

BEAVERCREEK CITY SCHOOLS
Board of Education Meeting
August 20, 2020
6:30 p.m.

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. PLEDGE OF ALLEGIANCE**
- IV. APPROVAL OF AGENDA AS PRESENTED**
- V. PRESENTATIONS**
 - A. Communication Calendar 2020-2021 - Mr. Ryan Gilding
- VI. QUESTIONS AND/OR COMMENTS FROM THE PUBLIC**
- VII. APPROVAL OF THE MEETINGS HELD**
 - A. Minutes for July Board of Education Meetings
 - July 16, 2020 Regular Board of Education Meeting
 - July 30, 2020 Special Board of Education Meeting
- VIII. ITEMS FOR BOARD DISCUSSION**
 - A. Board Policies - Mr. Madden, Mr. Otten, Mr. Schwieterman
 - PO5200-Attendance
 - PO8450.01-Facial Coverings During Pandemic/Epidemic Events (New)
 - PO3220-Standards-Based Teacher Evaluation
 - PO2226-Nondiscrimination on the Basis of Sex in District Programs or Activities
 - B. Greene County ESC MOU for 20-21 Online Learning - Mr. Paul Otten
 - C. Business Department Update for 2020-2021 School Year - Mr. Greg Thompson
 - D. Employee Code of Conduct Update and Renewal - Mr. Deron Schwieterman p. 1
- IX. FINANCIAL REPORTS REQUEST-ITEMS FOR BOARD ACTION**
 - A. July 2020 Financial Reports p. 2
 - B. Approval of Resolution Approving A Written Post-Issuance Compliance Policy in Connection with the Issuance of Tax-Exempt and Tax-Preferred Obligations by the School District p. 26

X. NEW BUSINESS-ITEMS FOR BOARD ACTION

- A. Employment, Salary Changes, Leaves of Absence, and Terminations p. 38
- B. Approval of Board Policies p. 54
 - PO5200-Attendance
 - PO8450.01-Facial Coverings During Pandemic/Epidemic Events (New)
 - PO3220-Standards-Based Teacher Evaluation
 - PO2266-Nondiscrimination on the Basis of Sex in District Programs or Activities
- C. Approval of Participation in Free and Reduced Lunch Program at all Schools, Participation in Free and Reduced Breakfast Programs at Beaver Creek High School, Ferguson Hall, and Parkwood Elementary School p. 102
- D. Approval of MOU-Greene County Educational Service Center Online Learning Collaborative With Participating Greene County School Districts p. 103
- E. Approval of Resolution Ratifying the Filing of an Individual Proof of Claim in Connection with the Bankruptcy Cases of *In Re Purdue Pharma. L.P., ET AL.* p. 105
- F. Approval of Program of Studies Amendment to Include Online Learning 6-12 p. 107
- G. Approval of Type IV Reimbursements p. 117
- H. Approval of Updated FY21 Proposed School Fees p. 119
- I. Approval of 2020-2021 Student Handbooks (see binder)

XI. ANNOUNCEMENTS

- A. August 24, 2020 Staggered Start for Students A-K
- B. August 25, 2020 Staggered Start for Students L-Z
- C. August 26, 2020 All Students Report
- D. September 7, 2020 Labor Day-No School-All Offices Closed
- E. September 17, 2020 Board of Education Meeting 6:30 p.m.

XII. BOARD MEMBER COMMENTS

XIII. EXECUTIVE SESSION

- A. The Appointment, Employment, Dismissal, Discipline, Promotion, Demotion, or Compensation of Public Employees 121.22(G)(1)
- B. Court Action 121.22 (G)(3)-Pending or Imminent Litigation

XIV. ADJOURNMENT

Board-Approved Expected Behaviors for Employees

Each Beavercreek City Schools employee shall:

1. Report to work acceptable for duty, remain fit for duty, prepare for, and perform all assigned duties required by one's job description(s) during approved work hours.
2. Comply with reasonable directives issued by established lines of authority or defined in Board policy.
3. Identify, report, and/or control, if possible, unsafe conditions and/or safety hazards in order to maintain safe and secure working and/or learning environments.
4. Demonstrate respect and integrity when interacting with students, parents, community members, employees, and other stakeholders.
5. Comply with federal laws, state statutes, Board policies and administrative guidelines associated with professional and ethical conduct.
6. Communicate in an honest and timely manner about information that may impact the District.
7. Acquire, use, maintain, and dispose of District assets in an ethical and responsible manner in accordance with federal laws, state statutes, Board policies, and related administrative guidelines.
8. Understand the requirements and protect the confidentiality of information as required by federal laws, state statutes, Board policies, and related administrative guidelines.
9. Report actions that may represent violations of federal laws, state statutes, Board policies, and/or related administrative guidelines to the appropriate lines of authority.
10. Refrain from any activity, on or off duty, which may interfere with either one's ability to effectively perform one's duties as assigned, or the legitimate interests of the District.
11. Comply with all other federal laws, state statutes, Board policies, and related administrative guidelines.

Approved this 17th day of September, 2020.

Signed:

Jo Ann Rigano, Beavercreek City Schools Board of Education

Signed:

Dennis Morrison, Beavercreek City Schools Board of Education

Signed:

Krista Hunt, Beavercreek City Schools Board of Education

Signed:

Gene Taylor, Beavercreek City Schools Board of Education

Signed:

Christopher Stein, Beavercreek City Schools Board of Education

Signed:

Paul Otten, Superintendent, Beavercreek City Schools

Beavercreek City Schools

Monthly Analysis of Revenues and Expenses

July - Fiscal Year 2021

	Monthly Estimate	Monthly Actual	Monthly Difference	Year to Date Estimate	Year to Date Actual	Year to Date Difference
Beginning Cash Balance	21,100,667	21,100,667	0	21,100,667	21,100,667	0

Receipts:

From Local Sources

							% of Total
Real Estate Tax	27,000,000	27,032,250	32,250	27,000,000	27,032,250	32,250	93.81%
Personal Tangible	0	0	0	0	0	0	0.00%
Proceeds from Sale of Notes	0	0	0	0	0	0	0.00%
Other Local	550,000	87,900	-462,100	550,000	87,900	-462,100	0.31%

From State Sources

Foundation Program	1,112,033	1,093,772	-18,261	1,112,033	1,093,772	-18,261	3.80%
Rollback and Homestead	0	0	0	0	0	0	0.00%

From Federal Sources

Public Law 874	0	0	0	0	0	0	0.00%
Other Federal	0	0	0	0	0	0	0.00%

Non-Operating Receipts	51,000	600,574	549,574	51,000	600,574	549,574	2.08%
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Total Receipts	28,713,033	28,814,496	101,463	28,713,033	28,814,496	101,463	100.00%	0.35%
Receipts Plus Cash Balance	49,813,700	49,915,163	101,463	49,813,700	49,915,163	101,463		

Expenses

Salaries and Wages	4,000,000	4,080,899	80,899	4,000,000	4,080,899	80,899	57.45%	
Fringe Benefits	1,646,000	1,479,541	-166,459	1,646,000	1,479,541	-166,459	20.83%	36.26%
Purchased Services	900,000	1,059,054	159,054	900,000	1,059,054	159,054	14.91%	
Materials, Supplies and Books	163,000	150,859	-12,141	163,000	150,859	-12,141	2.12%	
Capital Outlay	13,000	8,309	-4,691	13,000	8,309	-4,691	0.12%	
Repayment of Debt	0	0	0	0	0	0	0.00%	
Other Non-Operating Expenditures	0	0	0	0	0	0	0.00%	
Other Expenditures	390,000	325,015	-64,985	390,000	325,015	-64,985	4.58%	


Total Expenditures	7,112,000	7,103,677	-8,323	7,112,000	7,103,677	-8,323		-0.12%
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Ending Cash Balance	42,701,700	42,811,486	109,786	42,701,700	42,811,486	109,786	100.00%	
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Months elapsed in FY 1
 Total Projected Expenditures \$101,026,770
Spent to Date \$7,103,677
 % Spent 7.03%
 % of FY Elapsed 8.33%

Beavercreek City Schools
Monthly Financial Reports – July 2020

Financial Re-Cap for:
 Board of Education Meeting
 August 20, 2020



Executive Summary – Financial Reporting
For the Month of July 2020
Overview

✓ This report is based on the Five Year Forecast that was approved by the Board of Education in May 2020. As the Forecast is transitioned into budgets for the district, we will be monitoring our expenditure levels reflected in the financial reports.

✓ We project the amounts monthly for budget purposes and monitor monthly activity against those projections to determine if we are in alignment with the projected expenditures. As we proceed throughout the year, we will see if our projections hold and we will update our forecast accordingly.

✓ Currently, we are spending in alignment with our forecast as we start the fiscal year.




Executive Summary – Financial Reporting
For the Month of July 2020
Overview

✓ The following slides will present the Revenue and Expenditure line items that correspond to the Monthly Analysis of Revenues and Expenditures – the monthly report I have included in your board packet.

✓ Each month we will look at:


- ❖ Month-To-Date: Budget vs. Actual Revenues and Expenditures
- ❖ Fiscal-To-Date: Budget vs. Actual Revenues and Expenditures



Executive Summary – Financial Reporting
For the Month of July 2020
Local Receipts


✓ Real Estate Taxes collected fiscal year-to-date total \$27,032,250 which is in alignment with fiscal year projected receipts.

✓ Our current tax base is stable and growing.



Executive Summary – Financial Reporting
For the Month of July 2020
Receipts


	Monthly Estimate	Monthly Actual	Monthly Difference
Real Estate Tax	\$27,000,000	\$27,032,250	\$32,250
	Year to Date Estimate	Year to Date Actual	Year to Date Difference
	\$27,000,000	\$27,032,250	\$32,250



Executive Summary – Financial Reporting
For the Month of July 2020
State Funding Receipts

✓ State Foundation funding of \$1,093,772 was collected this month. To date, we are \$-18,261 under projections on our collections.

✓ We will continue to monitor these changes in funding closely.




Executive Summary – Financial Reporting
For the Month of July 2020
Receipts

	Monthly Estimate	Monthly Actual	Monthly Difference
State Foundation	\$1,112,033	\$1,093,772	\$-18,261
	Year to Date Estimate	Year to Date Actual	Year to Date Difference
	\$1,112,033	\$1,093,772	\$-18,261




Executive Summary – Financial Reporting
For the Month of July 2020
Revenues:

- ✓ Our non-operating receipts are comprised of FY20 advances in for \$555,978. Typically, grants are awaiting federal/state reimbursements at year-end.
- ✓ This practice of advancing funds to/from the general fund at year-end/year-beginning is in compliance with Ohio Revised Code and is audited annually to be sure proper accounting is used.
- ✓ We are in compliance.



Executive Summary – Financial Reporting
For the Month of July 2020
Expenditures:

- ✓ Salaries and wages as of July are coming in over projections by approximately \$80,899.
- ✓ Fringe benefits as of the month of July came in under projections by approximately \$-166,459.
- ✓ These expenditures will ebb and flow from month-to-month as we monitor them to be sure they are in compliance with the five year forecast.



Executive Summary – Financial Reporting
For the Month of July 2020
Expenditures

	Monthly Estimate	Monthly Actual	Monthly Difference
<u>Salaries & wages</u>	\$4,000,000	\$4,080,899	\$80,899
	Year to Date Estimate	Year to Date Actual	Year to Date Difference
	\$4,000,000	\$4,080,899	\$80,899



Executive Summary – Financial Reporting
For the Month of July 2020
Expenditures

	Monthly Estimate	Monthly Actual	Monthly Difference
<u>Fringe Benefits</u>	\$1,646,000	\$1,479,541	\$-166,459
	Year to Date Estimate	Year to Date Actual	Year to Date Difference
	\$1,646,000	\$1,479,541	\$-166,459



Executive Summary – Financial Reporting
For the Month of July 2020
Expenditures:

✓ Purchased Services costs of \$1,059,054 this month-to-date came in over projections of \$159,054 fiscal-to-date.

- [The charter and voucher payments, which are strictly pass-thru payments, comprised approximately \$252 thousand (24%) of the purchased services costs in July...

✓ Materials, Supplies and Books to date came in under projections by about \$-12,141.

✓ Capital Outlay to date came in under projections by about \$-4,691.




Executive Summary – Financial Reporting For the Month of July 2020 Expenditures			
	Monthly Estimate	Monthly Actual	Monthly Difference
Purchased Svcs.	\$900,000	\$1,059,054	\$159,054
	Year to Date Estimate	Year to Date Actual	Year to Date Difference
	\$900,000	\$1,059,054	\$159,054



Executive Summary – Financial Reporting For the Month of July 2020 Expenditures			
	Monthly Estimate	Monthly Actual	Monthly Difference
Materials, Supplies	\$163,000	\$150,859	\$-12,141
	Year to Date Estimate	Year to Date Actual	Year to Date Difference
	\$163,000	\$150,859	\$-12,141




Executive Summary – Financial Reporting For the Month of July 2020 Expenditures			
	Monthly Estimate	Monthly Actual	Monthly Difference
Capital Outlay	\$13,000	\$8,309	\$-4,691
	Year to Date Estimate	Year to Date Actual	Year to Date Difference
	\$13,000	\$8,309	\$-4,691



Executive Summary – Financial Reporting
For the Month of July 2020
Expenditures:

✓ Expenditures are under projections by about \$8k or -0.12%.

✓ We continue monitoring these expenditures to determine that our spending plan is still in proper alignment.



Executive Summary – Financial Reporting
For the Month of July 2020
Expenditures


	<u>Monthly</u> <u>Estimate</u>	<u>Monthly</u> <u>Actual</u>	<u>Monthly</u> <u>Difference</u>
<u>Total</u>			
<u>Expenditures</u>	\$7,112,000	\$7,103,677	\$-8,323
	<u>Year to Date</u> <u>Estimate</u>	<u>Year to Date</u> <u>Actual</u>	<u>Year to Date</u> <u>Difference</u>
	\$7,112,000	\$7,103,677	\$-8,323



Executive Summary – Financial Reporting
For the Month of July 2020
Expenditures:


✓ As of July, we are in alignment with budgeted expenditures, 8.33% of the fiscal year has elapsed and we have spent 7.03% of the annual budget. Our cash-flow is positive and we expect to end the year within budget.

