rule of five** - within any calendar year a library may receive no more than five (5) photocopies of articles from a periodical title less than five (5) years old.

Giving Credit to Copyright Owners

Always give proper credit to authors or other copyright owners. Crediting the source must adequately identify the source of the work, giving a full bibliographic description including author, title, publisher, and place and date of publication. Copyright ownership information should include the copyright Notice, year of first publication, and name of copyright holder.

Always include the notice of copyright present in the original work. The following is a satisfactory notice:

Notice: This material may be protected by copyright law

See CONFU Guidelines for Educational Multimedia, Appendix J. Section 6.2 for more detailed instructions regarding the placement of credit and copyright notice information in Multimedia projects.

If alterations have been made in the copyrighted material, this should be noted in the credits.

Obtaining Permission For Use of Copyrighted Material.

Questions concerning copyright procedures, including fair use, should be addressed to the District Copyright Officer.

Employees must obtain permission for any use of copyrighted material that is not a fair use under the above guidelines. To obtain permission, the employee should contact the Copyright Clearance Center, Inc., or the Permissions Department of the copyright holder (usually the publisher). Copyright Clearance Center, 222 Rosewood Dr., Danvers, MA 01923

To request permission from the publisher, the request must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include the title, author or editor and edition of materials for which permission is sought; the exact materials to be used with specification of

amount, page numbers, chapters, including, if possible, a photocopy of the material; the number of copies to be made; the use to be made of the duplicated materials; the form distribution; whether or not the copies will be sold; and the process by which the material will be reproduced.

A copy of the written permission granted by the publisher or copyright owner should be forwarded to and maintained by the District Copyright Officer.

A reasonable inquiry must be made to identify and locate the copyright owner. A reasonable inquiry includes, but is not limited to, conducting each of the following steps: (1) checking any information within the control of the educational institution, including slide catalogs and logs, regarding the source of the image; (2) asking relevant faculty, departmental staff, and librarians, including visual resource collections administrators, for any information regarding the source of the image; (3) consulting standard reference publications and databases for information regarding the source of the image and (4) consulting rights reproduction collectives and/or major professional associations representing image creators in the appropriate medium.

NEOLA 2012

WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE US (TITLE 17 UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIED CONDITIONS IS THAT THE PHOTOCOPY OR OTHER REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGEMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

T. Technology Policy

ACCEPTABLE USE OF COMPUTERS, SOFTWARE, LOCAL AREA, NETWORKS AND "INTERNET" SERVICES

1. The board recognized that technology can greatly enhance the instructional program, as well as the efficiency of district and school site administration. The board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks. Computers and use of the district network of internet services network are to support learning and to enhance instruction, as well as assist in the administration of the district. Computer networks allow people to interact with many computers; the Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privileges. Unacceptable uses of the computer/network include but are not limited to:

- A. Violating the conditions of the Ohio Revised Code dealing with students' and employees' right to privacy;
 - B. Using profanity, obscene or other language that may be offensive to another user;
 - C. Reposting (forwarding) personal communication without the author's prior consent;
 - D. Copying commercial software in violation of copyright laws;
 - E. Using privately owned software without the expressed permission of the staff member in charge of the computer and/or without meeting the tests of legality, appropriateness, and relationship to curriculum;
 - F. Using the network for financial gain, for commercial activity or for any illegal activity; and
 - G. Accessing inappropriate material
2. The Superintendent or designee shall develop a plan to address the short and long-term technology needs of the district and provide for compatibility of resources among school sites, district offices and other district operations. As a basis for this plan, he shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.
3. Because access to on-line services provides connections to other computer systems located all over the world, users (and parents of users, if the user is under 18 years of age) must understand that neither the school nor the district can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive. The district does not condone the use of such materials; neither does the district warrant that the network will be error free, or uninterrupted.
4. School employees, students and parents of students must be aware that the privilege of Accessing on-line services will be withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established by the school and the district. A user's agreement will be signed to indicate the user's Acknowledgement of the risks and regulations for computer/on-line service usage.

GUIDELINES FOR STUDENTS, STAFF AND COMMUNITY MEMBERS OF ACCEPTABLE USE OF COMPUTERS, SOFTWARE, LOCAL AREA NETWORKS, AND ON-LINE SERVICES

The following guidelines and procedures are expected to be utilized by staff and community members who are authorized to use the District's computers or on-line services.

1. Use appropriate language. Do not use profanity, obscene or other language that may be offensive to other users. Illegal activities are strictly forbidden.

2. Do not reveal your personal home address, phone number, social security number, credit card numbers or those of other persons.
3. Understand that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all messages relating to or in support of illegal activities and such activities may be reported to the proper authority.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in a way that disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be private property.
7. Rules and regulations of on-line etiquette are subject to change by the administration.
8. The person in whose name an on-line service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses, telephone numbers, social security numbers and credit card numbers private. They shall use this system only under their own account numbers.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or other unauthorized uses of the system are strictly prohibited. The administration reserves the right to monitor any computer activity and on-line communications for improper use.
10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.
11. Users shall not transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment or disparagement of others based on the race, national origin, citizenship status, sex, sexual orientation, age, disability, religion or political beliefs.
12. Copyrighted material may not be placed on the system without the author's permission.
13. Vandalism will result in the cancellation of user privileges. Vandalism includes uploading / downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment, materials, or the data of any other user.
14. Users shall not read other users' mail or files; they shall not attempt to interfere with other user's ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
15. Users are expected to keep messages brief and use appropriate language.
16. Users shall report any security problem or misuse of the network to the principal or supervisor.
17. Users are required to complete an in-service session on the advantages and disadvantages of computer/on-line services and sign a computer network agreement form.
18. Improper use of this system by staff will result in disciplinary action that may range from a reprimand to dismissal.
19. Improper use of the system by community members will result in denial of further access to the computer/on-line services.

U. Internet social Networking and Electronic Communication with Students

We strongly advise our employees to avoid posting personal information on MySpace, Facebook, and other social networking and internet sites and from texting or otherwise communicating electronically with students for non-educational purposes. Unfortunately,

doing so may lead to students misusing the information or inappropriately communicating with you. While building rapport with students is key to successful staff-student interactions, communication through the internet and other forms of electronic communication can lead to a breakdown in the professional relationship between staff and students.

The licensure Code of Professional Conduct for Ohio Educators specifically prohibits “Using technology to promote in appropriate communications with students,” and prescribed discipline of licensure suspension for up to 5 years. We are confident that our employees will not inappropriately communicate electronically with students. However, any report made by a student, parent, community member or other individual, whether well-founded or not, could place your licensure and employment in jeopardy for months while an investigation is conducted. Please help us to avoid such a situation by refraining from posting personal information on the internet and from communicating electronically with students for non-educational purposes.

V. Employee Media Guidelines

A. Public Information Program

The public information program of the Edgewood City Schools will be coordinated in nature. Specifically, the Public Relations Director retains responsibility for and directs authority over the community relations program of the entire district as authorized by Edgewood City School District Board of Education policy. However, recognizing the complexities involved in disseminating information in a system of Edgewood’s size, specific responsibilities will be assigned, as the need arises, to those units best equipped to handle them.

B. Procedures

The principal or his/her designee is the media contact for the individual school. All media inquiries to the public information office pertaining to a specific school will be coordinated through the appropriate principal. Conversely, the principal is expected to coordinate requests for media coverage through the director of community relations.

Principal should be adequately prepared to discuss their schools’ policies and programs when called upon to do so. Principals are not expected to address matters pertaining to board or central administration policies or procedures. IF such inquiries are made during an interview, a principal should not hesitate to send the reporter back to the public relations director for further referral.

C. Request from the Building Level

When a publicity request is made from the building level to the public relations director as a result of a school achievement or event, the public relations director will issue the proper notifications to the appropriate news media in the building and give them the information and access to cover the story.

D. Request from Reporters

When a request is initiated by media representative to enter the school as a result of an independent school-related story on which the reporter is working, the principal will be notified by the public relations director. The media must supply the following information:

1. The date and general time of day a reporter wants to come into the school
2. To whom the reporter wants to talk
3. For what reason

The public relations director, working with the media representative and the principal, will attempt to work out a schedule agreeable to all concerned for a school visit and interview.

If a principal has not received prior notification from the public relations director that a reporter will be contacting the building, the principal must refer the inquiry back to the public relations director immediately. The principal may then proceed to talk with the reporter if he or she wishes. In order for the public relations director to assist you in the aftermath of the story, it is important that the principal inform the public relations director of the results of the interview.

The nature of the reporter's story might concern an aspect of school the principal may not want to discuss. The public relations directory is often asked to help a reporter meet a deadline that conflicts with the school schedule. When these types of inquiries are made, it is good to remember that the school system is a public institution and it is inherent in the responsibilities of school administrators to cooperate with those who want to know what is going on in the schools. A school representative's reaction to a reporter is as important to the outcome of the story as is the material gathered for the published or broadcast item.

It is also important to remember that if we want the media to come into the schools when we want them there, it is our responsibility to cooperate with them when they want to be there. IN setting up inquiries of this kind, however, four guidelines will be followed:

1. Classes should not be interrupted for general interview purposes unless the principals or teacher feels the interview would promote the classroom discussion
2. Media representatives may sit in or videotape footage in classrooms if it is agreeable to the building principals and the teacher(s) involved.
3. Media representatives may have access to students and teachers for interview purposes during lunch periods and after school hours on school property with permission from the building principal, and the students' parents, or legal guardian.
4. Media representatives should be expected to observe all rules and regulations set up for public visitors.

E. Media Access to a School Building or After a Crisis

In a crisis or emergency situation, it is imperative to disseminate accurate, objective information. All such information should come directly from the principal in order to ensure that false rumors do not get started. The principal's responsibilities are threefold:

1. Contact the Central Command Center when the crisis occurs so the rumor

- control and/or emergency dispatch process can begin.
2. Instruct staff to refer crisis-related telephone calls to the Central Command Center. Media inquiries must be referred to the public relations director. The Central Command Center will contact the public relations director. If time permits after calling the Central Command Center, call the public relations director.
 3. If media representatives arrive at the school without prior notification from the public relations director, the principal may give them the facts, and then notify the public relations director immediately. Note the reporter's name and the medium so a follow-up can be made by the public relations director if necessary.
 4. The principal will be prepared with the facts so he/she can answer questions on the scene:
 1. WHO (no names please...(“student,” “teacher,” etc)
 2. WHAT (a brief description of what happened)
 3. WHEN
 4. WHERE
 5. WHY or HOW (what caused the disruption/situation, if known)
 6. WHAT IS BEING DONE NOW (explain what steps have been taken to alleviate the situation)

If an individual feels that, as a result of a media contact, there has been a misquote or misrepresentation, that an individual should contact the public relations director immediately.

II. BOOKS AND MATERIALS

A. Materials

1. Board approved classroom materials and educational supplies will be purchased by the Board of Education. Building principals will coordinate these orders with their respective teachers and the director of curriculum and instruction. Final approval regarding instruction purchases rests with the Department of Instruction and the superintendent of schools. All teachers within the district must only use those instructional materials approved by the board of education, including textbooks, workbooks, trade books or any other supplemental materials.

B. Pamphlets and Textbooks - Lost or Damaged Policy

1. Textbook/paperback loss and damage charges will be levied for any school books according to the board of education policy. The policy states: “Students who lose their textbooks will be obligated to pay the cost of textbook replacement. These costs will be updated yearly by the curriculum office.”
2. The new policy requires that students pay for lost textbooks in the same year as the loss occurs. A schedule of textbook replacement costs can be found at the school office. The curriculum office has a listing for all textbook/paperback replacement costs.
3. Damaged books will be collected for according to the following scale:

- A. Minor damage (can be eliminated by school personnel) - $\frac{1}{4}$ cost of replacement
- B. Moderate damage (book is usable, but damage is evident and book cannot be entirely eliminated) - $\frac{1}{2}$ cost of replacement.
- C. All other damages will be charged at 100% of replacement cost.

C. A complete listing of all approved educational materials can be found on the district website.

III. PRE K - KINDERGARTEN / FIRST GRADE REGISTRATION

Board Policy 5112 - ENTRANCE REQUIREMENTS

The Board of Education establishes the following entrance age requirements for students, which are consistent with statute and sound educational practice, and directs that all eligible students are treated in an equitable manner.

Preschool

A child is eligible for entrance into preschool if s/he attains the age of three (3) on or before August 1st of the year in which s/he applies for entrance and has not yet attained the age at which s/he will be admitted to kindergarten.

Kindergarten

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before August 1st of the year in which s/he applies for entrance. The Board may admit a younger to kindergarten if the child satisfies the Board's early entrance criteria. A child under age six (6) who is enrolled in kindergarten will be considered for compulsory school age.

The Board will admit to kindergarten any child who has not attained the entrance age requirement of this District, but who was properly enrolled in a public or chartered nonpublic school kindergarten before transferring to the District.

While the District operates on all-day kindergarten program, a parent may enroll his/her child for only the minimum number of hours required by State law without penalty, and the Board shall accommodate such students.

First Grade

A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before August 1st of the year in which s/he applies for entrance. Any student who has successfully completed kindergarten in accordance with R.C. 3321.01(B) shall be admitted to first grade. The Board may admit to first grade a younger child if the child satisfied the Board's early entrance criteria.

Required Documents

The Superintendent shall require that each child who registers for entrance to school provide:

- A. his/her birth certificate or similar documentation authorized by law as proof of age and birthdate; acceptable forms of documentation include: foreign birth certificate; religious hospital, or physician's certificate showing date of birth; entry in a family bible; baptismal record; adoption record; affidavit from a parent; previously verified school records; or other documents permitted by law.
- B. a certified copy of any custody order or decree together with any modification in such an order or decree.

If such documents are not provided, the child may be admitted under the Superintendent's guidelines. Appropriate law enforcement authorities shall be notified in the event that required documents are not provided in accordance with the provisions of R.C. 3313.672. However, a child who is placed in a foster home or residential facility (i.e., a group home for children, children's crisis care facility, children's residential center, residential parenting facility that provides twenty-four (24) hour child care, county children's home, or district children's home) will not be denied admission solely because the child does not present a birth certificate, comparable certification, or other comparable document upon registration. Such protected child will be admitted under temporary enrollment for a period of up to nine (90) days to present the required documentation. The protected child and/or the child's parent, guardian, or custodian will be informed at the time of the child's initial admission.

Each child entering the District's kindergarten or first grade program for the first time, must be properly screened for any medical or health problems as well as those related to hearing, vision, speech and communications. The cost for such screening shall be paid by the parents.

Any parent may provide the district with a written statement indicating that s/he does not wish to have his/her child screened.

NEOLA 2018

Legal

R.C. 3313.64, 3313.641, 3313.672, 3313.673, 3321.01 et seq., 3321.05, 3323.01

R.C. 3324.10

Board Policy 5320 - IMMUNIZATIONS

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires all students to be immunized against poliomyelitis, measles, diphtheria, rubella (German measles), pertussis, tetanus, mumps, and others legally designated in accordance to State statutes, unless specifically exempt for medical or other reasons. The Board requires that students who start kindergarten during or after the school year beginning in 1999 be immunized against Hepatitis B or be in the process of being immunized. The Board also requires that students who start kindergarten during or after the school year beginning in 2006 be immunized against chicken pox. The Board further requires that students enrolled in

grades 7 through 12 during or after the school year beginning in 2016 be immunized against meningococcal disease in accordance with the administration procedures prescribed by the Ohio Department of Health (see AG 5320). This policy pertains to both students who currently attend school in the District and those eligible to attend.