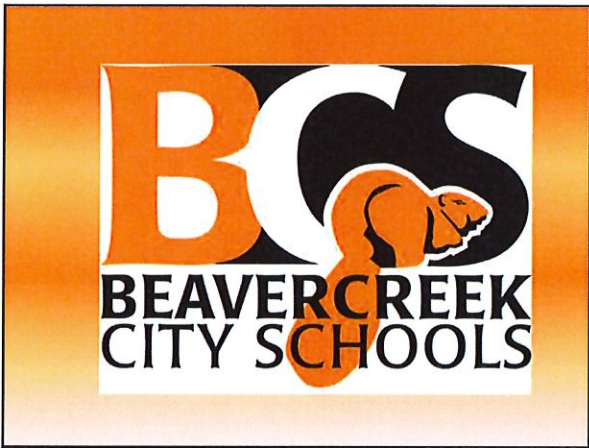
✓ We did have \$555,978 in advances to close the books as of June 30, 2020. We made these advances from General Fund to the various grant funds awaiting reimbursement from state and federal sources. Since the grants are reimbursing, we must advance funds at year-end so they are not in a deficit. Advances are not required to be budgeted per Ohio Law.



Executive Summary – Financial Reporting
For the Month of July 2020
“Bottom-Line” Cash Balance:

<u>Ending Cash</u> <u>Balance</u>	<u>Monthly</u> <u>Estimate</u>	<u>Monthly</u> <u>Actual</u>	<u>Monthly</u> <u>Difference</u>
	\$42,701,700	\$42,811,486	\$109,7896
<u>Year to Date</u> <u>Estimate</u>	<u>Year to Date</u> <u>Actual</u>	<u>Year to Date</u> <u>Difference</u>	
\$42,701,700	\$42,811,486	\$109,7896	





BCSD BANK RECONCILIATION

July 2020

Bank Statement Balances:

Chase - Operating (Concentration Acct.)	26,816,099.92
US Bank - Meeder Money Market	6,125,644.13
US Bank - Meeder Investments	6,576,498.53
Chase- High Yield Savings	15,136.98
STAR Ohio	18,932,825.73
STAR Plus	5.46
PNC Bank - Money Market Savings	70,341.47
Self-Insured Worker's Compensation	15.60
Athletic Change Fund	0.00
Food Service Change Fund	0.00
BHS Change Fund	500.00
CMS Change Fund	0.00
AMS Change Fund	0.00
Central Office Change Fund	100.00

Total Bank Balances:

58,537,167.82

Adjustments:

Outstanding Checks (Operating)	(268,753.10)
Outstanding Checks (Payroll Net)	(59,860.30)
Outstanding Checks (Worker's Comp)	(15.60)
Outstanding Vcard Payments (CPS)	21,354.36
VCARD ACH in Transit	
VCARD Voids/Reissued checks/Expired Payment	
Interest - Chase Operating	-
Interest - Meeder Investments	(23,300.60)
Interest - Chase High Yield Savings	(0.64)
Interest - STAR Ohio	(7,330.28)
Interest - STAR Plus	-
Interest - PNC Bank	(2.98)
CBS amount in Accumulator	(220.00)
7/10 Payroll HSA ACH	(1,029.18)
Summer Ins Refund - Weidner	8.22
Summer Ins Refund - Logel	56.46
Summer Ins Refund - Lightner	900.28

Total Adjustments:

(338,193.36)

Adjusted Bank Balances:

58,198,974.46

Fund Balances per Board Books:

58,198,974.46

Variance

0.00

BEAVERCREEK CITY SCHOOL DISTRICT					
INVESTMENT INCOME					
July					
2020					
INVESTMENT INCOME:					
Bank			Amount		Receipt Code
US Bank - Meeder - MM		Variable	0.00		001-1410-0000
US Bank - Meeder - Investment		Variable	23,300.60		001-1410-0000
US Bank - Meeder - Prem./Disc.		Variable	0.00		001-1410-0000
US Bank - Meeder - Gain/(Loss)		Variable	0.00		001-1410-0000
Chase - High Yield Savings		0.05%	0.64		001-1410-0000
Star Ohio		0.36%	7,330.28		001-1410-0000
Star Plus		0.25%	0.00		001-1410-0000
PNC Bank - Business Money Market		0.05%	2.98		001-1410-0000
TOTAL INVESTMENT INCOME			\$ 30,634.50		
INVESTMENT INCOME DISTRIBUTION:					
Fund	Fund Balance	Rate	Amount		Receipt Code
Food Service Fund	0.00	0.05%	0.00		006-1410-0000
Dayton Islamic	86,757.21	0.05%	3.61		401-1410-9520
St. Luke	37,117.64	0.05%	1.55		401-1410-9620
Carroll HS	67,393.73	0.05%	2.81		401-1410-9720
Bright Beginnings	2,327.62	0.05%	0.10		401-1410-9920
			\$ 8.07		
General Fund Interest Distribution			\$ (8.07)		001-1410-0000

-- Options Summary --

Summary or Detail Report? (S,D) S
Output file: 0720FINSUMMS.TXT
Type: CSV
Print options page? (Y,N) Y
Report heading: BCSD - CLOSE JULY 2020
Generate FINDET report for comparison? (Y,N) Y
Sort options: FD
Subtotal options: FD
Include future encumbrance amounts? (Y,N) N
Include accounts with zero amounts? (Y,N) Y
Include accounts which are no longer active? (Y,N,I) Y

BAT_FINSUM executed by OVERFIJ on node MVECA0:: at 4-AUG-2020 13:02:57.56

Date: 08/04/2020
Time: 1:02 pm

Beaver Creek City Schools
Financial Report by Fund
BCSD - CLOSE JULY 2020

Page: 1
(FINSUM)

Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
TOTAL FOR Fund 001 - GENERAL:							
21,100,667.42	28,814,495.94	28,814,495.94	7,103,676.73	7,103,676.73	42,811,486.63	4,486,232.21	38,325,254.42
TOTAL FOR Fund 002 - BOND RETIREMENT:							
4,621,108.43	2,724,000.00	2,724,000.00	0.00	0.00	7,345,108.43	0.00	7,345,108.43
TOTAL FOR Fund 003 - PERMANENT IMPROVEMENT:							
3,095,713.14	945,000.00	945,000.00	477,722.21	477,722.21	3,562,990.93	955,999.80	2,606,991.13
TOTAL FOR Fund 004 - BUILDING:							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 006 - FOOD SERVICE:							
0.00	2,126.93	2,126.93	105,239.92	105,239.92	103,112.99	822,384.54	925,497.53
TOTAL FOR Fund 007 - SPECIAL TRUST:							
53,556.89	2,500.00	2,500.00	48,800.00	48,800.00	7,256.89	1,400.00	5,856.89
TOTAL FOR Fund 009 - UNIFORM SCHOOL SUPPLIES:							
919,866.05	3,268.50	3,268.50	42,098.12	42,098.12	881,036.43	288,407.83	592,628.60
TOTAL FOR Fund 018 - PUBLIC SCHOOL SUPPORT:							
478,230.80	10,492.49	10,492.49	7,795.88	7,795.88	480,927.41	89,415.61	391,511.80
TOTAL FOR Fund 019 - OTHER GRANT:							
9,778.21	0.00	0.00	0.00	0.00	9,778.21	0.00	9,778.21
TOTAL FOR Fund 020 - SPECIAL ENTERPRISE FUND:							
64,967.72	2,585.00	2,585.00	2,967.54	2,967.54	64,585.18	0.00	64,585.18
TOTAL FOR Fund 022 - DISTRICT AGENCY:							
132,728.89	552,465.60	552,465.60	478,138.37	478,138.37	207,056.12	10,261.02	196,795.10
TOTAL FOR Fund 024 - EMPLOYEE BENEFITS SELF INS.:							
2,149,787.62	1,036,920.70	1,036,920.70	1,050,583.66	1,050,583.66	2,136,124.66	0.00	2,136,124.66
TOTAL FOR Fund 027 - WORKMANS COMPENSATION-SELF IN:							
283,421.79	0.00	0.00	1,603.65	1,603.65	281,818.14	74,627.00	207,191.14
TOTAL FOR Fund 200 - STUDENT MANAGED ACTIVITY:							
229,903.44	0.00	0.00	3,617.84	3,617.84	226,285.60	17,450.30	208,835.30
TOTAL FOR Fund 300 - DISTRICT MANAGED ACTIVITY:							
605,739.79	2,760.50	2,760.50	25,500.06	25,500.06	583,000.23	193,811.00	389,189.23
TOTAL FOR Fund 401 - AUXILIARY SERVICES:							
270,994.33	51.29	51.29	77,449.42	77,449.42	193,596.20	66,594.67	127,001.53

Date: 08/04/2020
Time: 1:02 pm

Beaver Creek City Schools
Financial Report by Fund
BCSD - CLOSE JULY 2020

Page: 2
(FINSUM)

Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
TOTAL FOR Fund 416 - TEACHER DEVELOPMENT:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 431 - GIFTED EDUCATION FUND:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 432 - MANAGEMENT INFORMATION SYSTEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 440 - ENTRY YEAR PROGRAMS:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 451 - DATA COMMUNICATION FUND:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 452 - SCHOOLNET PROFESS. DEVELOPMEN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 459 - OHIO READS:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 460 - SUMMER INTERVENTION:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 466 - STRAIGHT A FUND:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 467 - STUDENT WELLNESS AND SUCCESS:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 499 - MISCELLANEOUS STATE GRANT FUN	621.12	811.11	5,205.33	5,205.33	3,773.10-	0.00	3,773.10-
TOTAL FOR Fund 504:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 506 - RACE TO THE TOP:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 514:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 516 - IDEA PART B GRANTS:	114,236.16	141,724.23	451,947.81	451,947.81	195,987.42-	55,478.95	251,466.37-
TOTAL FOR Fund 532:	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Date: 08/04/2020
Time: 1:02 pm

Beavercreek City Schools
Financial Report by Fund
BCSD - CLOSE JULY 2020

Page: 3
(FINSUM)

Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
TOTAL FOR Fund 533 - TITLE II D - TECHNOLOGY:							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 551 - LIMITED ENGLISH PROFICIENCY:							
0.00	5.50	5.50	518.25	518.25	512.75-	0.00	512.75-
TOTAL FOR Fund 572 - TITLE I DISADVANTAGED CHILDRE							
4,506.98	25,439.99	25,439.99	72,279.56	72,279.56	42,332.59-	4,506.98	46,839.57-
TOTAL FOR Fund 573 - TITLE V INNOVATIVE EDUC PGM:							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 584 - DRUG FREE SCHOOL GRANT FUND:							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 587 - IDEA PRESCHOOL-HANDICAPPED:							
7,410.93	7,298.74	7,298.74	19,193.41	19,193.41	4,483.74-	5,736.87	10,220.61-
TOTAL FOR Fund 589:							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 590 - IMPROVING TEACHER QUALITY:							
6,576.68	0.00	0.00	6,410.68	6,410.68	166.00	6,576.68	6,410.68-
TOTAL FOR Fund 599 - MISCELLANEOUS FED. GRANT FUND							
6,265.60	0.00	0.00	248,305.61	248,305.61	242,040.01-	6,265.60	248,305.61-
GRAND TOTALS:							
34,156,081.99	34,271,946.52	34,271,946.52	10,229,054.05	10,229,054.05	58,198,974.46	7,085,149.06	51,113,825.40

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Beavercreek City School District Portfolio Comparison

Account number 57 00 0010 0 00

6/30/2020

Duration Diversification

	PERCENTAGE	DOLLAR AMOUNT
0-1 year	78%	\$9,940,563
1-2 years	22%	\$2,739,343
2-3 years	0%	\$0
3-4 years	0%	\$0
4-5 years	0%	\$0
		\$12,679,906

Portfolio Statistics

Weighted Average Maturity 0.44 years
Weighted Average Yield 1.44%
Annualized Interest Income of Securities \$182,591

Portfolio Allocation



Yield and interest income information is annualized. All yield information is shown gross of any advisory and custody fees and is based on yield to maturity at cost. Days to maturity is calculated based on the difference between maturity date and report date. Total days to maturity is calculated based on weighting each security's days to maturity to the total securities or assets. Past performance is not a guarantee of future results.



Advisory services provided by Meeder Public Funds, Inc.

0106-MPF-0000

7/31/2020

Duration Diversification

	PERCENTAGE	DOLLAR AMOUNT
0-1 year	90%	\$11,459,826
1-2 years	10%	\$1,242,316
2-3 years	0%	\$0
3-4 years	0%	\$0
4-5 years	0%	\$0
		\$12,702,142

Portfolio Statistics

Weighted Average Maturity 0.39 years
Weighted Average Yield 1.49%
Annualized Interest Income of Securities \$189,262

Portfolio Allocation



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For the Account of: BEAVERCREEK CITY SCHOOL DISTRICT

Account Number: 57 00 0010 0 00
Date: JULY 31, 2020



WE ENCOURAGE YOU TO REVIEW THIS STATEMENT WITH THE STATEMENT YOU RECEIVE FROM THE QUALIFIED CUSTODIAN. ADVISORY SERVICES PROVIDED BY MEEDER PUBLIC FUNDS, REGISTERED INVESTMENT ADVISER.

PENNY RUCKER
BEAVERCREEK CITY SCHOOL DISTRICT
3040 KEMP RD
BEAVERCREEK OH 45431

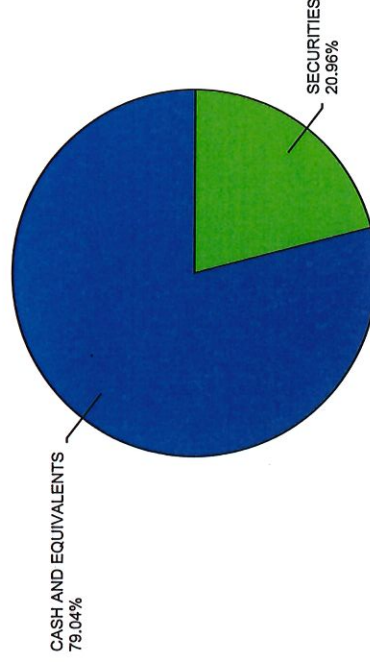
Account Number: 57 00 0010 0 00
Date: JULY 1, 2020 - JULY 31, 2020

Account Summary

Asset Allocation (portfolio assets)

Portfolio Summary

	Value on JUN 30, 2020	Value on JUL 31, 2020	Est. Ann Income	% Total Assets
Portfolio Assets				
CASH AND EQUIVALENTS	22,945,076.03	25,058,475.32	71,833.57	79.04
SECURITIES	8,743,390.50	6,644,120.11	88,950.50	20.96
TOTAL ASSETS	31,688,466.53	31,702,595.43	160,784.07	



Cash Activity Summary

	Credits	Debits	YTD
SECURITIES PURCHASED	.00	.00	.00
SECURITIES SOLD & REDEEMD	2,094,000.00	.00	2,094,000.00
DEPOSITS & WITHDRAWALS	.00	-1,063.56	-1,063.56
DIVIDENDS	7,417.82	.00	7,417.82
INTEREST	13,045.03	.00	13,045.03
WITHHOLDING	.00	.00	.00
OTHER ACTIVITY	.00	.00	.00

INCOME	This Period	YTD
	20,462.85	20,462.85

Realized Gain/Loss Summary

	This Period	YTD
SHORT-TERM	10,168.03	10,168.03
LONG-TERM	.00	.00



Account Number: 57 00 0010 0 00

Date: JULY 1, 2020 - JULY 31, 2020

Portfolio Assets Detail

CASH AND EQUIVALENTS

Description	Shares	Date Acquired	Total Cost	Current Share Price	Current Mkt Value	% of Portfolio	Unrealized Gain/Loss	Est. Ann Income	Yield at Cost
CASH AND EQUIVALENTS									
FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND (31846V567)	6,125,644.13	07/31/2020	6,125,644.13	1.000	6,125,644.13	19.32	.00	3,675.39	0.06
STAR OHIO (00001CASH)	18,932,825.73	07/31/2020	18,932,825.73	1.000	18,932,825.73	59.72	.00	68,158.17	0.36
STAR PLUS - TIER 1 (00002CASH)	5.46	07/31/2020	5.46	1.000	5.46	.00	.00	.01	0.25
TOTAL CASH AND EQUIVALENTS			25,058,475.32		25,058,475.32		.00	71,833.57	.29
TOTAL CASH AND EQUIVALENTS			25,058,475.32		25,058,475.32		.00	71,833.57	.29

SECURITIES

Description	Shares	Date Acquired	Total Cost	Current Share Price	Current Mkt Value	% of Portfolio	Unrealized Gain/Loss	Est. Ann Income	Yield at Cost
MATURITY (0-5 YRS)									
TOYOTA MOTOR CP 8/10/20 (89233GHA7)	500,000.00	05/01/2020	498,325.83	99.997	499,985.00	1.58	1,659.17	1,700.00	1.23
FIRST SOURCE BANK 1.50% 08/11/20 (33646CLW2)	215,000.00	03/12/2020	215,044.18	100.043	215,092.45	.68	48.27	3,225.00	1.50
BARCLAYS 2.20% 09/23/20 (06740KJQ1)	247,000.00	09/18/2015	247,000.00	100.325	247,802.75	.78	802.75	5,434.00	2.20
FFCB 2.15% 12/23/20 (3133EJAD1)	795,000.00	04/11/2019	791,613.30	100.791	801,288.45	2.53	9,675.15	17,092.50	2.41

Account Number: 57 00 0010 0 00

Date: JULY 1, 2020 - JULY 31, 2020

Portfolio Assets Detail

SECURITIES

Description	Shares	Date Acquired	Total Cost	Current Share Price	Current Mkt Value	% of Portfolio	Unrealized Gain/Loss	Est. Ann Income	Yield at Cost
SEACOAST NATIONAL BANK 1.35% 12/31/20 (81171AES5)	247,000.00	03/25/2020	246,987.65	100.533	248,316.51	.78	1,328.86	3,334.50	1.36
ENTERPRISE BANK/PA 0.75% 03/12/21 (29367RLG9)	100,000.00	03/06/2020	100,000.00	100.391	100,391.00	.32	391.00	750.00	0.75
AMERICAN EXPR NATL BK 1.25% 03/31/21 (02589AB35)	246,000.00	03/25/2020	245,950.80	100.766	247,884.36	.78	1,933.56	3,075.00	1.27
BMO HARRIS BANK NA 1.25% 3/31/21 (05581W6M2)	246,000.00	03/25/2020	245,950.80	100.800	247,968.00	.78	2,017.20	3,075.00	1.32
PROVIDENCE BANK/ROCKY MT 1.05% 06/25/21 (743738CE4)	249,000.00	03/03/2020	248,937.75	100.834	251,076.66	.79	2,138.91	2,614.50	1.07
FNMA 1.40% 06/30/21 (3136G3UK9)	1,000,000.00	10/02/2019	997,390.00	101.134	1,011,340.00	3.19	13,950.00	14,000.00	1.55
BANK OF NEW ENGLAND 0.70% 07/02/21 (06426KBN7)	249,000.00	03/05/2020	248,962.65	100.529	250,317.21	.79	1,354.56	1,743.00	0.71
FNMA 1.50% 07/21/21 (3136G3VK8)	1,000,000.00	10/02/2019	999,250.00	101.298	1,012,980.00	3.20	13,730.00	15,000.00	1.54
FF&C BK 2.00% 07/30/21 (32014LAA8)	249,000.00	07/22/2019	248,813.25	101.870	253,656.30	.80	4,843.05	4,980.00	2.04
PREFERRED BANK LA CALIF 1.00% 09/20/21 (740367KA4)	249,000.00	03/03/2020	248,937.75	100.984	251,450.16	.79	2,512.41	2,490.00	1.02

Account Number: 57 00 0010 0 00

Date: JULY 1, 2020 - JULY 31, 2020

Portfolio Assets Detail

SECURITIES

Description	Shares	Date Acquired	Total Cost	Current Share Price	Current Mkt Value	% of Portfolio	Unrealized Gain/Loss	Est. Ann Income	Yield at Cost
BMW BANK NORTH AMERICA 1.10% 09/27/21 (05580AVS0)	248,000.00	03/18/2020	247,752.00	101.118	250,772.64	.79	3,020.64	2,728.00	1.17
CIT BANK NA 1.00% 09/27/21 (12556LBL9)	248,000.00	03/06/2020	247,938.00	101.002	250,484.96	.79	2,546.96	2,480.00	1.02
CELTIC BANK 1.05% 09/30/21 (15118RUN5)	249,000.00	03/18/2020	248,875.50	101.067	251,656.83	.79	2,781.33	2,614.50	1.08
CONNECTONE BK 1.05% 9/30/21 (20786ACZ6)	249,000.00	03/19/2020	248,813.25	101.067	251,656.83	.80	2,843.58	2,614.50	1.10
TOTAL MATURITY (0-5 YRS)			6,576,542.71		6,644,120.11		67,577.40	88,950.50	1.49
TOTAL SECURITIES			6,576,542.71		6,644,120.11		67,577.40	88,950.50	1.49
TOTAL ASSETS			31,635,018.03		31,702,595.43		67,577.40	160,784.07	.54

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For the Account of: BEAVERCREEK CITY SCHOOL DISTRICT



Account Number: 57 00 0010 0 00

Date: From JULY 01, 2020 through JULY 31, 2020

Statement of Transactions

Date		Total Cash	Investment Cost Basis
	INTEREST		
07/02/2020	INTEREST RECEIVED BANK OF NEW ENGLAND 0.70% 07/02/21	143.26	
07/13/2020	INTEREST RECEIVED ENTERPRISE BANK/PA 0.75% 03/12/21	61.64	
07/20/2020	INTEREST RECEIVED PREFERRED BANK LA CALIF 1.00% 09/20/21	204.66	
07/21/2020	INTEREST RECEIVED FNMA 1.50% 07/21/21	7,500.00	
07/27/2020	INTEREST RECEIVED PROVIDENCE BANK/ROCKY MT 1.05% 06/25/21	214.89	
07/29/2020	INTEREST RECEIVED CAP ONE, N.A. 2.30% 07/29/20	2,832.72	
07/29/2020	INTEREST RECEIVED GOLDMAN SACHS BANK USA 0.75% 7/29/20	465.60	
07/29/2020	INTEREST RECEIVED MIZUHO BANK USA 0.65% 7/29/20	403.52	
07/30/2020	INTEREST RECEIVED CONNECTONE BK 1.05% 9/30/21	214.89	
07/30/2020	INTEREST RECEIVED FF&C BK 2.00% 07/30/21	409.32	
07/30/2020	INTEREST RECEIVED TOYOTA FINANCIAL SAVINGS BK 0.60% 7/30/20	372.48	

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For the Account of: BEAVERCREEK CITY SCHOOL DISTRICT

Account Number: 57 00 0010 0 00

Date: From JULY 01, 2020 through JULY 31, 2020



Statement of Transactions

Date		Total Cash	Investment Cost Basis
07/31/2020	INTEREST RECEIVED CELTIC BANK 1.05% 09/30/21	222.05	
	TOTAL INTEREST	13,045.03	0.00
	ORDINARY DIVIDENDS		
07/01/2020	DIVIDEND RECEIVED FGZX - FIRST AMERICAN GOVT OBLIGATIONS FUND	87.54	
07/31/2020	DIVIDEND RECEIVED STAR OHIO	7,330.28	
	TOTAL ORDINARY DIVIDENDS	7,417.82	0.00
	NET PURCHASES AND SALES OF ASSETS		
07/02/2020	PURCHASE MONEY MARKET FGZX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-230.80	230.80
07/06/2020	PURCHASE MONEY MARKET FGZX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-200,000.00	200,000.00
07/06/2020	MATURITY \$200000 PAR EXXON MOBIL CP 7/6/20	200,000.00	-199,587.50
07/13/2020	PURCHASE MONEY MARKET FGZX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-61.64	61.64
07/15/2020	MATURITY \$200000 PAR JP MORGAN CP 07/15/20	200,000.00	-199,550.00
07/15/2020	PURCHASE MONEY MARKET FGZX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-200,000.00	200,000.00

Account Number: 57 00 0010 0 00

Date: From JULY 01, 2020 through JULY 31, 2020

Statement of Transactions

Date		Total Cash	Investment Cost Basis
07/15/2020	REDEEM MONEY MARKET FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND	957.20	-957.20
07/20/2020	PURCHASE MONEY MARKET FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-204.66	204.66
07/21/2020	PURCHASE MONEY MARKET FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-7,500.00	7,500.00
07/24/2020	MATURITY \$700000 PAR CREDIT AGRICOLE CP 7/24/20	700,000.00	-690,706.92
07/24/2020	PURCHASE MONEY MARKET FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-700,000.00	700,000.00
07/27/2020	PURCHASE MONEY MARKET FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-108.53	108.53
07/29/2020	MATURITY \$247000 PAR CAP ONE, N.A. 2.30% 07/29/20	247,000.00	-247,000.00
07/29/2020	MATURITY \$249000 PAR GOLDMAN SACHS BANK USA 0.75% 7/29/20	249,000.00	-249,000.00
07/29/2020	MATURITY \$249000 PAR MIZUHO BANK USA 0.65% 7/29/20	249,000.00	-248,987.55
07/29/2020	PURCHASE MONEY MARKET FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-748,298.32	748,298.32
07/29/2020	PURCHASE MONEY MARKET FGZXX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-403.52	403.52
07/30/2020	MATURITY \$249000 PAR TOYOTA FINANCIAL SAVINGS BK 0.60% 7/30/20	249,000.00	-249,000.00

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Account Number: 57 00 0010 0 00

Date: From JULY 01, 2020 through JULY 31, 2020

Statement of Transactions

Date		Total Cash	Investment Cost Basis
07/30/2020	PURCHASE MONEY MARKET FGZX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-249,996.69	249,996.69
07/31/2020	PURCHASE MONEY MARKET FGZX - FIRST AMERICAN GOVT OBLIGATIONS FUND	-222.05	222.05
07/31/2020	DIVIDEND REINVESTMENT STAR OHIO	-7,330.28	7,330.28
	TOTAL PURCHASES	-2,114,356.49	2,114,356.49
	TOTAL SALES	2,094,957.20	-2,084,789.17
	TOTAL NET PURCHASES AND SALES OF ASSETS	-19,399.29	29,567.32
	GAIN (LOSS) REALIZED ON SALES		
	OTHER EXPENSES		
07/15/2020	INVESTMENT COUNSEL FEE	-957.20	
07/27/2020	CUSTODIAN FEES	-106.36	
	TOTAL OTHER EXPENSES	-1,063.56	0.00

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**BOARD OF EDUCATION
BEAVERCREEK CITY SCHOOL DISTRICT
GREENE AND MONTGOMERY COUNTIES, OHIO**

The Board of Education (the "Board") of the Beavercreek City School District, Greene and Montgomery Counties, Ohio (the "School District"), met in regular session on August 20, 2020, at 7:00 p.m., at the Board of Education Building, 3040 Kemp Road, Beavercreek, Ohio 45431, with the following members present:

M_____. _____ introduced the following resolution and moved its passage:

RESOLUTION

**A RESOLUTION APPROVING A WRITTEN POST-ISSUANCE
COMPLIANCE POLICY IN CONNECTION WITH THE ISSUANCE
OF TAX-EXEMPT AND TAX-PREFERRED OBLIGATIONS BY THE
SCHOOL DISTRICT**

WHEREAS, the School District has previously issued, and intends to issue in the future, bonds and other obligations for the purpose of financing and refinancing various capital improvements in the School District; and

WHEREAS, such obligations were issued, or will be issued as, tax-exempt and tax-preferred obligations (collectively, the "Obligations") under the Internal Revenue Code of 1986, as amended; and

WHEREAS, in connection with the issuance of the Obligations, it is advised that the Board have a formal written policy outlining the policies and procedures necessary to promote compliance with federal income tax and securities laws, as well as the requirements set forth in the documents for each issue of Obligations; and

WHEREAS, the School District has in place such an existing written policy that was approved by the Board in February 2015 that must now be updated and replaced with a new written policy in order to comply with changes to federal securities and tax regulations; and

WHEREAS, the Board desires to approve an updated written policy outlining such policies and procedures;

NOW THEREFORE, BE IT RESOLVED by the Board of Education of the Beavercreek City School District, Greene and Montgomery Counties, Ohio, that:

Section 1 Approval of Written Post-Issuance Compliance Policy. The Board hereby approves a written post-issuance compliance policy (the "Policy") in connection with the issuance of the Obligations of the School District. On behalf of the Board, the Treasurer is hereby authorized to execute the Policy, which Policy shall be in the form attached hereto as EXHIBIT A. The Treasurer is also hereby

authorized to execute any other documents necessary in connection with the Policy. The Treasurer's execution of such documents shall be conclusive evidence of the Board's approval of such documents.

Section 2 Open Meeting. It is hereby found and determined that all formal actions of the Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of the Board, and that all deliberations of the Board and of any of its committees that resulted in such formal action were in meetings open to the public in compliance with all legal requirements, including Section 121.22 of the Ohio Revised Code.

M____ seconded the motion and, after discussion, a roll call vote was taken and the results were:

Ayes: _____

Nays: _____

The resolution passed.

Passed: August 20, 2020

BOARD OF EDUCATION
BEAVERCREEK CITY SCHOOL DISTRICT
GREENE AND
MONTGOMERY COUNTIES, OHIO

Attest: _____
Treasurer

President

CERTIFICATE

The undersigned Treasurer of the Board of Education of the Beavercreek City School District, Greene and Montgomery Counties, Ohio hereby certifies that the foregoing is a true copy of a resolution duly passed by the Board of Education of said School District on August 20, 2020.