The Superintendent may exempt a student from being immunized against either or both measles and mumps if the student presents a signed statement from a parent or physician indicating s/he has had measles or mumps and does not need to be immunized. The student will be allowed to attend school only if a physician's statement indicates there is no danger of contagion. In case of an outbreak of the disease for which the student has not been immunized or an epidemic, the Superintendent shall not allow the student to attend school.

In the case of a chicken pox epidemic in the school's population, the Superintendent may deny admission to a student otherwise exempted from the chicken pox immunization requirement. The Superintendent may deny admission to a student otherwise exempted from the chicken pox immunization requirement. The Superintendent shall prescribe methods whereby the academic standing of a student who is denied admission during a chicken pox epidemic is preserved.

The Superintendent may also exempt a student from immunization if a physician certified in writing that immunization from a particular disease is medically contra-indicated.

A student may also be exempted from immunization if a parent or guardian objects for good cause, including religious conviction. A student who has not completed immunizations may not be admitted to school, except as is consistent with the law.

The Board believes that immunization is the primary responsibility of the parent(s). For those students who do not have ready access to private or public health services, immunizations shall be provided at public expense.

Any immunization program conducted by this District requires prior approval of the Board and can only extend to those immunizations provided for by statute and the guidelines of this Board.

NEOLA 2016

Legal R.C. 3313.67, 3313.671, 3313.671(B)

PERSONNEL

I. PERSONNEL RECORDS

A. PERSONNEL RECORDS

During the period of employment, personnel files will be maintained for each employee. The following data shall be maintained in each personnel file:

Personnel File:

1. Current name, address, telephone number
2. Applications, resume, work record and educational history
3. Record of assignment, rate of compensation
4. Evaluation of performance
5. Disciplinary incidents
6. Special awards or distinctions
7. Federal required forms

Payroll File:

1. W-4 forms
2. Retirement registration
3. Other applicable payroll information
4. Applications for health insurance

Confidential File:

1. History of medical treatment and other health related information
2. Criminal history record

Any changes in your name, address, phone, marital status, number of dependents, or other pertinent information must be reported to the Treasurer's Office. Although most information in personnel files is a matter of public record, only verification of employment may be provided by telephone request. Any other information about an employee should be requested in writing and addressed to the appropriate authorized employee.

Your personnel file will remain confidential. Only those with legitimate needs may examine personnel files. The director of personnel will closely monitor such activities. The following guidelines instituted to maintain confidentiality:

1. You may examine your file in the presence of another staff person. This request must be submitted in writing to the director of personnel
2. Supervisors may examine personnel files of the employees they supervise.
3. Personnel files may not under any circumstances be taken from the premises.
4. No item in the individual's personnel file may be removed from the file
5. Staff members may appeal documented items in their personnel file. This request must be submitted in writing to the Superintendent.

B. CONFIDENTIALITY

In order to protect the confidentiality of records maintained by the ECSD, the following guidelines will be observed.

1. Adherence to the Family Privacy Act
2. Adherence to the ECSD policies related to records.
3. Adherence to the State and Federal guidelines addressing records.

II. EMPLOYEE CONDUCT

Each employee is viewed as a representative of the ECSC thus everyone is responsible for Maintaining the public image of the district. You are expected to comply with all policies and procedures, to conduct yourself properly and be courteous at all times to everyone you come in contact with, in person and on the telephone. This applies not only to your conduct toward children, families and visitors, but also the manner in which you conduct yourself with fellow employees. Personal conversations and discussions concerning parents, students or work should not be carried out in lounges, restrooms, or other places where the public may overhear.

The following is a partial list of some of the actions considered detrimental to children and/or the district, and may be cause for disciplinary procedures including termination of employment.

This list is not intended to be all-inclusive:

1. Refusal to obey the directives of a supervisor
2. Disregard for safety rules or common safety practices
3. Conveying or distributing false, malicious, or indecent statements detrimental to any ECSD programs, to a fellow employee of ECSD or anyone else in general.
4. Defacing ECSD property or posting unauthorized printed material on any of ECSD premises.
5. Providing ECSD equipment, property, funds in his/her official possession, authority or influence with the district so as to affect the result of an election of nomination of a candidate for public office.
6. Use of abusive language
7. Engaging in horseplay, practical joking, malicious mischief or other conduct interfering with the rights of, endangering the safety of other employees, or tending to disrupt orderly operation.
8. Use of, or being under the influence of intoxicants on ECSD premises while in the performance of ECSD duties.
9. Giving false information for employment.
10. Possession, sale, attempted sale, use, or being under the influence of a non-prescribed drug on ECSD premises or while engaged in ECSD business, ECSD may require testing for suspected drug/alcohol use.
11. Unauthorized possession of firearms or other weapons on ECSD premises.
12. No employee shall engage in fighting, immoral or disorderly conduct on the district premises at any time, nor shall any employee assault, attack, strike or threaten any other employee or ECSD board member.

13. Falsifying any ECSD records or documents, including time or mileage sheets.
14. Attempted or accomplished theft of ECSD property or property of fellow employees, or property of any service recipient, board member, supplier or contractor doing business with ECSD.
15. Suspected child abuse/neglect
16. Failure to report to work for more than four hours following the normally scheduled starting time without notification and/or on approved leave of absence
17. Conviction for any charges of child abuse/neglect child sexual abuse, and/or any other issues considered a crime.
18. Loss of inventory for which employee has been assigned responsibility.

III. COMPLAINTS

A. EMPLOYEE COMPLAINTS

ECSD welcomes your suggestions, complaints, and compliments regarding any of the Programs. The first step of a complaint is to address your concern with the staff person directly involved in an unaggressive and non-confrontational manner. If you feel the concern was not handled well or resolved, the next step would be to forward your concern to your supervisor. We should hope that nothing would reach this point, but if after numerous attempts you feel that the situation has not been resolved to your satisfaction, please speak to your union representative.

B. COMMUNITY COMPLAINTS

Any person or group having a legitimate interest in the Edgewood City School District shall have the right to present a request, suggestion, or complaint, concerning personnel, the agency, or the operations. At the same it is the intent of this policy to provide the means for judging each community complaint in a fair and impartial manner and to seek a remedy. Procedural considerations for dealing with complaints are a matter of Board of Education Policy.

IV. ATTENDANCE AT PROFESSIONAL MEETINGS OR SCHOOL VISITATIONS

1. Administrative Regulations
 - A. Request to attend state or national meetings should be submitted to the Office of the Superintendent at least thirty (30) days prior to the meeting. These requests should be handled at the building level through the principal.
 - B. School visitations or other county, district or area meetings should be submitted to the Office of the Superintendent at least fifteen (15) days prior to the meeting.
 - C. Request should be submitted on the Professional Development Form, which is available from the principal, and include anticipated expenses. Expenses are contractually limited to \$150 per day, and a three-day maximum per school year.
 - D. The request form will be returned to the employee with approval or denial. If approved, a purchase order for the anticipated expenditures should be completed prior to the meeting or trip. This purchase order should be completed by the building secretary and then sent to the account payable specialist at the board

office. The employee should return the form with the expenses listed to the accounts payable specialist five (5) days after returning from the trip.

- (1) The request for reimbursement must be accompanied by receipted bills for lodging, transportation, registration fees, parking and misc. Expenses. Reimbursement will be limited to the amount approved on the request form.
- (2) District employees eligible for mileage reimbursement MUST calculate mileage from the maximum allowable mileage matrix forms located in each school's office. Please keep a daily record of your mileage and send it with your supervisor's signature to the treasurer's office the first week of the following month. Keep a copy of the mileage reimbursement form for your own records. Mileage reimbursements must be accurate and directly related to job responsibilities.

E. Only pre-approved expenses will be reimbursed.

2. Decisions to send school representatives to state or national meetings are based upon the following factors:
 - A. The contribution that the information gained at the meeting will have toward the improvement of our local school system.
 - B. The contribution that the meeting will make toward the personal and professional growth of the individual.
 - C. Other factors considered are the years of service of the individual, number of times of previous attendance at meetings by the individual, elementary and secondary representation, individual school representation, and length of time since the school district has been represented at a particular meeting.

V. POLICY STATEMENT AND GRIEVANCE PROCEDURE ON EQUAL EMPLOYMENT, EDUCATIONAL OPPORTUNITY AND SEXUAL HARASSMENT

Note: All school district employees are responsible for board adopted policy and regulations.

The Edgewood City School District actively supports and encourages non-discriminatory employment practices and policies; therefore, Edgewood City School District has adopted an employment policy which is consistent with the requirements and objectives set forth by the 1964 Civil Rights Act, and subsequent amendments and said Act; Chapter 4112 of the Ohio Revised Code; Title IX, Regulations Implementing the Education Amendments of 1972; Office for Civil Rights (OCR) Guidelines for Vocational Education; Section 504 of the Rehabilitation Act of 1973; and other relevant federal and state rules, laws, executive orders and regulations.

It is the policy of the Edgewood City School District to adhere to merit principle in its employment practices. Personnel procedures are conducted in a manner which assures that all employees or applicants for employment are treated equitably and evaluated for employment, promotions, transfers, training, terminations and other personnel actions based upon their qualifications without regard to RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN, OR HANDICAP.

In addition, the school district will provide equal educational opportunities for its students, regardless of their race, color, religion, sex national origin, or handicap to participate in educational programs/activities, or extracurricular activities and will not deny the benefits of or be subjected to discrimination under any education programs authorized by the school district's Board of Education.

To enhance the concept of equal opportunity, the Edgewood City School District Board of Education has adopted an Affirmative Action Program with the district's superintendent having full authority for the administration of the program.

If an employee, applicant, student or parent of the Edgewood City School District feels he/she has not been discriminated against, the complainant should contact the superintendent or designee to pursue the proper discrimination complaint procedure.

All employees are asked to assist in this effort to achieve equal employment opportunity and equal educational opportunities. Any alleged violation, willful or deliberate, of our policy by an employee of this agency would be cause for appropriate corrective action.

The following procedure shall be followed by the compliance officers in receiving and processing complaints alleging departure from the policy provided therein.

1. Within thirty (3) days of the occurrence complainant shall file the complaint with the superintendent in writing, setting forth complainant's name, address and a brief statement of the facts constituting the complaint.
2. Within one (1) week thereafter the compliance officer shall set a date and time for a hearing of the complaint and shall notify the complainant of such in writing at least three (3) days prior thereto.
3. The complainant shall appear at the appointed time and place, along with any desired witnesses, and present evidence of the allegations contained in the complaint. The officers may adjourn the hearing to a later date in order to provide complainant with the full opportunity to present all desired evidence and/or to require attendance and testimony of personnel of the school district who may have information pertinent to the matter.
4. After the hearing has been completed, the officers shall conduct such further investigation as they may deem necessary and appropriate, and shall render a recommendation in the matter, in writing, and signed by the least two officers, to the superintendent at the earliest possible time. The superintendent shall

promptly render a decision in the matter, and send a copy to the complainant and the compliance officer.

Statement of Nondiscrimination and Civil Rights Violation Reporting Procedures

The Edgewood City School District is committed to providing equal opportunities and both an educational and work environment free from discrimination. The Board shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, military status, ancestry, genetic information or any other legally protected category with regarding to employment opportunities nor will the Board tolerate harassment of any kind based upon the above-referenced protected characteristics.

The board encourages those within the District who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of discrimination and/or harassment and in those cases where such a claim is substantiated, the Board will take immediate steps to end the unlawful behavior, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Under board policy, an employee has an obligation to immediately report any information which indicates that a student, employee or visitor may have been subject to acts of harassment or discrimination of any type to a compliance officer. This obligation is triggered if an employee witnesses acts of harassment/discrimination, hears about harassment or discrimination from anyone, or receives a verbal or written complaint with allegations of harassment/discrimination.

Further, the Board upholds that any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

The Board has adopted policies and procedures in accordance with state and federal equal opportunity/affirmative action statutes and regulations for students and staff, including procedures to investigate complaints of possible violations. Additional information about Edgewood's policies and procedures to enforce this commitment, refer to the following board policies:

Board Policy 2260: Nondiscrimination and Access to Equal Educational Opportunity

Board Policy 5517: Anti-Harassment

Board Policy 5517.01 Bullying and other Forms of Aggressive Behavior

Board Policy 5730 Equal Access for Non District-sponsored Students Clubs
and Activities

For Civil Rights concerns or complaints, contact the Civil Rights Compliance Officer(s).

Responsibilities: coordinates the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access.

For Title IX concerns/complaints, contact the Title IX coordinator. Responsibilities:

Coordinates the school's compliance with Title IX and ensures that the school responds appropriately, effectively, and equitably to Title IX issues, including sex- and gender- based harassment and discrimination, which includes sexual misconduct and sexual harassment.

For disability discrimination complaints or concerns, contact the ADA and Section 504 coordinator. Responsibilities: Coordinates the school's compliance with Americans with Disabilities Act (ADA) and ensures that the school responds appropriately, effectively, and equitably to ADA issues, includes disability harassment and discrimination.

The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Mrs. Alesia Beckett, Director of Human Resources

Mrs. Alicia Adams, Coordinator of Special Services

VI. INSURANCE

Group health insurance, dental insurance, vision insurance and life insurance are available for most employees per their group negotiated agreement. All benefits are effective the first day of employment and terminate the last day of the month of employment or approved leave of absence. Any questions you may have related to these should be directed to the assistant treasurer at 513-867-3400, ext. 1010

VII. STATE TEACHERS' RETIREMENT SYSTEM (STRS) OF OHIO

Deposits and Contributions: Under Ohio law, it is necessary for all teachers to belong to the State Teachers Retirement system of Ohio with a 14% salary deduction being made each pay period. The Edgewood Board of Education contributes 14%. Employees will be notified if the retirement system increases the deduction rate. The teacher's money and the money contributed by their employer are invested in securities of unquestionable quality.

Refund of Deposits: A teacher may withdraw his/her accumulated savings account if he/she terminates teaching service in the public schools of Ohio and provided he/she is not in the public employment covered by one of the other two Ohio retirement systems. If he/she has five or more years of Ohio service credit, or if there is a possibility that he/she may return later to teach in the public schools of Ohio, he/she should not withdraw his/her account. The account may be left on deposit indefinitely.

Survivor Benefits: Folders giving details are available in the assistant treasurer's office.

Application for Retirement: submit written request to:

State Teachers' Retirement System
275 East Broad Street
Columbus, OH 42315

VIII. EMPLOYEE ABSENCE FROM WORK AND OBTAINING A SUBSTITUTE

1. If you are going to be absent from work for any reason, all employees are responsible for notifying their building / job supervisor or principal of their absence for any reason.
2. If you are a teacher, aide (excluding bus aides), monitor, or secretary, this notification must be by calling or logging on the Frontline substitute placement system. Information regarding your work assignment is in the system. Frontline will then notify your building principal of your absence and will make every attempt to secure a substitute worker in your place. You may secure a substitute through Frontline by logging on to their website at login.frontlineeducation.com. Please contact director of human resources if you believe any of the information in your Frontline account is incorrect or if you have a question.
3. Substitutes needed immediately on that day, after 8:30 am should be reported directly to the building principal. The principal is then responsible for securing a substitute.
4. Bus drivers, transportation aides, food service personnel, custodians, maintenance staff and administrators/supervisors must call his/her immediate supervisor directly in order to report their absence from work and the need for a substitute worker.
5. All employees are reminded to complete an absence / substitute form immediately upon return to work. Personal days must be approved ahead of time. Individual employees are responsible for using FRONTLINE to secure a substitute for personal days. It is suggested that you use FRONTLINE to secure a substitute immediately when you request the personal day. If by chance the personal day needs to be changed or canceled, the employee must contact the building principal or supervisor and the substitute. The director of human resources will communicate unapproved personal days to the employee. FRONTLINE is not used to approve personal days/professional leave.