Treasurer, Board of Education
Beavercreek City School District
Greene and Montgomery Counties, Ohio

EXHIBIT A

[Copy of Post-Issuance Compliance Policy Attached]

**BEAVERCREEK CITY SCHOOL DISTRICT
GREENE AND MONTGOMERY COUNTIES, OHIO**

**POLICY AND PROCEDURES
CONCERNING POST-ISSUANCE COMPLIANCE**

- I. Purpose.** The Beavercreek City School District, Greene and Montgomery Counties, Ohio (the “Issuer”) uses bonds as one means of financing capital projects in support of its mission. This Post-Issuance Compliance Policy (the “Policy”) outlines the policies and procedures to promote compliance with federal income tax and securities laws, as well as the requirements set forth in the bond documents for each bond issue. The policy is to strictly follow the U.S. Constitution and laws, the Ohio Constitution and laws, and all applicable federal and state regulations. For purposes of this policy, the terms “bonds” or “bond issue” means any obligation of the Issuer incurred for the purpose of borrowing money, including, without limitation, bonds, notes and certificates of participation in capital leases.
- II. Outside Counsel.** The fiscal officer of the Issuer (the “Treasurer”) may, upon obtaining any necessary approvals, engage an attorney or firm of attorneys of national reputation on the subject of the federal tax and securities law of public finance to serve as “Outside Counsel” for the purpose of assisting the Issuer in the pursuit of its duties under this Policy. Outside Counsel may be bond counsel for the Issuer. Any such engagement shall be evidenced by the execution of an engagement letter or other written agreement between the Issuer and such Outside Counsel.
- III. Securities Law Matters – Continuing Disclosure**
- A. Continuing Disclosure Working Group.** The Treasurer (the “Disclosure Officer”) shall have primary responsibility for preparing the annual financial information and operating data (an “Annual Filing”) to be filed with the Municipal Securities Rulemaking Board (“MSRB”) via its Electronic Municipal Market Access (“EMMA”) system pursuant to operative continuing disclosure undertakings (the “Continuing Disclosure Undertakings”) entered into by the Issuer pursuant to Rule 15c2-12 (the “Rule”) promulgated under the Securities Exchange Act of 1934, as amended. Such Disclosure Officer, together with any Outside Counsel retained by the Issuer, shall constitute the “Continuing Disclosure Working Group.”
- B. Annual Financial Information and Operating Data.**
1. **Assembling Current Information.** The Disclosure Officer or the Continuing Disclosure Working Group shall compile, maintain and update a list of all financial information and operating data required to be filed with the MSRB pursuant to each of the Continuing Disclosure Undertakings, and shall establish a schedule for producing the data (and the Annual Filing document) that will afford sufficient time for final review by the Continuing Disclosure Working Group and approval in accordance with this Policy.
 2. **Review for Process, Accuracy, and Completeness.** The members of the Continuing Disclosure Working Group shall review the Annual Filing drafts to determine whether, based on information known or reported to them, (a) this Policy was followed, (b) the material facts in the Annual Filing appear to be consistent with those facts known to the members of the Continuing Disclosure Working Group, (c) the Annual Filing contains all information required by the Continuing Disclosure Undertakings, and (d) the Annual Filing omits any material fact that is necessary to be included to prevent the Annual Filing from being misleading to investors. The Disclosure Officer or the Continuing

Disclosure Working Group shall take such action as may be necessary, based on feedback from the Continuing Disclosure Working Group, to enable the Continuing Disclosure Working Group to conclude that this Policy was followed and that the Annual Filing is accurate and complete in all material respects.

3. **Final Approval.** The Continuing Disclosure Working Group shall approve the final draft of the Annual Filing.
4. **Posting.** The Disclosure Officer or the Continuing Disclosure Working Group shall file each Annual Filing with the MSRB through EMMA by the deadline established by the Continuing Disclosure Undertakings. The Disclosure Officer or the Continuing Disclosure Working Group shall exercise reasonable care to ensure that each Annual Filing is filed in the format and with the identifying information required by the Continuing Disclosure Undertakings, including applicable CUSIP numbers, in accordance with the rules and requirements of the EMMA system.
5. **Documentation of Procedures.** The Disclosure Officer shall compile and retain a file of the actions taken to prepare, check, and approve the Annual Filing, including the sources of the information included, the comments and actions of the Continuing Disclosure Working Group.

C. Event Notices

1. **Identification of Reportable Events.** The Disclosure Officer shall maintain a list of events of which the Issuer is required to provide notice to the MSRB pursuant to the Continuing Disclosure Undertakings. The Continuing Disclosure Working Group shall (a) identify the officers and employees of the Issuer who are most likely to first obtain knowledge of the occurrence of such events and (b) request in writing that they notify the Disclosure Officer immediately after learning of any such event, regardless of materiality, and repeat such request in a quarterly reminder.
2. **Identification of Financial Obligations; Materiality**
 - a. The Disclosure Officer shall undertake to identify any financial obligations, as defined in the Rule, to which the Issuer is a party and under the terms of which a default, event of acceleration, termination event, modification of terms, or other similar events could reflect financial difficulties on the part of the Issuer.
 - b. The Disclosure Officer shall prepare a summary sheet with respect to the financial obligations, as defined in the Rule, to which the Issuer is a party in substantially the form attached hereto as Exhibit A for the purpose of evaluating, together with the Continuing Disclosure Working Group, (i) whether the incurrence of any such financial obligation must be disclosed under the terms of any Continuing Disclosure Undertaking, or (ii) whether the agreement or amendment to covenants, events of default, remedies, priority rights, or other similar terms of any such financial obligation affects the security holders of the Issuer's securities and must be disclosed under the terms of any Continuing Disclosure Undertaking.
 - c. The Continuing Disclosure Working Group shall establish procedures for assessing the materiality of any financial obligation (including the materiality of any agreement or amendment to covenants, events of default, remedies, priority rights, or other similar terms of any such financial obligation) as well as whether a default, an acceleration or termination event, modification of

terms or similar events under a financial obligation reflects financial difficulties.

3. **Preparation of Event Notice.** The Disclosure Officer shall assess the materiality of any reportable event with the assistance of Outside Counsel (reportable under the Continuing Disclosure Undertakings) and, if notice of the event (each an "Event Notice") must be given (or if no materiality standard applies to that particular event), prepare or cause to be prepared an Event Notice giving notice of the event, and review the draft Event Notice with the Continuing Disclosure Working Group.
4. **Review and Approval of Event Notice.** The Disclosure Officer shall not file an Event Notice until it is approved by the Continuing Disclosure Working Group unless the Event Notice (a) only gives notice of a rating change, bond call, or defeasance or (b) such approval has not been received by the applicable filing deadline under the Rule and the Continuing Disclosure Undertakings.
5. **Posting.** The Disclosure Officer or the Continuing Disclosure Working Group shall file or cause to be filed each Event Notice with the MSRB through EMMA by the deadline established by the Rule and the Continuing Disclosure Undertakings or, if the facts cannot be correctly and fairly described by the deadline, then as soon as possible thereafter. The Disclosure Officer or the Continuing Disclosure Working Group shall exercise reasonable care to file each Event Notice in the format and with the identifying information required by the Continuing Disclosure Undertakings, including CUSIP numbers, in accordance with the rules and requirements of the MSRB's EMMA system.
6. **Documentation of Procedures.** The Disclosure Officer or the Continuing Disclosure Working Group shall compile and retain a file of the actions taken to report each event and prepare, check, and approve each Event Notice, including the approvals of the Continuing Disclosure Working Group, if obtained.

IV. Federal Tax Law Compliance

- A. **Tax Compliance Working Group.** The Treasurer (the "Tax Compliance Officer") shall have primary responsibility for complying with the requirement of federal tax law with respect to the bonds of the Issuer. Such Tax Compliance Officer, together with any Outside Counsel retained by the Issuer shall constitute the Tax Compliance Working Group.
- B. **Procedures.** The Tax Compliance Officer shall implement the following procedures in preparing, checking, or issuing the documentation described herein.
 1. **Proper Use of Proceeds.** The Tax Compliance Officer shall ensure that bond proceeds are allocated to expenditures in a manner that is consistent with the purpose for which each bond issue is undertaken, as set forth in any tax compliance certificate or agreement related to each bond issue. The Tax Compliance Officer shall undertake to make final allocations for federal income tax purposes of the bond proceeds within 18 months after a financed facility is placed in service but in no event later than 60 days following the fifth anniversary of the issuance of each bond issue.
 2. **Investment of Bond Proceeds and Rebate.** The Tax Compliance Officer shall ensure that bond proceeds are invested in investments that are permissible under the terms of the Ohio Revised Code, the bond documents, and any applicable

federal tax laws. The Tax Compliance Officer shall determine whether it is appropriate to undertake rebate calculations with respect to the investment of proceeds of the bonds shall ensure the timely completion of arbitrage rebate calculations and filings.

3. **Administration of Direct Pay Bonds.** The Tax Compliance Officer shall ensure the proper administration of each issue of bonds qualifying for the payment by the federal government of a credit equal to a percentage of interest on such bonds or calculated on some other basis, including the timely completion and filing of any forms required by the Internal Revenue Service to maintain or establish the applicable status of the bonds for purposes of federal income taxation.
4. **Use of Bond-Financed Facilities.** The Tax Compliance Officer shall consult with Outside Counsel before entering into any agreement or other arrangement for the sale, lease, or use of bond-financed property, including, but not limited to, service, vendor, and management contracts, research agreements, licenses to use bond-financed property, or naming rights agreements. The Tax Compliance Officer or the designee of the Tax Compliance Officer shall review such agreements for compliance with federal tax laws and complete a Private Business Use Contract Review Worksheet (attached as Exhibit B) to document that such review has been completed.
5. **Post-Issuance Transactions.** The Tax Compliance Officer shall consult with Outside Counsel for the Issuer before making any modifications or amendments to the bond documents for a bond issue, including, but not limited to, entering or modifying investment agreements; making any change in security for the bonds; engaging in post-issuance credit enhancement transactions (*e.g.*, bond insurance, letter of credit) or hedging transactions (*e.g.*, interest rate swap, cap); terminating or appointing successor trustees; releasing any liens; or reissuing the bonds.
6. **Remedial Action.** In the event that it is determined that any use of bond proceeds or bond-financed facilities is inconsistent with the character of the status for federal income tax purposes of the bonds, the Tax Compliance Officer shall consult with Outside Counsel for the purpose of determining the nature and extent of any remedial action necessary or proper for the Issuer to take with respect to such bonds or bond-financed facilities according to Treasury Regulations Section 1.141-12 or other remedial actions authorized by the Commissioner of Internal Revenue under 1.141.12(h).

C. Recordkeeping. Responsibility for Records Maintenance

1. The Tax Compliance Officer shall be responsible for maintaining records related to bonds of the Issuer.
2. The Tax Compliance Officer shall maintain a central list of records related to each issue of bonds of the Issuer. The list shall identify:
 - a. The name and date of the document related to the issue,
 - b. The person or office responsible for the document, and
 - c. The physical or electronic location of the document.

D. Bond Records to be Maintained

1. The following records shall be maintained for each outstanding bond issue for the term of the outstanding bond issue plus three years:

- a. Basic records relating to the bond transaction, including the trust indenture, loan, lease, or other financing agreement, the relevant IRS Form 8038 (including Forms 8038-G, 8038-GC, 8038-B, or 8038-TC, as applicable) with proof of filing, and bond counsel opinion shall be maintained by the Tax Compliance Officer;
 - b. Documentation evidencing the expenditure of bond proceeds, such as construction or contractor invoices and receipts for equipment and furnishings, as well as records of any special allocation made for tax purposes shall be maintained by the Tax Compliance Officer;
 - c. Documentation evidencing the lease or use of bond-financed property by public and private sources, including, but not limited to, service, vendor, and management contracts, research agreements, licenses to use bond-financed property, or naming rights agreements shall be maintained by the Issuer office executing such agreement for use of bond-financed property; and
 - d. Documentation pertaining to investment of bond proceeds, including the yield calculations for each class of investments, actual investment income received from the investment of proceeds, and rebate calculations shall be maintained by the Tax Compliance Officer's Office.
2. The Tax Compliance Officer shall maintain the Issuer's audited financial statements for not less than seven years.

V. Training Requirements, Policy Review and Miscellaneous Matters

- A. Training.** Within six months of becoming the adoption of this Policy, and on an as-needed basis thereafter, the Tax Compliance Officer, the Disclosure Officer and the respective designees of any of them, if any, shall undergo training regarding basic federal securities law and tax concepts relating to bonds and records required to be maintained under this Policy.
- B. Annual Review.** On an annual basis, or sooner if deemed necessary by the Continuing Disclosure Working Group and the Tax Compliance Working Group, shall review this policy and assess the Issuer's compliance with this Policy and shall make changes to this Policy as appropriate to ensure compliance with any covenants in the bond documents or the requirements of federal tax and securities laws and any other applicable law.
- C. Miscellaneous**
 1. Internal Use Only. This Policy is intended for the internal use of the Issuer only and is not intended to establish any duties in favor of or rights of any person other than the Issuer.
 2. Waiver of Procedures. The officers and employees charged by this Policy with performing or refraining from any action may depart from this Policy when they in good faith determine that such departure is in the best interests of the Issuer and consistent with the duties of the Issuer under applicable laws. If a Disclosure Officer or Tax Compliance Officer is charged by this Policy with taking or refraining from such action, any such departure shall require approval review of Outside Counsel.

**BEAVERCREEK CITY SCHOOL DISTRICT
GREENE AND MONTGOMERY COUNTIES, OHIO**

FINANCIAL OBLIGATION SUMMARY SHEET

This form may be used to gather information necessary to evaluate whether a financial obligation is material and must be disclosed to via the Municipal Securities Rulemaking Board's EMMA system. The information requested should be inserted below. In some cases, it may be appropriate to attach a schedule or copy the applicable section from the relevant documents.

The term *financial obligation* means a:

(A) Debt obligation; (B) Derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (C) Guarantee of either of the foregoing.

Such term does not include municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board consistent with SEC Rule 15c2-12.

Generally speaking, any obligation that is essentially a vehicle to borrow money (*e.g.*, a lease-purchase agreement) should be considered a *financial obligation*.