IX. TEACHER EVALUATION GUIDELINES

Philosophy

The Edgewood Board of Education and administration have a responsibility to create and maintain a favorable climate in which all professional staff can best perform their duties and meet their responsibilities by the use of evaluative procedures. The major evaluative function is to determine and improve total teaching effectiveness.

Significant aspects of this evaluation function are the resulting insight and growth of each staff member, not the comparison of one teacher's performance with that of another. Evaluation should be continuous, constructive and cooperative.

The evaluation of teaching effectiveness is designed for the needs of the individual staff member, the goal being to improve his/her performance. The staff member has the opportunity to use his/her resourcefulness in defining specific goals while working cooperatively with the evaluator.

The Edgewood Evaluation system has other equally important objectives:

- A. to continually improve the quality of instruction.
- B. to create common professional language that promotes dialogue on teaching and learning
- C. to cooperatively develop educational goals and establish individual job targets
- D. to encourage professional growth and in-service learning
- E. to promote self-evaluation, self-discipline, and self-improvement.
- F. to provide a sound basis for administrative decisions affecting teachers and the teaching situation

Process

The Edgewood City School District follows the OTES model for evaluations.

X. WORKERS COMPENSATION AT OF THE STATE OF OHIO

The Edgewood Board of Education pays 100% of the cost of worker's compensation insurance. There is absolutely no dollar cost to the employee through payroll deduction, contribution or direct payment. All employees of the Edgewood City Schools who are paid salaries and wages for services rendered, full-time, substitutes, part-time are covered by this insurance.

Insurance benefits are paid to employees who sustain injuries in the course of and arising out of the employee's employment, provided the injury was not purposely self-inflicted.

Benefits are also paid to employees who contract a disease which is peculiar to the occupation and to which they are not ordinarily subjected or exposed to other than during the actual period of employment. Benefits are paid to dependents of workers whose death is directly caused by injuries or occupational diseases compensable under the act.

In the event of an emergency call 911 or report to the nearest / local hospital. In a Non-Emergency, check with the assistant treasurer to select a doctor from the Managed Health Care Plan.

Employee Procedures for Workers' Compensation Injuries

The following procedures are applicable to all accidents, injuries, near misses and blood exposure incidents. Adherence to these instructions will facilitate your care and return to work. If you have any questions, call the treasurer's office at 513-867-3400.

Step 1 - Your health is the first priority! Don't hesitate to seek professional care for a medical emergency.

A medical emergency is defined as a) medical services required for the immediate diagnosis or treatment of a medical condition that if not immediately diagnosed or treated could lead to a serious physical or mental disability or death, or b) medical services that are immediately necessary to alleviate severe pain.

Step 2 - IMMEDIATELY submit an Employee Accident/Exposure Incident Report

To submit an employee incident report, go to the district website (www.edgewoodschools.com), click on Health & Safety (on the left under Faculty / Staff), click on Report an Employee Accident then click on Submit Accident Report. Enter all information requested and follow the steps to submit your report. For assistance, contact your supervisor. For further assistance, call the treasurer's office at 867-3400, ext 1008. The Employee Accident/Exposure Incident Report should be completed by the injured/affected employee, however, if necessary, another employee can complete the report with the assistance of the affected employee.

OPTIONS FOR MEDICAL CARE

When obtaining medical care, the employee MUST TELL THE PHYSICIAN it is a work-related injury.

FIRST VISIT

The first visit to any medical provider, whether an emergency or non-emergency, is covered for a work-related injury considered compensable by the Bureau of Workers' Compensation.

ALL OTHER VISITS

After the first visit, if an employee obtains medical care for a work-related injury from a medical provider other than those noted below, workers' compensation insurance may not cover the costs and the employee may have to pay for the services. Employees are encouraged to go to Excel Corporate Care, which is convenient to our employees and specializes in work-related injuries, treatment and follow-up, including proper reporting, transitional work, physical therapy, and other occupational services.

1. Excel Corporate Care - 4220 Grand Ave., Middletown, OH 45044 (513) 420-4700
2. Emergency Room
3. Urgent Care facility
4. BWC Certified Physician (BWC - Bureau of Workers' Compensation)

To get the name of a BWC Certified Physician, call 1-800-OHIOBWC, Mon - Fri 7:30 am to 5:00 pm. If you are unsure who is a BWC Certified Physician, it is recommended you go to an Emergency Room or Urgent Care facility.

ADDITIONAL REQUIREMENTS FOR BLOOD EXPOSURES

If you are exposed to the body fluids of another person, the following documents must be given to the medical provider (Items 1 & 2 are available from the district offices or on the district website under Health & Safety):

1. A copy of the district Bloodborne Pathogens Exposure Control Plan
2. A copy of the OSHA Bloodborne Pathogens regulations (29 CFR 1910.1030)
3. A copy of the completed Employee Accident/Exposure Report
4. Results of the source individual's blood testing (if available).
5. All medical records applicable to treatment of the employee, including vaccination status.

For additional information regarding the procedures associated with an exposure to the body fluids of another person the employee should read the district Bloodborne Pathogens Exposure Control Plan available on the district website under Health & Safety

XI. DRUG-FREE WORKPLACE POLICY AND EMPLOYEE ASSISTANCE PROGRAM

1. General Background. The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 require all federal contractors, federal grant recipients, and recipients of any federal funds whatsoever to implement a comprehensive substance and alcohol abuse policy. Some regulatory compliance requirements under this act were effective March 18, 1989. The Drug-Free Schools and Communities Act Amendment of 1989 became effective October 1, 1990. Edgewood City Schools shall comply with all provisions of these acts. This policy shall apply to all employees and students of Edgewood City Schools.
2. Standards of Conduct. Edgewood City Schools is committed to maintaining a workplace free of illegal drugs or the unlawful use of alcohol. The district prohibits the possession, manufacture, distribution, dispensation or use of illegal drugs, and the unlawful use, possession, or distribution of alcohol or controlled substances on all school property, at any location where employees or students are conducting school-related business or activities, when using school vehicles and when using private vehicles on school business or in the conduct of school activities. Compliance with these standards of conduct are mandatory. No employee of the Edgewood City School District engaged in work or while in the workplace shall unlawfully manufacture, distribute, dispense, possess, or use alcohol or any narcotic drug hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined in federal and state law.
3. Legal Sanctions

- A. Applicable legal sanctions under local, state or federal law for the unlawful possession or distribution of illicit drugs and alcohol are set forth in the referenced laws as follows:

State	Ohio Revised Code Chapters 2925 - Drug Offenses 3719 - Controlled Substances 4301 - Liquor Control Laws
Federal	Federal (Harrison) Narcotic Act Federal Narcotic Drugs Import and Export Act Federal Food, Drug & Cosmetic Act Federal Alcohol Administration Act

- B. These sanctions can include probation, fines, driver's license suspension, or incarceration
- C. Future revisions, amendments, or additions to these or other applicable codes are incorporated in the policy by this reference.

4. Health Risks. Physical or psychological damage may occur when these substances are abused.

Here are some of the health risks:

- A. Alcohol. Alcohol is a drug. Alcohol consumption causes a number of marked changes in behavior. Even low doses impair judgment and coordination, and Increase the incidence of aggressive behavior. Very high doses can cause Respiratory depression and death. Alcohol intoxication is equivalent to a drug overdose. If combined with other depressants of the central nervous system, the effects of alcohol are multiplied. Repeated use of alcohol can lead to change in tolerance and dependence. Cessation of alcohol intake can produce withdrawal symptoms including tremors, hallucinations, convulsions, and death. Long-term consumption of large quantities of alcohol can lead to permanent damage to vital organs such as the brain and the liver. Women who drink even small amounts of alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. Children of alcoholic parents have a 40% greater risk of developing alcoholism than those whose parents are not alcoholic.
- B. Cannabis. The mood altering effects of marijuana are the result of the chemical delta-9 tetrahydrocannabinol (THC). THC is fat-soluble and remains in the body up to three weeks after smoking one marijuana cigarette. Consequently, even the occasional user can be detected through urinalysis. Research indicates that regular use may have long-term effects on the user's brain, heart and reproductive organs. The numerous carcinogenic chemicals found in marijuana smoke is particularly harmful to the lungs. Loss of memory, lack of motivation, and diminished attention span are some of the effects of regular

marijuana use. Long-term use may result in psychological dependence and change in tolerance.