• 1. Loan amount and date incurred	
• 2. Final maturity date of the loan	
• 3. Debt service schedule, if including principal amortization, interest rate(s), interest calculations (<i>attach separate sheet if necessary</i>)	
• 4. Legal security and/ source of payment	
• 5. Interest rate method of calculation, if variable	
6. Use of loan proceeds	
• 7. Covenants, events of defaults and remedies	
• 8. Amortization modification provisions, or information about payment acceleration or other non-standard payment considerations	
• 9. Any other information that an issuer believes to be important to lenders or investors in the obligations of the Issuer	

**BEAVERCREEK CITY SCHOOL DISTRICT
GREENE AND MONTGOMERY COUNTIES, OHIO**

PRIVATE BUSINESS USE CONTRACT REVIEW WORKSHEET

District Department: _____

Contracting Parties: _____

Type/Title of Agreement: _____

Agreement Not Subject to Private Use Limitation

- _____ Relates solely to construction of bond-financed facility
- _____ Relates to property that was not financed with proceeds of a bond issue
- _____ Does not relate to use or function of property
- _____ Includes incidental services only (janitorial, office equipment repair, or similar services)
- _____ Compensation consists solely of reimbursement of actual and direct expenses incurred by the service provider while providing services under the agreement

Agreement Satisfies Safe Harbors for Management/Service Contracts with Outside Service Providers

If the arrangement with an outside service provider is not either an "Eligible Expense Reimbursement Arrangement" or an "Other Permissible Arrangement" (both as described below), then Bond Counsel should be consulted.

Eligible Expense Reimbursement Arrangement

- _____ To be an Eligible Expense Reimbursement Arrangement, the compensation paid to the outside service provider must consist solely of reasonable overhead and the reimbursement of actual and direct expenses paid by the outside service provider to unrelated parties.

Other Permissible Arrangement

To be an Other Permissible Arrangement, all six of the following elements must be present:

1. *Financial Requirements*

- _____ Compensation payments to the service provider (including any reimbursement for actual and direct expenses paid by the service provider and related

administrative overhead expenses) are reasonable compensation for services rendered during the term of the contract; and

_____ The outside service provider does not share in the net profits of the managed facility; and

_____ The outside service provider is not forced to share net losses from the operation of the managed facility.

2. Term of the Contract

_____ The term of the contract is no longer than the lesser of (i) 30 years, or (ii) 80% of the weighted economic life of the managed property, which term is retested as of the date of any material modification of the contract.

3. Control of the Managed Property

_____ The approval of the District is required for each of the following:

_____ the annual budget of the managed property;

_____ capital expenditures with respect to the managed property;

_____ any disposition of the managed property or any portion thereof;

_____ rates charged for use of managed property (or methodology for setting such rates); and

_____ the general nature and type of use of the managed property (for example, the type of services).

4. Risk of Loss

_____ The District bears the risk of loss upon damage or destruction of the managed property.

5. Tax Position of Outside Service Provider

_____ The outside service provider expressly agrees that it is not entitled to and will not take any tax position that is inconsistent with being an outside service provider to the District with respect to the managed property.

6. Rights of the District

_____ The outside service provider does not have any role or relationship with the District that might limit the ability of the District to exercise its rights under the contract.

Agreement Requires Further Review by Bond Counsel

_____ Ownership (including agreement that transfers title at end of the term)

_____ Lease, license, or any other agreement which creates exclusive or priority rights to use any portion of a bond-financed property or which creates an economic benefit for the third-party user

_____ Agreement with governmental entity or 501(c)(3) organization

_____ Research agreement

_____ Management or service contract falling outside safe harbors listed above (provide explanation)

Reviewer: _____

Date: _____

Beavercreek City Schools

3040 Kemp Road
Beavercreek, OH 45431

August 20, 2020

TO: BEAVERCREEK BOARD OF EDUCATION
FROM: Mr. Paul Otten, Superintendent
RE: Certificated Personnel

The following certificated persons are recommended for employment, salary change, leave of absence, and termination of a contract.

EMPLOYMENT 2019-2020

2019-2020 Extended School Year

Lane, Lauren Home Instruction

2019-2020 Student Teacher Stipends ½ Stipend

Ash, Suzanne	Horney, Tammy	Webb, Dennis
Brumett, Kathy	McNachtan, Tina	Whireman, Kira
Ellis, Tiffany	Wade, Carolyn	

2019-2020 Student Teacher Stipends

Auer, Staci	Hankins, Sarah	Prince, Mallory
Bach, Kinzi	Homan, Martha	Shirley, Hilda
Conrad, Laura	Hurley, Sean	Turner, Darcy
Ferguson, Dustin	Kidd, Miranda	Wren, Kristen
Frost, Tamara	McKitrick, Sarah	

EMPLOYMENT 2020-2021

2020-2021 Supplemental Contracts

The following personnel are recommended for employment in the Supplemental Salary Positions shown for the 2020-2021 school year subject to the terms and conditions of the State Board of Education Rules 3301-20-01, 3301-26-01 and 3301-27-02. Pursuant to ORC 3313.53, vacant positions were posted for licensed employees, licensed non-employees, and non-licensed non-employees. For the positions for which there were no qualified licensed individuals, licensed non-employees or non-licensed non-employees are recommended. Salaries shall be paid according to the Supplemental Salary Schedule adopted for the 2020-2021 school year.

Anderson, John Ferguson Hall	Social Studies Department Head Scale 10, Step 3, 3 Years Longevity Credit (L-0)
Back, Jennifer Ankeney Middle School	Social Studies Department Head Scale 9, Step 3, 2 Years Longevity Credit (L-0)
Back, Jennifer Ankeney Middle School	Middle School National Junior Honor Society Scale 11, Step 3 - 5 Years Longevity Credit (L-1)

Barker, Heather Ferguson Hall	School Webmaster Scale 11, Step 3 - 2 Years Longevity Credit (L-0)
Barker, Heather Ferguson Hall	LINK/WEB Advisor Scale 11, Step 2 - 1 Year Longevity Credit (L-0)
Bates, Markesha Preschool	Pod Leader Scale 10, Step 3, 1 Year Longevity Credit (L-0)
Baur, Randi Parkwood Elementary	Special Education Department Head Scale 9, Step 3, 5 Years Longevity Credit (L-1)
Bernlohr, Beth Main Elementary	LPDC Member Scale 10, Step 1
Binkley, Katherine Fairbrook Elementary	Elementary Unified Arts Student Activity Advisor - Visual Arts Scale 11, Step 2 - 1 Year Longevity Credit (L-0)
Bradley, Chelsea Licensed, Non-Employee	Assistant Varsity Golf Coach - Girls Scale 7, Step 1 - 0 Years Longevity Credit (L-0)
Bresemann, Melissa Ankeney Middle School	Middle School Art Club Advisor (1/2 Assignment) Scale 11, Step 3 - 3 Years Longevity Credit (L-0)
Bridgman, Elizabeth Ankeney Middle School	Assistant Varsity Tennis Coach - Girls Scale 7, Step 1, 0 Years Longevity Credit - L-0
Brown, Carol Ankeney Middle School	Middle School Power of the Pen Scale 11, Step 3 - 5 Years Longevity Credit (L-1)
Brown, Carol Ankeney Middle School	Language Arts Department Head Scale 8, Step 3, 21 Years Longevity Credit (L-5)
Brown, Michela Ankeney Middle School	Muse Machine Advisor Scale 11, Scale 3 - 5 Years Longevity Credit (L-1)
Brown, Michela Ankeney Middle School	Middle School Athletic Coordinator Scale 4, Step 3 - 2 Years Longevity Credit (L-0)
Campbell, Anita Main Elementary	Unified Arts Department Head Scale 10, Step 3 - 6 Years Longevity Credit (L-1)
Canfield, Eleanor Beavercreek High School	LPDC Member Scale 10, Step 1
Carenza, Christine Fairbrook Elementary	Grade 4-5 Department Head Scale 9, Step 3, 3 Years Longevity Credit (L-0)
Case, Adrienne Fairbrook Elementary	Unified Arts Department Head Scale 10, Step 3 - 6 Years Longevity Credit (L-1)
Case, Adrienne Fairbrook Elementary	Elementary Unified Arts Department Head Scale 11, Step 2 - 1 Year Longevity Credit (L-1)

Casanova, Elizabeth Ankeney Middle School	Current Interest - After School Homework Helpers (1/2 Assignment) Scale 12, Step 2 - 1 Year Longevity Credit (L-0)
Clodfelter, Scott Beavercreek High School	Strength and Conditioning Coach Step 3
Curry, Ann District	District School Nurse Coordinator Scale 10, Step 3 - 11 Years Longevity Credit (L-2)
Cusick, Eric Beavercreek High School	LPDC Chairperson Scale 10, Step 2
De Los Santos, Leticia Shaw Elementary	District ESL Coordinator Scale 10, Step 3 - 5 Years Longevity Credit (L-1)
Enneking, Jason Ankeney Middle School	Middle School Show Choir Director Scale 8, Step 3 - 17 Years Longevity Credit (L-4)
Fifarek, Ellen Ferguson Hall	Science Department Head Scale 10, Step 3 - 3 Years Longevity Credit (L-0)
Fouts, Melissa Ankeney Middle School	Unified Arts Department Head Scale 7, Step 3 - 6 Years Longevity Credit (L-1)
Frasher, Kelsey Preschool	Pod Leader Scale 10, Step 3 - 3 Years Longevity Credit (L-0)
Frost, Matthew Beavercreek High School	District Music Department Coordinator (1/2 Assignment) Scale 11, Step 3 - 5 Years Longevity Credit (L-1)
Hagood, Sheila Fairbrook Elementary	Lego Robotic Team Advisor - Fairbrook Scale 11 - Step 3 - 2 Year Longevity Credit (L-0)
Hamilton, William Beavercreek High School	Assistant Athletic Director Scale 1 - Step 3 - 2 Years Longevity Credit (L-0)
Hancock, Kelly Beavercreek High School	BHS Spirit Squad Cheer Coach Scale 10, Step 3 - 2 Year Longevity Credit (L-0)
Harshbarger, Amy Beavercreek High School	Head High School Intramurals Scale 5, Step 3 - 9 Years Longevity Credit (L-2)
Harshbarger, Amy Ferguson Hall	Unified Arts Department Head Scale 10, Step 3 - 3 Years Longevity Credit (L-0)
Haynes, Justine Ankeney Middle School	Middle School Vocal Music Director Scale 11, Step 3 - 3 Years Longevity Credit (L-0)
Heaton, Sybil Valley Elementary	Grades 2-3 Department Head Scale 9, Step 3 - 4 Years Longevity Credit (L-0)
Hess, Tayton Non-Licensed, Non-Employee	Assistant Middle School Cross Country Coach Scale 8, Step 1 - 0 Years Longevity Credit (L-0)

Hinkle, Lea Ann Main Elementary	District Speech and Language Pathologist Coordinator Scale 10, Step 3 - 6 Year Longevity Credit (L-1)
Horney, Tammy Main Elementary	Grades K-1 Department Head Scale 8, Step 3 - 21 Years Longevity Credit (L-5)
Huelskamp, Shelley Ankeney Middle School	Science Department Head Scale 9, Step 3 -15 Years Longevity Credit (L-3)
Huelskamp, Shelley Ankeney Middle School	Head Entry Year Mentor "Resident Educator Coordinator" Scale 8, Step 3
Husted, Robert Non-Licensed, Non-Employee	Assistant 7th Grade Football Coach - Boys Scale 7, Step 1 - 0 Years Longevity Credit (L-0)
Johnson, Emma Non-Licensed, Non-Employee	Assistant Middle School Cross Country Coach Scale 7, Step 1 - 0 Years Longevity Credit (L-0)
Keller, Alex Non-Licensed, Non-Employee	Assistant Middle School Cross Country Coach (½ Assignment) Scale 8, Step 1 - 0 Years Longevity Credit (L-0)
Kochensparger, Jonathan Beavercreek High School	High School Art & Scenery Director - Fall Play Scale 11, Step 3, 5 Years Longevity Credit (L-1)
Kochensparger, Jonathan Beavercreek High School	High School Play Director - Fall Play Scale 9, Step 3, 17 Years Longevity Credit (L-4)
Lehman, Julie Main Elementary	School Webmaster Scale 11, Step 3 - 18 Years Longevity Credit (L-4)
Lehman, Julie Main Elementary	Special Education Department Head Scale 8, Step 3 - 12 Years Longevity Credit (L-2)
Lemmon, Samuel Non-Licensed, Non-Employee	Assistant Middle School Cross Country Coach (½ Assignment) Scale 8, Step 1 - 0 Years Longevity Credit (L-0)
Linehan, Griffin Licensed, Non-Employee	Head Freshman Volleyball Coach - Girls Scale 7, Step 3 - 2 Years Longevity Credit (L-0)
Lovewell, Krista Ankeney Middle School	Middle School Student Council Advisor (1/2 Assignment) Scale 10, Step 3 - 9 Years Longevity Credit (L-2)
Massarelli, Corey Valley	Grades K-1 Department Head Scale 9, Step 3 - 3 Years Longevity Credit (L-0)
Mayne, Amber Fairbrook Elementary	Special Education Department Head Scale 10, Step 2 - 1 Year Longevity Credit (L-0)
Mayne, Amber Fairbrook Elementary	School Webmaster Scale 11, Step 3 - 3 Years Longevity Credit (L-0)
McKitrick, Sarah Valley	Grades 4-5 Department Head Scale 9, Step 3 - 5 Years Longevity Credit (L-1)

Miller, David Fairbrook	LPDC Member Scale 10, Step 1
Moore, Stephen Coy Middle School	Middle School Athletic Coordinator Scale 4, Step 2 - 1 Year Longevity Credit (L-0)
Napier, Shannon Main Elementary	Grades 4-5 Department Head Scale 8, Step 3 - 2 Years Longevity Credit (L-0)
Nevarez, Kathryn Ankeney Middle School	Middle School Student Council Advisor (1/2 Assignment) Scale 10, Step 3 - 10 Years Longevity Credit (L-2)
O'Christie, Catherine Valley	Unified Arts Department Head Scale 10, Step 3 - 6 Years Longevity Credit (L-1)
Ortiz, Lillian Preschool	Pod Leader Scale 10, Step 3 - 2 Years Longevity Credit (L-0)
Phillips, Rachael Beavercreek High School	District Music Department Coordinator (1/2 Assignment) Scale 11, Step 3 - 5 Years Longevity Credit (L-1)
Priefer, Amanda Ankeney Middle School	Building Technology Leader Scale 8, Step 3 - 2 Years Longevity Credit (L-0)
Priefer, Amanda Ankeney Middle School	School Webmaster Scale 11, Step 3 - 5 Years Longevity Credit (L-1)
Rogers, Erin Ankeney Middle School	LINK/WEB Advisor Scale 11, Step 3 - 17 Years Longevity Credit (L-4)
Schumacker, Mark Ankeney Middle School	LINK/WEB Advisor Scale 11, Step 3 - 19 Years Longevity Credit (L-4)
Schumacker, Mark Ankeney Middle School	Mathematics Department Head Scale 9, Step 3 - 15 Years Longevity Credit (L-3)
Shanahan, Nina Ferguson Hall	Language Arts Department Head Scale 10, Step 3 - 3 Years Longevity Credit (L-0)
Smigel, Brian Ferguson Hall	Building Technology Leader Scale 8, Step 2 - 1 Year Longevity Credit (L-0)
Smigel, Julie Valley	Special Education Department Head Scale 8, Step 1 - 0 Years Longevity Credit (L-0)
Southard, Jaclyn Ferguson Hall	Mathematics Department Head Scale 10, Step 3 - 3 Years Longevity Credit (L-0)
Stecker, Rogenia Preschool	Building Technology Leader Scale 8, Step 2 - 1 Year Longevity Credit (L-0)
Stecker, Rogenia Preschool	Special Education Department Head Scale 8, Step 3 - 2 Years Longevity Credit (L-0)