- C. Depressants. The use of depressants can result in a change in tolerance and physical, as well as psychological, dependency. The combining of several depressants (e.g., valium and alcohol) will potentate the depressant effects multiplying the health hazards. Withdrawal symptoms include anxiety, vomiting, acute psychotic episodes, seizures and death.
- D. Stimulants. High doses of stimulant drugs result in intense personality disturbances including visual and auditory hallucinations, delusions, and paranoia. Tolerance develops rapidly. Cross tolerance does develop among stimulant drugs (e.g., methamphetamine and cocaine). The use of cocaine can cause death by cardiac arrest or respiratory failure. Stimulants are addictive and while withdrawal from stimulants is less dangerous than with depressants, depression can make the person vulnerable to suicide.
- E. Narcotics. Tolerance, especially to the euphoric effects of narcotics, and physical dependence develops rapidly. In order to avoid the abstinence syndrome, the addict becomes preoccupied with acquiring the drug. Withdrawal symptoms are extremely uncomfortable; however, they are seldom life threatening.
- F. Hallucinogens Phencyclidine (PCP). Large doses of PCP may result in convulsive seizure, coma, and death. Mood disorders occur and the user may become violent, irrational, and potentially harmful to self and others. Lysergic acid (LSD), mescaline, and psilocybin cause sensations and feelings to change rapidly. The user may experience panic, confusion, anxiety, depersonalization and loss of control. While relatively rare, flashbacks, the spontaneous reappearance of the drug experience after use has ceased, may occur.
- G. Anabolic-Androgenic Steroids. Steroid users can experience serious cardiovascular, liver, central nervous system, gastrointestinal, and reproductive disorders. In males, use can result in testicular atrophy, sterility, impotence, and arrested growth. Irreversible masculinization and sterility can result when women use steroids. Psychological impairments include mood swings, depressions, and very aggressive behavior.
- H. Medical Marijuana. Employers are not required to accommodate an employee's use, possession, or distribution of medical marijuana. Employers can refuse to hire and may discharge, discipline and take adverse action against an employee who uses, possesses, or distributes medical marijuana. A person is not permitted to sue an employer for taking an adverse employment action related to medical marijuana. A person who is discharged from employment for using

medical marijuana will be considered to have been discharged for just cause if the person's use was in violation of an employer's drug-free workplace policy, zero-tolerance policy, or other formal program or policy regulating the use of medical marijuana. Employers can establish and enforce drug testing, drug-free workplace and zero-tolerance policies.

5. Substance Abuse Counseling

Resource information (booklets, brochures, pamphlets, etc.) regarding health and safety concerns from substance abuse and information regarding the availability of and/referral to community-based approved substance abuse counseling and rehabilitation services are available through a variety of school and community-based services, including:

Comprehensive Counseling Services 513-424-0921

Alcoholics Anonymous 513-423-0102

Narcotics Anonymous 1-800-974-0062

Employees will be provided with information concerning alcohol and other drug abuse in the following ways:

1. All employees will be provided with a copy of the current policy through the employee handbook.
2. The director of human resources will maintain current information on community resources and employee benefits available to employees
3. Information provided to administration personnel regarding alcohol or other drug problems shall be considered part of the employee's medical record and shall be confidential. Except as may be required by law, information regarding alcohol and drug use will not be divulged.

6. Sanctions for Violation of Standards of Conduct

- A. As a condition of employment, each employee shall notify his/her supervisor of his/her conviction of any criminal drug statute for violation occurring in the workplace as defined above, no later than five days after such conviction.
- B. An employee who violates the terms of this policy shall satisfactorily participate in a drug abuse assistance or rehabilitation program approved by the board. If the employee fails to satisfactorily participate in such programs, the employee shall be non-renewed or employment may be suspended or terminated, at the discretion of the board.
- C. Sanctions against employees, including non-renewal, suspension and termination shall be in accordance with prescribed school district administrative regulations and procedures and contracts.
- D. Edgewood City Schools has used and will continue to use progressive discipline in administering sanctions for violations of this policy; however, the district reserves the right to determine when the serious nature of a violation or arrest without adjudication requires that the school take immediate action. Such action may include, but is not limited to: Written Reprimands, Suspension,

Demotion, Termination, Transfer to other duties, Referral to appropriate Authorities for violations of the standards of conduct described in this policy for Faculty and Staff. Suspension, Expulsion, Referral to appropriate authorities for Violations of the standards of conduct described in this policy for students.

Students, faculty, and/or staff may be referred to appropriate drug or alcohol abuse treatment facilities for assessment/treatment as a condition of continued employment and/or student standing.

7. Certification. The Superintendent of Schools shall submit the drug-free school's certification as required by Section 22 of the Drug-Free Schools and Communities Amendments of 1989 (Public Law 101-226) to the Secretary of the U.S. Department of Education.
8. Policy Review. The Superintendent, with the assistance of the Director of Personnel and the Edgewood Board of Education, shall review this policy bi-annually to determine the effectiveness of this policy and to ensure that sanctions are being consistently enforced. When recommended, changes shall be forwarded by the Superintendent to the appropriate authority for review and for amendment to the policy.
9. Employee Assistance Program
 - A. Under the requirements of the drug-free workplace policy, employees experiencing work-related problems due to chemical use will have the opportunity to seek rehabilitation and/or counseling services to address their issues. The Director of Human Resources for the Edgewood City Schools is the employee contact. He/she can provide information regarding local treatment options and make referrals for treatment. All contacts and information shared will remain completely confidential.
 - B. Persons experiencing other types of difficulties (i.e., depression, marital concerns, parenting concerns, abusive relationships, mental health issues, etc.) can also obtain information regarding professional services available in the area through the Director of Personnel. All conversations will be confidential.
 - C. Self-referral to a helping resource will in no way be used in the evaluation of job performance.
 - D. Please refer to the explanation of benefits in your Health Insurance Plan booklet for specific information on coverage of mental health or alcohol and other drug treatment. Basically, the coverage appears very complete. If an employee is covered by the district's health insurance plan, many services in the community are available to you. Should you have further questions, you may contact the insurance company directly or the district's Director of Human Resources at 513-867-3400.

XII. USE OF TOBACCO

Recent changes in Federal Law dictate a policy statement that prohibits tobacco in all buildings. "Use of tobacco" shall include a cigar, pipe, snuff, or any other matter or substance that contain tobacco. Starting in January 2005, all tobacco use will be prohibited on school

premises at all times. Such prohibition also applies on school grounds, in all vehicles, and at program-related events.

XIII BLOODBORNE PATHOGENS FOR SCHOOLS

1. This OSHA Bloodborne Pathogen Standard refers to regulations that have been adopted by the state (House Bill 308) to protect workers from diseases spread primarily by way of the infected person's blood. The two diseases causing the most concern are HIV (the virus that causes AIDS) and Hepatitis B (HBV.)
2. The Bloodborne Pathogen (BBP) Exposure Control Plan (available in each school office) which has been developed by Edgewood City School District is a document explaining how our district will meet the guidelines outlined by House Bill 308 (regulations parallel federal OSHA.)
3. The BBP Exposure Control Plan outlines:
 - A. Identifying employees who may have occupational risk
 - B. Establishing safe work practices
 - C. Providing training for employees
 - D. Understanding the use of personal protective equipment (PPE)
 - E. How to maintain a clean site and how to decontaminate
 - F. How to dispose of contaminated and regulated waste (minimal in school setting)
 - G. Maintaining medical records
 - H. Handling and reporting exposure incidents
4. Definitions
 - A. Universal precautions means a way of protecting workers from different diseases resulting from exposure to bloodborne pathogens. All human blood and certain body fluids are treated as if potentially infectious (BSI--Body Substance Isolation).
 - B. Bloodborne Pathogens (BBP) means microorganisms that are present in human blood and can cause disease in humans.
 - C. Other Potentially Infectious Material (OPIM) means semen, vaginal secretions, saliva in dental procedures, body fluid contaminated with blood, and certain other body fluids and human tissue. This does not include feces, vomit, sweat, tears, spit or sputum unless contaminated with blood.
 - D. Transmission of HBV or HIV even though there is only a minimal possibility of transmission in the school setting, we cannot overlook the seriousness of the diseases. HBV is a disease of the liver. About 3,000,000 people are infected each year, hospitalizing 10,000 and about 250 die. HIV affects the immune system and causes AIDS. It is estimated that 1,000,000 people are infected each year and there is no cure. You may be at risk if you come into contact with an

infected person's blood or OPIM and you have a break in the skin or body fluid comes into contact with the mucous membrane.

5. HIV is a fragile virus. It is easily destroyed when exposed to air. HIV stays in the body for the rest of your life. Major modes of transmission are sexual contact and blood. Individuals with HIV may have symptoms such as loss of appetite, fever, night sweats, weight loss, diarrhea and other flu-type symptoms. Symptoms may subside, but the immune system starts to break down. The incubation period may be a few months to years.
6. HBV can live on a surface in dried blood for up to at least seven (7) days. The major modes of transmission are blood and sexual intercourse. The virus can live in saliva but it is not an effective means of transmission unless blood is present (as in dental procedures.) There is no cure for the disease, but a vaccine does exist.
7. In the school setting remember to treat all body fluids as if infectious and use good hand washing techniques. This greatly lessens the risk of transmission.
8. Engineering controls will help to reduce the risk of occupational exposure in the school setting. Sharps are objects which may become contaminated with blood and have the potential for piercing the skin. In general, school systems are limited in the types of sharps that may be encountered. These may include, but are not limited to contaminated (this means contaminated with blood) needles, blades, lancets, broke chemistry beakers, and razor blades. Contaminated sharps will be disposed of in the Red biohazard containers in the clinics.
9. Resuscitation Devices. Transmission of HIV and HBV has not been documented by giving mouth-to-mouth resuscitation. However, because of the risk of exposure to other infectious diseases and the theoretical risk of exposure to HIV and HBV, disposable equipment will be used. These will be kept in the clinic or office, cafeteria, first aid kits, and on school buses.
10. Safe work practices are procedures to follow on the job to reduce risk of exposure. Safe work practices include being aware of what may place you at risk. It is best To avoid direct skin contact with all body fluids, especially if breaks in the skin are Present. If possible, a student shall be allowed to clean his/her own injury or apply Pressure to the nostrils during a nosebleed. Identified staff shall be first aid responders.
11. Staff responsible for first aid shall be trained in the following:
 - A. Hand washing is the most important way to protect yourself from infection. Wash hands after handling blood or OPIM. If hand washing facilities are not readily available, use hand cleansing wipes and follow up with soap and water as soon as possible. These will be available in first aid kits and on school buses.

- B. Clean up and disposal of waste
 - C. Personal protective equipment (PPE)
 - D. Appropriate response to contaminated materials
12. HBV Vaccine. One way to avoid exposure to the HBV is to have the HBV Vaccine. Individuals who are exposed to blood or OPIM shall be offered the vaccine at no cost to them, unless they have been previously vaccinated, are immune, or it is medically contraindicated. The vaccine is 90-95% effective and is considered safe by the CDC. It is given in a series of 3 injections. There is no vaccine for HIV as of yet, which again stresses the need to use universal precautions.
13. Use of PPE
Personal protective equipment is designed to protect you from blood and other Potentially infectious materials. Staff will be inserviced in use according to job. These Include disposable gloves, mask with eye protection and gowns. Another safety Practice is to avoid smoking, applying cosmetics, handling contacts, storing food or Eating in areas where there is a risk of exposure to body fluids.
14. Housekeeping
- A. Always dispose of clean-up materials
 - B. Wear gloves when cleaning
 - C. Dispose of the gloves and waste in plastic-lined waste cans and wear PPE as Instructed.
 - D. Never pick up broken glass with gloves or bare hands. Use tongs or broom and Dustpan.
 - E. In cleaning surfaces soiled with blood or body fluids, use soap and water and Disinfect with an EPA product or bleach in a 1:10 solution.
15. Accidental Exposure
If you have an accidental exposure to blood or OPIM, always wash the contaminated Area immediately with soap and water. If mucous membrane splash (eye or mouth) or Contamination of broken skin occurs, irrigate or wash the area thoroughly. If an Employee does have an exposure to blood or OPIM (there is a break in the skin or Exposure to the mucous membranes), the BBP standard requires that post exposure Evaluation and follow up be made available to the employee immediately. This Evaluation and follow up will be obtained at no cost to the employee. Exposure Incidents shall be reported to your principal and school nurse.

XIV. SALARY SCHEDULE

An official transcript is required to secure educational advancement on the salary schedule. The transcript must show a master's degree has been conferred in order to advance to the Master's Degree column. University letters are not accepted. Also, be advised that any courses taken before a master's degree is awarded and thereby posted on an official transcript before

the Master's designation cannot be counted as Master's plus hours. Hours vary in Bachelor's and Master's programs with the university and often with the individual who may change majors and/or take miscellaneous classes. The Office of Human Resources will only accept classes posted after the receipt of a Master's Degree as Master's plus courses and hours. Please call if this is unclear. October 15th of each school year is the last day any changes will be made for that year's pay status.

XV. EXTENDED CONTRACT WORK SCHEDULES

It is the district's expectation that any employee with an extended day contract would work an equal number of days prior to and after the Board approved school calendar. For example, if someone has a 10-day extended contract, that person should work the 5 calendar weekdays prior to the first day for certified staff, and the 5 weekdays following the last day for certified staff. Each day should be 7.5 hours in length and includes a 30 minute lunch break. The day must be scheduled during the building normal working hours (during the school year) or as prescribed by the principal. Employees cannot use sick leave days if a day is missed during the extended contract time. Any deviation from this schedule must be approved prior to the date of absence by the immediate supervisor.

XVI. SERVICE CREDIT

A teacher must teach and/or receive pay for 120 service days in a school calendar year to receive one year's service credit in STRS and a step increase on the pay scale. Paid sick days do count toward this total.

XVII. TUITION REIMBURSEMENT

Please review contract language in regard to educational reimbursement. If in doubt, check the accreditation of the university before registering. Approval for reimbursement occurs **before** the class begins. The application for tuition reimbursement form can be secured in your school office. Approval for tuition reimbursement is not the approval of a course for recertification or upgrading a license. This is approved by the LPDC. Please call or email the Director of Human Resources if there are questions regarding tuition reimbursement.

XVIII. GIFTS AND GRATUITIES

The ECSD considers the presentation of gifts to staff members by students and their parents as an undesirable practice because it tends to embarrass students with limited means and gives the impression of favoritism. Employees should not encourage such practices. At the same time, refusing a gift from a child can be just as embarrassing. We trust our employees will use their best judgment in these matters.

Employees should not solicit nor accept gratuities, favors or anything of monetary value for

their own use or benefit from contractors, potential contractors, parents, or any other person/agencies doing business with ECSD.

ECSD employees do not have the authorization to make personal purchases from vendors in order to take advantage of district rates. The district name shall not be used in conjunction with any personal purchases. Violations of these rules shall result in disciplinary action.