Stephenson, Michael Non-Licensed, Non-Employee	Assistant Varsity Cross Country Coach Scale 5, Step 1 - 0 Years Longevity Credit (L-0)
Svoboda, David Non-Licensed, Non-Employee	Head 7th Grade Football Coach - Boys Scale 6, Step 1 - 0 Years Longevity Credit (L-0)
Thompson, Lisa Main Elementary	Grades 2-3 Department Head Scale 8, Step 3 - 2 Years Longevity Credit (L-0)
Tinch, Emily Ankeney Middle School	MS Low Incidence Disability After School Activity Supervisor Scale 11, Step 3 - 2 Years Longevity Credit (L-0)
Tomlin, Megan Ankeney Middle School	MS Low Incidence Disability After School Activity Supervisor Scale 11, Step 3 - 2 Years Longevity Credit (L-0)
Voris, Barbara Ankeney Middle School	Current Interest - After School Homework Helpers (1/2 Assignment) Scale 12, Step 2 - 1 Year Longevity Credit (L-0)
Voris, Barbara Ankeney Middle School	Special Education Department Head Scale 7, Step 3 - 19 Years Longevity Credit (L-4)
Wade, Carolyn Main Elementary	Building Technology Leader Scale 8, Step 3 - 2 Years Longevity Credit (L-0)
Weaver, Andrew Ankeney Middle School	Middle School Instrumental Director Scale 11, Step 3 - 5 Years Longevity Credit (L-1)
Weaver, Andrew Ankeney Middle School	Middle School Jazz Ensemble Director Scale 11, Step 3 - 6 Years Longevity Credit (L-1)
Webb, Dennis Ferguson Hall	Special Education Department Head Scale 9, Step 3 - 3 Years Longevity Credit (L-0)
West, Jennifer Ankeney Middle School	MS Low Incidence Disability After School Activity Supervisor Scale 11, Step 3 - 9 Years Longevity Credit (L-2)
Wical, Richard Ankeney Middle School	MS Low Incidence Disability After School Activity Supervisor Scale 11, Step 3 - 17 Years Longevity Credit (L-4)
WickSanner, Aeryn Fairbrook Elementary	Grades 2-3 Department Head Scale 9 Step 3 - 5 Years Longevity Credit (L-1)
Whitlow, Melvin Ferguson Hall	High School AFJROTC Drill Team Scale 6, Step 3 - 2 Years Longevity Credit (L-0)
Whitlow, Melvin Ferguson Hall	AFJROTC Department Head Scale 10, Step 3 - 2 Years Longevity Credit (L-0)
Williams, Billy Non-Licensed, Non-Employee	Middle School Athletic Site Manager AMS Scale 5, Step 3 - 4 Years Longevity Credit (L-0)
Williams, Billy Non-Licensed, Non-Employee	Middle School Athletic Site Manager CMS Scale 5, Step 3 - 4 Years Longevity Credit (L-0)

Certified Personnel
20 August 2020

Youngs, Courtney
Fairbrook Elementary

Grades K-1 Department Head
Scale 8, Step 3 - 4 Years Longevity Credit (L-0)

2020-2021 Home Instruction Tutors

Conrad, Laura	Howell, Catherine	Tillman, Florence
Corpus, Megan	Johnson, Andrew	Reidenbach, Brandi
Fisher, Lisa	Mainard, Karen	Rizzotte, Paige
Hammonds, William	Morse, Jennifer	Russell, Mary

2020-2021 Saturday School Monitors

Hogue, Leslie	Schumacker, Mark	Rogers, Erin (Substitute)
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2020-2021 Public Records Request Reviewer

Dvorak, Tom

2020-2021 Extended Days

Mackey, David	AFJROTC	20 Days
Whitlow, Melvin	AFJROTC	20 Days

2020-2021 STARBASE Wright Patterson Air Force Base - Not Paid with District Funds July 1, 2020 - December 31, 2020

Berry, Ian	\$15,925.00
Mentor Coordinator/Instructor	

2020-2021 Substitute Teachers

Fully Licensed Teacher Substitutes

Baker, Christopher	Perm High School (7-12) History, Reading (prk-12)
Bretscher, Brenna	5 Yr. PROEL (1-8)
Crum, Kassandra	4 Yr. RE EC (P-3)
Edem, Alia	5 Yr. Pro EC (P-3)
Evens, Diana	4 Yr. RE Intervention Specialist (K-12)
Garrison, Kristen	4 Yr. RE MA (P-12) Health, Physical Education
Hall, Felicia	Perm EL (1-8)
Hoang, Samantha	5 Yr. Pro EC (P-3)
Howe, Abigail	4 Yr. RE EC (P-3)
Laughlin, Timothy	4 Yr. RE AYA (7-12) Integrated Science, Life Sciences
McCombs, Karen	5 Yr. Pro KE (K-8)
Moodie, David	5 Yr. Pro EL (1-8)
Rice, James	5 Yr. Pro HS (7-12) History
Roberts, Joshua	4 Yr. RE P-12 Music
Rotella, Kelsey	5 Yr. Pro EC (P-3) Early Childhood Generalist (4-5)
Van Dine, Janet	5 Yr. Pro EC (P-3), Early Childhood Intervention Specialist
Watson, Nicole	5 Yr. Pro CHS (7-12) English
West, William	5 Yr. Pro EL (1-8)
Wheeland, Marissa	4 Yr. RE EC (P-3)
Wilkinson, Gary	5 Yr. LTS MA (P-12) Health, Physical Education
Wolfe, Danielle	4 Yr. RE EC (P-3), Early Childhood Generalist (4-5)

Worley, Jacqueline

4 Yr. RE EC (P-3), Reading (P-3)

Post Secondary Education Degree Unlimited Substitutes

Butner, Carolyn	Multi-Age PK-12 Education Degree
Corcoran, Renee	Multi-Age PK-12 Education Degree
Exman, Emily	Multi-Age PK-12 Education Degree
Farley, Marilyn	Multi-Age PK-12 Education Degree
Hornback, Amy	Multi-Age PK-12 Education Degree
Wright, Susan	Multi-Age PK-12 Education Degree

Post Secondary Degree Degree Related to Area of Licensure Substitutes

Beloved, Bloom	Early Childhood (P-3)
Benkovic, John	Multi-Age PK-12 Integrated Mathematics, Integrated Science
Blackaby, Melissa	Early Childhood (P-3)
Circle, Stephen	AYA (7-12) Integrated Social Studies
Feleccia, Stacy	Multi-Age PK-12 Integrated Language Arts
Ganguli, Shampa	Multi-Age PK-12 Integrated Science
Glenn, George	Multi-Age PK-12 Integrated Business, Marketing
Gregga, Sarah	Multi-Age PK-12 Visual Art
Guthrie, Amy	Elementary (1-8)
Hamlin, Joseph	AYA (7-12) Integrated Language Arts
Jeffrey, Christopher	Multi-Age PK-12 Music
Kaupila, James	Multi-Age PK-12 Integrated Mathematics
Kwarteng, Ida	Multi-Age PK-12 Integrated Social Studies
Mailles, Barbara	Multi-Age PK-12 Integrated Social Studies
McCallister, Brookie	AYA (7-12) Integrated Language Arts
McCallister, Brookie	MC (4-9) Language arts and Reading
Pfaffenbichler, Andrea	AYA (7-12) Integrated Language Arts
Phillips, Patricia	AYA (7-12) Integrated Social Studies
Roberts, Adria	Multi-Age PK-12 Visual Art
Sadler, Tanya	Multi-Age PK-12 Integrated Social Studies
Sakulich, Diane	Multi-Age PK-12 Health
Slezak, Jennifer	Multi-Age PK-12 Visual Art
Sunki Reddy, Shilpa	MC (4-9) Science
Sutton, Polly	Multi-Age PK-12 Dance

General Substitutes (limited to one semester in a specific class)

Arnett, Lisa	Chapman, Amanda	Kern, Lisa
Barlow, Haley	Dawson, Colleen	Knapik, Kristen
Barr, Diana	DeFelice, Laura	Kosinski, Laurie
Bennington, Patricia	DeMartino, Barbara	Kustowski, Diana
Besecker, Jennifer	Eskew, Cheryl	Logan, Fonda
Bretz, Rion	Garcia, Tiffany	Lohr, Adrienne
Bryant, Tracey	Garcia, Sonia	McCarley, Mindy
Butcher, Lora	Greenhoe, Jenifer	McCoy, Beverly
Carey-Goodnough, Kimberly	Griffin, Jacqueline	Myers, Susan
Carman, Teresa	Howe, Devon	Newman, Donna
Cassell, Debbie	Huston, Warner	Osterholt, Alan

Paddock, Haley
Phillips, Sheila
Pochet, Lea
Roberts, Diane
Ruef, Kathleen

Scholz, Catherine
Sosa Fuentes, Salvador
Thurn, Julie
VanDewerker, Tracey
Von Nordheim, Charles

Wabler, John
Walker, Linda
Weese, Robert
Wheeler, Jessica

ADVANCEMENT DUE TO ADDITIONAL CREDITS AND OR VERIFICATION OF EXPERIENCE

Boone, Lyn	From M to M+15
Brodnick, Danielle	From Step 0 to Step 4
Cox, Lori	From M+30 to M+45
Curd, Julie	From M+30 to M+45
Drayer, Kerry	From M to M+15
Gilding, Katie	From M+15 to M+30
Green, Eric	From M to M+15
Green, Timothy	From M to M+15
Hogston, Megan	From Step 1 to Step 2
Humphrey, Kara	From M+15 to M+30
Johnson, Sarh	From Step 0 to Step 2
Koncan, Laurie	From M to M+15
McKittrick, Sarah	From M to M+15
Martins, Christin	From Step 0 to Step 4
Maguire, Callie	From B to B-150
Neary, Audrey	From Step 1 to Step 2
Nevarez, Kathryn	From M+15, to M+30
Nuttbrock, Natasha	From M+15 to M+30
Powell, Megan	From B to B-150
Price, Nigel	From Step 1 to Step 2
Shively, Heather	From M to M+15
Stevens, Shannon	From M to M+15
Strickland, Marlyn	From B-150 to M

LEAVE OF ABSENCES

Cullum, Jane Valley Elementary School	08/17/2020 - 05/28/2021 184 Unpaid Days
Strait, Elizabeth Valley Elementary School	08/17/2020 - 05/28/2021 146 Unpaid Days
Zima, Nicole Main Elementary School	08/24/2020 - 09/25/2020 25 Days Unpaid

CORRECTIONS

Johnson, Andrew	Assistant Varsity Football Coach Scale 4, Step 3, 7 Years Longevity Credit (L-1)
Rice, Mary	Counselor, Main 5 Days

ADJUSTMENTS

Lane, Lauren	From Step B150 to Step B
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Pennington, Christopher

21 Extended Days

RESIGNATIONS

Brogan, Allyson
Fairbrook Elementary

Resignation, Personal Effective August 6, 2020
Grade Three

Blair, Lea
Licensed, Non-Employee

Resignation, Personal, Effective July 22, 2020
Assistant Varsity Cross Country Coach

Warren, Shawn
STARBASE

Resignation, Personal Effective August 14, 2020
Mentor/Coordinator

Beavercreek City Schools
3040 Kemp Road
Beavercreek, Ohio 45431

August 20, 2020

TO: BEAVERCREEK BOARD OF EDUCATION

FROM: Mr. Paul Otten, Superintendent

RE: Classified Personnel

The following individuals are recommended for corrections, employment, extended time, involuntary transfer, lateral transfer, promotion, termination and voluntary transfer:

CORRECTION TO BOARD REPORT 7/16/2020 - NOT PROMOTION - SHOULD BE VOLUNTARY TRANSFER

Krajicek, Brandee Effective August 10 2020
FROM: SN Assistant (Instructional) @ BHS, Step 5
TO: IMC Technician @ BHS, Step 3 \$19.07/hr.
(Replacement)

CORRECTION TO BOARD REPORT 2/18/2020

Bettineschi, Lori Effective May 31, 2020 EOB
SN Assistant - Instructional Beaver Creek 10 Years
Shaw Elementary **Resignation** not Retirement

EMPLOYMENT

Building/Department Office Assistant

Exman, Emily Effective August 18, 2020
Building/Department Office Assistant One-Year Contract 2021
Shaw Elementary Step 1/L-0/BCSD 0 Years Exp.
(Replacement) \$17.59/hr.

Lawson, April Effective August 18, 2020
Building/Department Office Assistant One-Year Contract 2021
Valley Elementary Step 4/L-0/BCSD 0 Years Exp.
(Replacement) \$18.84/hr.

Bus Driver

Dubie, Virginia Effective August 18, 2020
Bus Driver One-Year Contract 2021
Transportation Department Step 4/L-0/BCSD 0 Years Exp.
(Replacement) \$22.91/hr.

Classified Personnel
August 20, 2020

Department Administrative Assistant

Pompos, Courtney
Student Services Department Adm. Asst.
Central Office
(Replacement)

Effective August 10, 2020
Base Contract 2021
Step 1/L-0/BCSD 0 Years Exp.
\$26.37/hr.

Driver Trainee

Abbott, Vicki
Vance, Richard

Buchanan, James

Staub, Christopher

HVAC Technician

Davis, Kirk
HVAC Technician
Service Center
(Replacement)

Effective August 17, 2020
Base Contract 2021
Step 1/L-0/BCSD 0 Years Exp.
\$23.55/hr.

KDI 2019-2020

Hibbert, Cathay
Thomas, Nikki

Shaw Elementary
Main Elementary

Registered Nurse
Registered Nurse

1 Day
3 Days

Registered Nurse

Roberts, Tracy
Registered Nurse
Coy MS/Ankeney MS
(Replacement)

Effective August 21, 2020
One-Year Contract 2021
Step 4/L-0/BCSD 0 Years
\$25.48/hr.

Skills Lab Technician

Hensley, Sharon
Skills Lab Technician
Fairbrook Elementary
(Replacement)

Effective August 10, 2020
One-Year Contract 2021
Step 1/L-0/BCSD 11 Years
\$18.23/hr.

Special Needs Assistant

Combs, Kenneth
Special Needs Assistant - Transportation
Transportation Department
(New Position) - Retire Rehire

Effective August 18, 2020
One-Year Contract 2021
Step 1/L-1/BCSD 14 Years Exp.
\$18.52/hr.

Classified Personnel
August 20, 2020

Dhond, Suchita
Special Needs Assistant - Instructional
Ankeney Middle School
(Replacement)

Effective August 18, 2020
One-Year Contract 2021
Step 1/L-0/BCSD 0 Years Exp.
\$18.43/hr.

Holcomb, Chelsea
Special Needs Assistant - Instructional
Shaw Elementary
(Replacement)

Effective August 18, 2020
Leave-Fill Contract
Step 1/L-0/BCSD 0 Years Exp.
\$18.43/hr.

Student Nutrition

Espinosa, Courtney
Satellite Manager
Valley Elementary
(Replacement)

Effective August 10, 2020
One-Year Contract 2021
Step 1/L-0/BCSD 0 Years
\$17.34/hr.

Substitute - Administrative Assistant

Ladle, Melisa

Substitute - Building/Department Office Assistant

Carlson, Sandra

Feather, Rhonda

Ladle, Melisa

Substitute - IMC Tech.

Bowling, Ann

Ladle, Melisa

Worley, Jacqui

Substitute - 2 hr. Lunchroom Monitor

Cramer, Frederick

Substitute - Study Hall Monitor

Cramer, Frederick

Substitute - SN Assistant - Instructional

Kersteiner, Sherry
Worley, Jacqui

Substitute- Student Nutrition

Ranly, Megan

Classified Personnel
August 20, 2020

Substitute - Teacher Assistant

Carlson, Sandra

Ladle, Melisa

EXTENDED TIME (Hours Worked & Reported)

Baker, Tracey	Protocols for COVID-19	1 Day
Bellomy, Courtney	New Employee Orientation	
Christopher, Wendi	New Employee Orientation	
Combs, Kenneth	New Employee Orientation	
Connell, Cheryl	Registration	15 Days
Davis, Kirk		
Dimeff, Jennifer	Protocols for COVID-19	1 Day
Espinosa, Courtney	New Employee Orientation	
Everhart, Jennifer	CPI Training	July 20, 2020
Fraley, Dave	CPI Training	July 20, 2020
Geisel, Chelsea	New Employee Orientation	
Greenspan, Lori	Manager's Meeting	July 23, 2020
Hensley, Sharon	New Employee Orientation	
Hibbert, Catherine	Protocols for COVID-19	1 Day
Holcomb, Chelsea	New Employee Orientation	
Kathmann, Lindsey	Protocols for COVID-19	1 Day
Laferty, Penny	New Employee Orientation	
Leach, Brittany	New Employee Orientation	
McCoy, Emily	CPI Training	July 20, 2020
Mosher, Ashley	Protocols for COVID-19	1 Day
Neal, Marlies	Manager's Meeting	July 23, 2020
O'Malley, Jerry	CPI Training	July 20, 2020
Pompos, Courtney	New Employee Orientation	
Pursel, Jackie	New Employee Orientation	
Roper, Jared	New Employee Orientation	
Rykken, Crystal	New Employee Orientation	
Sharp, Michelle	Manager's Meeting	July 23, 2020
Spurlock, Bruce	CPI Training	July 20, 2020
Steeley, Cindy	Manager's Meeting	July 23, 2020
Thomas, Nicole	Protocols for COVID-19	1 Day
Vukovich, Stephanie	New Employee Orientation	
Weller, Jennifer	New Employee Orientation	
Williams, Angie		August 17, 2020
Yamamoto, Christine	Manager's Meeting	July 23, 2020

INVOLUNTARY TRANSFER

Hensley, Sharon

Effective August 18, 2020

FROM: Skills Lab Technician @ Fairbrook Elementary

TO: Skills Lab Technician @ Valley & Trebein Elementaries
(Replacement)

Classified Personnel
August 20, 2020

Logel, Gaylyn Effective August 18, 2020
FROM: Skills Lab Technician @ Valley & Trebein Elementaries
TO: Skills Lab Technician @ Fairbrook Elementary
(Replacement)

Lynch, Sarah Effective August 10, 2020
FROM: Building Administrative Assistant @ BHS
TO: H.S. Administrative Assistant @ BHS
(Replacement) \$25.10/hr.

LATERAL TRANSFER

Laferty, Penny Effective August 18, 2020
FROM: Special Needs Assistant (Instructional) @ Ankeney MS
TO: Special Needs Assistant (Instructional) @ Beavercreek High School
(Replacement)

PROMOTION

Mills, Lisa Effective August 18, 2020
FROM: Crossing Attendant, Step 4, Transportation
TO: Special Needs Assistant, Step 1, Transportation
(New Position) \$17.59/hr.

TERMINATION

Badders, Hannah Effective August 7, 2020
Building/Office Assistant
Valley Elementary
Beavercreek 5 Years
Resignation

Cospy, Michael Effective August 12, 2020
Driver
Transportation Department
Beavercreek 2 Years
Resignation

Phillips, Henry Effective June 1, 2020
Bus Driver
Transportation Department
Beavercreek 14 Years
Retirement

Smith, Brenda Effective August 3, 2020
Building/Office Assistant
Shaw Elementary
Beavercreek 15 Years
Resignation

VOLUNTARY TRANSFER

Sloan, Kare Effective September 1, 2020
FROM: Driver, Step 6 @ Transportation Department
FROM: 2 hr. Monitor, Step 6 @ Beavercreek High School
TO: Custodian, Step 3 @ Coy MS/Trebein Elementary

Classified Personnel
August 20, 2020

(Replacement)

\$19.94/hr., plus night shift

Book	Policy Manual
Section	Policies Recommended for the BOE Title IX
Title	ATTENDANCE
Code	po5200
Status	
Adopted	August 8, 1996
Last Revised	November 21, 2019

5200 - ATTENDANCE

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.

A student in grades 9 through 12 may be considered a full-time equivalent student provided the student is enrolled in at least five (5) units of instruction, as defined by State law, per school year.

In accordance with the statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, written, verbal, or electronic notification of the cause for such absence. The Board of Education reserves the right to verify such statements and to investigate the cause of every single absence or prolonged absence.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. personal illness (a written physician's statement verifying the illness may be required)
- B. appointment with a health care provider
- C. illness in the family necessitating the presence of the child
- D. quarantine of the home
- E. death in the family
- F. necessary work at home due to absence or incapacity of parent(s)/guardian(s)
- G. observation or celebration of a bona fide religious holiday
- H. out-of-state travel (up to a maximum twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a District-approved enrichment or extracurricular activity

Any classroom assignment missed due to the absence shall be completed by the student.

If the student will be absent for twenty-four (24) or more consecutive hours that the student's school is open for instruction, a classroom teacher shall accompany the student during the travel period to provide the student with instructional assistance.

- I. such good cause as may be acceptable to the Superintendent
- J. medically necessary leave for a pregnant student in accordance with Policy 5751
- K. service as a precinct officer at a primary, special or general election in accordance with the program set forth in Policy 5725

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where the school is in session by authority of the Board.

Attendance shall be taken at the beginning of every block/period in buildings with block/period-based scheduling. Absences from a class block/period shall be accounted for.

Attendance shall be taken at the commencement of the school day in buildings with non-period-based schedules. Attendance for students arriving late or leaving early must be tracked and recorded.

Contacting the Parent/Guardian of an Absent Student

When a parent, guardian, or other person having care of a student has failed to initiate a telephone call or other communication notifying the school or building administration of the student's excused or unexcused absence within 120 minutes after the beginning of the school day, the attendance officer or designee for each school building shall make at least one (1) attempt to contact the parent, guardian, or other person having care of any student who is recorded as absent without legitimate excuse within 120 minutes after the beginning of each school day by a method designated by the Superintendent in accordance with Ohio law (see AG 5200).

Excessive Absences

When a student of compulsory school age is absent from school with combined nonmedical excused absences and unexcused absences in excess of thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year, that student is considered "excessively absent" from school. The District or school shall notify the child's parent or guardian of the child's absences, in writing, within seven (7) school days after the date of the absence that triggered the notice requirement. At the same time, written notice is given, any appropriate intervention action listed herein may be taken.

The following "medical excuses" will not count toward a student's excessive absence hours: (1) personal illness; (2) illness in the family necessitating the presence of the child; (3) quarantine of the home; (4) health care provider appointments (doctor, dentist, mental health provider, etc.); (5) medically-necessary leave for a pregnant student in accordance with Policy 5751; (6) death in the family; or (7) other set of circumstances the Superintendent deems on a case-by-case basis to be a good and sufficient cause for medical absence from school.

A medically excused absence occurs any time a student is out of school due to illness or medical visit (physician, dentist, mental health, etc.). A medical excuse for personal illness will be accepted in the form of doctor's note within (5) five school days of the absence or parent call-in on the day of the absence due to illness or doctor's visit. A student may have up to ten (10) ten medically excused absences without a doctor's note, but with a phone call from a parent/guardian. For the 2020-2021, medical excuse absences will be accepted through this process for students participating both in-person and remotely. This policy will be extended beyond ten (10) ten days if the student or someone in the student's family is in quarantine due to recognized pandemic/epidemic (e.g., COVID-19) or experiencing symptoms of the pandemic/epidemic.

Habitually Truant

A student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or for seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student who is otherwise habitually truant include but are not limited to:

- A. the student was enrolled in another school district;
- B. the student was excused from attendance in accordance with R.C 3321.04; or
- C. the student has received an age and schooling certificate.

Absence Intervention Team

To the extent required by law as determined on an annual basis, within ten (10) days of a student becoming habitually truant, the Principal shall assign the student to an absence intervention team.

Within fourteen (14) school days after the assignment of a student to an absence intervention team, the team shall develop an intervention plan for that student in an effort to reduce or eliminate further absences. Each intervention plan shall vary based on

the individual needs of the student, but the plan shall state that the attendance officer shall file a complaint not later than sixty-one (61) days after the date the plan was implemented, if the child has refused to participate in, or failed to make satisfactory progress on, the intervention plan. Within seven (7) school days after the development of the plan, reasonable efforts shall be made to provide the student's parent/guardian/custodian, with written notice of the plan.

Each absence intervention team may vary based on the needs of each individual student but shall include a representative from the child's building, another representative from the child's building who knows the child, and the child's parent or parent's designee, or the child's guardian, custodian, guardian ad litem, or temporary custodian. The team also may include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

The members of the absence intervention team shall be selected within seven (7) school days of the student meeting the habitually truant threshold. Within the same period of seven (7) school days, the Principal shall make at least three (3) meaningful, good-faith attempts to secure the participation of the student's parent/guardian/custodian, guardian ad litem, or temporary custodian on that team. A good faith attempt to secure the participation of the parent shall include, but not be limited to, contacting (or attempting to contact) the parent by telephone, email, or regular mail. If the student's parent responds to any of those attempts but is unable to participate for any reason, the Principal shall inform the parent of the parent's right to appear by a designee. If seven (7) school days elapse and the student's parent/guardian/custodian, guardian ad litem, or temporary custodian fails to respond to the attempts to secure participation, the attendance officer shall investigate whether the failure to respond triggers mandatory abuse or neglect reporting to the public children services agency. At the same time, the absence intervention team shall continue to develop an intervention plan for the child notwithstanding the absence of the child's parent/guardian/custodian, guardian ad litem, or temporary custodian.

Intervention Strategies

In order to address the attendance practices of a student who is habitually truant, the intervention team may, as part of an intervention plan, take any of the following intervention actions:

- A. provide counseling to the student
- B. request or require the student's parent to attend a parental involvement program
- C. request or require a parent to attend a truancy prevention mediation program
- D. notify the Registrar of Motor Vehicles of the student's absences
- E. take appropriate legal action

In the event that a student becomes habitually truant within twenty-one (21) school days prior to the last day of instruction of a school year, the Principal may, in his/her discretion, assign available school staff to work with the child's parent/guardian/custodian, guardian ad litem, or temporary custodian to develop an absence intervention plan during the summer.

The absence intervention process shall commence upon the first day of instruction of the next school year.

Reporting Requirements

The attendance officer shall file a complaint in the juvenile court against a student on the sixty-first (61st) day after the implementation of an absence intervention plan or other intervention strategies, provided that all of the following apply:

- A. The student is habitually truant.
- B. The school district or school has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any offered alternatives to adjudication, if applicable.

If the student, at any time during the implementation phase of the absence intervention plan or other intervention strategies, is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint in juvenile court against that student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

In the event that the sixty-first (61st) day after the implementation of the absence intervention plan or other intervention strategies falls on a day during the summer months, the attendance officer may extend the implementation of the plan and

delay the filing of the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

The Superintendent is authorized to establish an educational program for parents of truant students which is designed to encourage parents to ensure that their children attend school regularly. Any parent who does not complete the program is to be reported to law enforcement authorities for parental education neglect, a fourth class misdemeanor if found guilty.

Whenever any student of compulsory school age has sixty (60) consecutive hours in a single month or a total of ninety (90) hours of unexcused absence from school during the school year, s/he will be considered habitually absent under R.C. 3321.13(b) (2). The Board authorizes the Superintendent to inform the student and his/her parents, guardian, or custodian of the record of absences without a legitimate excuse as well as the District's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's unexcused absences and habitually absent status.

If a student who is habitually truant violates the order of a juvenile court regarding the student's prior adjudication as an unruly child for being a habitual truant, s/he may further be adjudicated as a delinquent child.

The District shall report to the Ohio Department of Education, as soon as practicable, and in a format and manner determined by the Department, any of the following occurrences:

- A. when a notice that a student has been absent with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year is submitted to a parent/guardian/or custodian;
- B. when a child of compulsory school age has been absent without legitimate excuse from the public school the child is supposed to attend for thirty (30) or more consecutive hours, forty-two (42) or more hours in one school month, or seventy-two (72) or more hours in a school year;
- C. when a child of compulsory school age who has been adjudicated an unruly child for being a habitual truant violates the court order regarding that adjudication;
- D. when an absence intervention plan has been implemented for a child under this policy.

This policy was developed after consultation with the judge of the juvenile court of Greene County, with the parents, guardians, or other persons having care of the students attending school in the district, and with appropriate State and local agencies.