XIX. ACCIDENTS ON THE JOB

If an employee has an accident while at work, he/she must immediately report the accident to the supervisor, the building nurse or health specialist. If the employee is severely injured, immediately call 911; do not move the employee. If the employee is minimally injured, even if the employee believes he/she is uninjured, they must be seen by the nurse as soon as practically possible.

XX. EMAIL

There should be no expectation of privacy for any message sent by email. Messages that have been deleted may still be accessible on the hard drive. Messages deleted or otherwise, may be subject to disclosure under the Public Records Act, unless an exemption would apply.

XXI. DANGEROUS WEAPONS

The ECSD will not tolerate the possession of weapons or any other device designed to inflict serious bodily harm by any staff member/visitor while on District property, at a school event, or on a school vehicle.

The Superintendent shall ensure that any staff member possessing a weapon or other device designed to inflict serious bodily harm is reported immediately to the appropriate law enforcement agency. As well the staff member shall be disciplined up to and including discharge consistent with law, due process, and the Board Policy.

XXII. CHILD ABUSE AND NEGLECT REPORT

The ECSD is concerned with the physical and mental well-being of the children and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with the law. Each employee or contracted provider of this agency who knows or suspects child abuse or neglect shall be responsible for reporting the suspected abuse or neglect in accordance with the Superintendent's guidelines. **In accordance with the Ohio Revised Code 2151.421, no employee or service provider shall fail to immediately report the knowledge or suspension of abuse or neglect to the Butler County Children Service Board or local police department. Such reporting shall be required in every case that reasonably indicated child under the age of twenty-one (21) has been abused or neglected**

or faces the threat of being abused or neglected.

XXIII. STAFF SAFETY PRACTICES

All services of the ECSD should be conducted in a safe manner, whether in the office, in facilities, or when providing services in other districts. It is the responsibility of the district to provide clean, safe and healthy working conditions, equipment and work methods for its employees. It is the responsibility of employees to bring observed potential hazards to the attention of their supervisors and to follow all health and safety regulations. All employees are required to use seat belts and should restraints in all personal automobiles and county vehicles, whenever the employee is involved in district business. Failure to do so will result in disciplinary action at the discretion of the Superintendent. If the district vehicle has a malfunctioning seat belt, the employee should contact his/her supervisor for assistance. if a restraint is not functioning in a personal vehicle, the employee should have it repaired properly.

XXIV. SALARY STEPS

Certified and classified pay step increases will take place annually. Twelve-month classified employees pay step increases will take effect July 1 each year that a pay step is warranted in accordance with the master agreement. All other classified positions and certified position pay step increases will take effect the first day of work for that employee each school year in accordance with their respective master agreements. Classified employees must service $\frac{2}{3}$ of his particular work year in order to qualify for the annual pay step increase.

XXV. SPECIAL SERVICES

The special education service programs and related services in each school building must be implemented in cooperation with the principal. The success of this support service is dependent upon a coordinated team approach of teachers, parents, and special education service staff together with the building principal. Special education services include a broad range of coordinated services, functions and activities directed at assisting all students to derive maximum benefit from their school experiences.

A. Areas of Service

The Director of Special Education is responsible for special education programs and related services. The principal and the Director of Special Education share supervision of special education personnel. A continuum of alternative placements is available to meet the needs of disabled children for special education and related services.

B. Health Services

School nurses and school health specialists assist in the recognition and remediation of health

problems to help each student gain the maximum benefit from his/her school experiences. The school nurse and health specialist function as a health counselor and resource for students and employees. School nurses and health specialists provide periodic and individual medical, Vision, and scoliosis screening examinations. School nurses and health specialists help principals acquire adequate immunization protection for their students.

C. School Attendance Service

Attendance is required for all children between the ages of six and eighteen years of age, or the enforcement is placed on school officials. Accuracy of attendance records is important when the courts become involved. A program of attendance enforcement is coordinated at both the school and district level. Students moving into the ECSD must begin school attendance within one week after they begin to reside in our district. The Board of Education policy requires that students must attend schools in the legal attendance area where their parents, legal custodian or legal aged student lives.

D. Work Permits

There are both Ohio and Federal laws regulating child labor. A work permit must be issued in the employment of a minor. There are age standards, hours to work, and certain occupations permitted or prohibited under the labor laws. The issuance of work permits will be handled by the building principal, or designee, during the school year. During the summer months, work permits will be issued at the Board Office.

E. Student Records

A permanent record is maintained on every student who has ever attended school in our district. Before the release of student record information is made, the parent/guardian or legal aged students must give written consent. The Superintendent is the Board of Education's appointed records officer for the district.

F. Open Enrollment

The Edgewood City School District does accept non-resident open enrolled students based upon a set criteria. The time period to apply is from May 1 to the end of June. This is approved for one year only and must be submitted each year to see if enrollment allows for additional students.

G. Foreign Exchange Students

All foreign exchange students and students from other countries must initially register and have the required papers on file with the Superintendent's office as mandated by the US Department of Justice.

H. Services for Needy Youth

Teachers, nurses, or administrators who know of students in need of adequate clothing in order to attend school should contact the building principal for referral to available local programs and charities.

I. Compliance Officers

The Coordinator of Special Services and the Director of Human Resources serve as compliance officers for the district. Our district does not discriminate in employment, in school programs or activity participation on the basis of sex, as required by Title IX .

J. Appeal Officer Suspensions/Expulsions

Hearings are conducted in regard to appeals requested by the parent/guardian of legal aged students. The Superintendent or his designee is the Board of Education Hearing Officer.

K. Section 504 Coordinator (Section 504 of the Rehabilitation Act of 1973)

The Director of Special Education serves as the Section 504 Coordinator. The ECSD recognizes its responsibility under Section 504 to avoid discrimination in policies, programs, and practices with regard to students and personnel. Discrimination against any person with a disability will not knowingly be permitted as a result of any school district program or practices.

L. Bomb Threats, Tornado, and Fire Drill Reports

Each time a fire or tornado drill is held, a report must be submitted to the Director of Personnel. Whenever a bomb threat is received, a report shall be sent to the Superintendent as soon as possible.

M. Federal Reports

Civil Rights Survey Reports pertaining to elementary and secondary surveys, US Department of Justice, Immigration and Naturalization Service are compiled by the Director of Special Education.

N. Missing Children's Act (R.C. 3313.672)

The Director of Special Education is responsible for the development of informational programs for students, parents, and community members relative to missing children issues and matters.

O. Foster Homes

All children placed in foster homes within the school district's attendance area shall be reported to the Director of Special Education for monitoring. Reimbursement forms must be completed and submitted to the Division of School Finance, Columbus, Ohio.

P. Juvenile Detention Center

All children placed in juvenile detention centers must be reported to the Director of Special Education.

XXVI. SCHOOL RECORD FORMS AND POLICIES

- A. Office doors or record storage areas are to be locked when office personnel are not in attendance.
- B. The cumulative folder and permanent health record should be stored in the central administrative office.
- C. Certified, nursing and professional secretarial staff are privileged to have access to see and use the cumulative folder for professional use.
- D. Cumulative folders and other pertinent records should not leave the school office area unless authorized by the principal through a sign-out system.
- E. Every possible means should be used to protect the records during a fire. Schools should explore the idea of formulating an evacuation plan where feasible.
- F. During riots or civil disturbances, all doors to record storage should be locked, with a person placed at the door to permit authorized personnel only to enter.
- G. The recommendation concerning the disposition of certain official and unofficial school records of the ECSD should be in file in the principal's office.
- H. The method or technique of destruction of official records should be on file in the principal's office. Application forms for **Permission to Destroy Records** may be obtained from the Treasurer.

XXVII. PLACEMENT OF NON-ENGLISH SPEAKING STUDENTS

Students coming to the ECSD from Non-English speaking countries should be placed with the proper chronological age group. Non-English speaking students should never be put back a grade level or placed in remedial sections until a sufficient time in the Edgewood Schools so indicates such a need. A minimum of one school year's experience in the local schools and consultation with the school psychologist is recommended for placement of Non-English speaking students.