Tracking Remote Attendance for the 2020-2021 School Year

Consistent with the Remote Learning Plan submitted to the Ohio Department of Education, the District will provide a variety of instruction models, including both teacher-led remote learning and self-directed remote learning.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data. Teachers are encouraged to verify meaningful attendance in a method selected by the teacher, such as an ungraded quiz at the close of a lesson, a survey or poll questions (unrelated to the lesson and unpredictable) at the end of the lesson, or asking students questions at random throughout a session.

In addition to the reasons listed at the beginning of this policy, absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with notice from a parent/guardian:

- A. temporary internet outage for individual students or households;
- B. unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led remote learning lesson;
- C. computer/device malfunction;
- D. malfunction of a District-owned device for which the District is providing technical assistance, repair, or replacement.

Attendance in self-directed remote learning (asynchronous) shall be tracked by evidence of participation, which may include, but is not limited to:

- A. daily logins to learning management systems;
- B. daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and
- C. assignment completion.

The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. A teacher may adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge.

Revised 9/99
Revised 3/8/01
Revised 9/20/07
Revised 2/18/10
Revised 5/19/11
Revised 4/25/13
Revised 1/15/15
Revised 8/18/16
Revised 6/15/17
Revised 1/11/18
Revised 1/10/19

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Legal

R.C. 3313.664, 3313.668, 3317.034, 3321.01 et seq., 3321.13(B)(2), 3321.19, 3321.191
R.C. 3321.22, 3321.38, 3323.041, 3331.05
A.C. 3301-35-03(G), 3301-47-01, 3301-69-02

Book: Policies for Ohio Local Update
Section: Vol. 39, No. 1 - August 2020
Title: Vol. 39, No. 1 - August 2020 New PROTECTIVE FACIAL COVERINGS DURING
PANDEMIC/EPIDEMIC EVENTS
Number: po8450.01

8450.01 - PROTECTIVE FACIAL COVERINGS DURING PANDEMIC/EPIDEMIC EVENTS

During times of elevated communicable disease community spread (pandemic or epidemic), the Superintendent will issue periodic guidance through Board of Education plans/resolution(s) in alignment with public health officials and/or in accordance with government edicts and including any Pandemic Plan developed by the District's Pandemic Response Team under Policy 8420.

School settings can be a source of community spread. Wearing face masks/coverings is especially important during these times and can help mitigate the risk of exposure from person to person.

As such, during times of elevated communicable disease community spread, the Superintendent may activate this policy by notifying the school community, requiring all school staff, volunteers and visitors (including vendors) to wear appropriate face masks/coverings on school grounds unless it is unsafe to do so or where doing so would significantly interfere with the Districts educational or operational processes.

☒ Face masks/shields will be provided by the District to employees. Alternatively, employees may elect to wear their own face coverings if they meet the requirements of this policy as well as any requirements issued by State or local health departments.

In addition, the Board may require that

☒ ^{Kindergarten} students in ~~— grade~~ and higher shall wear a face mask unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

OR

~~X~~ students shall wear a face mask unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

If face masks/coverings are required, and no exception is applicable, students shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code, and in accordance with policies of the Board

~~X~~ and/or may be reassigned by the Superintendent to an online/virtual learning environment if the Superintendent determines that reassignment is necessary to protect the health and safety of the student or others. **[DRAFTING NOTE: Districts should consult with legal counsel before reassigning a student with a disability to a virtual learning format. This might constitute a change in placement in violation of state and federal law.]**

~~X~~ During times of elevated communicable disease community spread as determined by the Board in consultation with health professionals, all students are required to wear masks while being transported on District school buses or other modes of school transportation.

[DRAFTING NOTE: The majority opinion among medical experts from the Ohio Department of Health and elsewhere appears to be that children kindergarten through 5th grade can wear masks as long as consideration is given for the age and developmental level of the child and the physical situation the child is in at that moment.]

Use of Mask/Face Covering

Cloth face coverings/masks should:

- fully cover the mouth, nose, and chin;
- fit snugly against the side of the face so there are no gaps;
- not create difficulty breathing while worn; and
- be held securely through either a tie, elastic, etc. to prevent slipping.

Facial masks/coverings generally should not include surgical masks or respirators unless medically indicated

(as those should be reserved for healthcare workers) or masks designed to be worn for costume purposes.

All employee facial masks/coverings shall meet the requirements of the appropriate dress/staff grooming policies (Policy 3216/4216). All student facial masks/coverings shall meet the requirements of the appropriate Student Code of Conduct/Student Discipline Code ~~11~~ and Policy 5511 Dress and Grooming.

Any person may be required to temporarily remove a face mask or covering when instructed to do so for identification or security purposes. Failure to comply with such a request violates this policy and may lead to disciplinary or other action.

Exceptions to the use of masks/face coverings include when:

facial masks/coverings in the school setting are prohibited by law or regulation;

facial masks/coverings are in violation of documented industry standards;

facial masks/coverings are not advisable for health reasons;

facial masks/coverings are in violation of the school's documented safety policies;

facial masks/coverings are not required when the staff works alone in an assigned work area;

there is a functional (practical) reason for a staff member or volunteer not to wear a facial mask/covering in the workplace;

settings where cloth masks might present a safety hazard (i.e. science labs);

for individuals who have difficulty wearing a cloth face covering; or

to assist with communication for hearing impaired students.

The Board may be required to provide written justification to the local health officials upon request explaining

why a staff member is not required to wear a facial covering in the school. Therefore, if any exceptions are made to the requirement for facial coverings, the request for such exception must be submitted in writing to the individual's supervisor with appropriate documentation provided. A decision on the request will be provided in writing.

Use of Face Shields

Face shields that wrap around the face and extend below the chin may be permitted as an alternative to cloth face masks/coverings with permission of the Superintendent as the Board recognizes that face shields may be useful in some situations, including:

- when interacting with students, such as those with disabilities, where communication could be impacted;

- when interacting with English-language learners or when teaching a foreign language;

- settings where cloth masks might present a safety hazard (i.e. science labs); or

- for individuals who have difficulty wearing a cloth face covering.

If employees receive approval from the District administration after discussing their request not to wear a face mask/covering/shield due to a physical, mental or developmental health condition, and/or if wearing a mask/covering/shield would lead to a medical emergency or would introduce significant safety concerns, the District administration may also discuss other possible accommodations for the staff member. Such discussion shall follow Board policies and guidelines under the ADA.

School nurses or staff who care for individuals with symptoms consistent with those of a communicable disease must use appropriate personal protective equipment (PPE), provided by the school, in accordance with OSHA standards.

When facial masks/coverings are required by the Board, and no exception has been applied, staff members who violate this policy shall be subject to disciplinary action in accordance with policies of the Board.

Book	Policy Manual
Section	SPECIAL UPDATE - OTES 2.0 - April 2020
Title	Special Update - OTES 2.0 - April 2020 REPLACEMENT - STANDARDS-BASED TEACHER EVALUATION [FOR DISCUSSION ONLY]
Code	po3220
Status	From Neola
Adopted	December 3, 1996
Last Revised	July 16, 2015

3220 - STANDARDS-BASED TEACHER EVALUATION

[DRAFTING NOTE: This is only a policy "template" and requires numerous and important local choices prior to finalization and for any subsequent revisions. In addition, the final policy including subsequent revisions must be adopted "in consultation with teachers employed by the Board". Districts may modify this policy to incorporate other local decisions. It is also recommended that districts consult with legal counsel before adopting or revising the policy.]

The Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in State law.

☒ The Board adopts the Ohio Teacher Evaluation System ("OTES") model as approved by the State Board of Education.

The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the Beaver Creek, and in all extensions and renewals thereof.

Education Association (BEA)

This policy has been developed in consultation with teachers employed by the Board.

The Board authorizes the Superintendent to establish and maintain an ongoing Professional Staff Member [insert name of local evaluation committee], with continuing participation by District teachers

Evaluation Committee

☒ represented by the BEA,

for the express purpose of recommending necessary changes to the Board for the appropriate revision of the policy.

Definitions

"OTES" - Stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2020, or as otherwise modified by the State Board of Education.

"Teacher" - For purposes of this policy, "teacher" means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one (1) of the following:

- A. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or
- B. A permanent certificate issued under R.C. 3319.222 as it existed prior to September 2003; or
- C. A permanent certificate issued under R.C. 3319.222 as it existed prior to September 2006; or
- D. A permit issued under R.C. 3319.301.

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[DRAFTING NOTE: This statute authorizes the State Board of education to issue permits to individuals not traditionally licensed, but who otherwise are qualified to teach specific classes (due to their possession of a certain degree or significant experience related to the subject to be taught). The permit may be restricted to certain subject matter and total number of hours to be taught.]

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy.

The Superintendent, Treasurer, ~~(X)~~ Business Manager, and any "other administrator" as defined by R.C. 3319.02 are not subject to evaluation under this policy.

"Credentialed Evaluator" - means the appropriately qualified individual, assigned by the District, who is responsible for completing the evaluation process for a teacher. For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- A. meets the eligibility requirements under R.C. 3319.111(D); and
- B. holds a credential established by the Ohio Department of Education (ODE) for teacher evaluation; and
- C. has completed State-sponsored evaluation training and has passed an online credentialing assessment.

[CHOOSE ONE]

☐ The Board will approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

☒ The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

[END OF OPTION]

"High-Quality Student Data" – means locally-determined data that provides evidence of student learning attributable to the teacher who is being evaluated. When applicable to the grade level or subject area taught, High-Quality Student Data (HQSD) shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may also include data obtained from the list of Ohio Department of Education approved student assessments.

High-quality student data may not include student learning objectives (SLOs) or shared attribution measures.

"Value-Added" - refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on State-issued standardized assessments.

[Drafting Note: Districts may wish to consider further definitions, including but not limited to those listed below:]

"Evaluation Cycle" - means the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when performance assessments are conducted for the current school year and the teacher is assigned a final holistic rating.

"Evaluation Framework" - means the document created and approved by the Ohio Department of Education (ODE) in accordance with R.C. 3319.111(A) that establishes the standards-based framework for the evaluation of teachers developed under R.C. 3319.112.

"Evaluation Instruments" - refers to the forms developed by the ODE, including the "Teacher Performance Evaluation Rubric". **[Drafting note: You may choose to identify where these forms reside, i.e. in an appendix to the policy, in an evaluation handbook, etc.]**

"Evaluation Procedure" - refers to the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.111 and R.C. 3319.112 and to conform to the framework for the evaluation of teachers developed under R.C. 3319.112.

"Final Evaluation Rating" - means the final holistic evaluation rating that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle.

Standards-Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based upon teacher performance, student growth, and other locally determined criteria.

Each teacher evaluation will result in an evaluation rating of:

- A. Accomplished;
- B. Skilled;
- C. Developing; or
- D. Ineffective.

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed a report to the Ohio Department of Education (ODE) the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated. The Board will utilize the ODE's guidelines for reporting this information.

☒ The Board may elect not to evaluate a teacher who was on leave from the School District for fifty percent (50%) or more of the school year.

☒ The Board may elect not to evaluate a teacher who has submitted a notice of retirement that was accepted by the Board no later than December 1st of the year the teacher was scheduled to be evaluated.

☐ The Board may elect not to evaluate a teacher who is participating in the Ohio teacher Resident Educator program in the year during which the teacher takes at least half of the performance-based assessment as prescribed by the State Board of Education for the first time.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation, each teacher must develop either a professional growth plan or be placed on a professional improvement plan as follows:

- A. A teacher whose final holistic rating is "accomplished" on his/her most recent evaluation will develop a professional growth plan and may choose his/her their credentialed evaluator from those available to the Board for that purpose, utilizing the components determined by the District.
- B. A teacher whose final holistic rating is "skilled" will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle, utilizing the components determined by the District.
- C. A teacher whose final holistic rating is "developing" will develop a professional growth plan guided by his/her assigned credentialed evaluator, utilizing the components determined by the District.
- D. A teacher whose final holistic rating is "ineffective" will be placed on a professional improvement plan by their assigned evaluator, utilizing the components determined by the District.
- E. A teacher who is new to the profession or new to the District will develop a professional growth plan collaboratively with his/her credentialed evaluator, utilizing the components determined by the District.
- F. The District administration has discretion to place a teacher on an Improvement Plan at any time based on any individual deficiency exhibited in the evaluation system by the teacher.

Board Professional Development Plan

In accordance with the Ohio State Board of Education's State-wide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance will be used to determine the teacher's evaluation rating and will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for the Teaching Profession:

- A. understanding student learning and development, respecting student diversity, and holding high expectations for all students to achieve and make progress at high levels an;
- B. knowing and understanding the content area for which they have instructional responsibility;
- C. understanding and using varied assessments to inform instruction, evaluate and ensure student learning;
- D. planning and delivering effective instruction that advances individual student learning;
- E. creating learning environments that promote high levels of student learning and achievement for all students;
- F. collaborating and communicating with students, parents, other educators, District administrators, and the community to support student learning; and
- G. assuming responsibility for professional growth and performance as an individual and as a member of a learning community.

Formal Observation and Classroom Walkthrough Sequence

- A. A teacher not under consideration for renewal or nonrenewal who is subject to a full evaluation cycle shall be evaluated based on at least two (2) formal observations of at least thirty (30) minutes each and periodic classroom walkthroughs each school year.

The first formal observation will be a holistic observation where the evaluator assesses all areas of the rubric demonstrated during the observation as well as information gained from any pre-observation conference or other sources selected by the evaluator. **[DRAFTING NOTE: A pre-observation conference is not required.]**

The second and any subsequent formal observation(s) will be focused observations in which the evaluator emphasizes identified focus area(s). Identified focus areas will be selected after completion of the holistic observation, and may include area(s) of relative strength and/or area(s) targeted for improvement. Teachers with a final evaluation rating of Accomplished (from the previous year) will select their own focus area(s). A teacher with a final evaluation rating of Skilled (from the previous year) will select focus area(s) in collaboration with his/her evaluator. A teacher with a final evaluation rating of Developing (from the previous year) will be guided by his/her evaluator in determining focus area(s). A teacher with a final evaluation rating of Ineffective (from the previous year) will have focus area(s) selected by the evaluator. A teacher new to the profession will select focus area(s) in collaboration with his/her evaluator. Evaluators will collect evidence during the focused observation to assess the identified focus area(s). Evaluators will also document evidence to support the final evaluation rating.

- B. A teacher new to the District or any teacher on a limited contract who is under consideration for renewal/nonrenewal shall receive at least three (3) formal observations in addition to periodic (at least two (2)) classroom walkthroughs () unless the Superintendent waives the third observation.

☒ A teacher

() who has been granted a continuing contract by the Board and

who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated once every three (3) years. The teacher will be required to submit a self-directed professional growth plan to the evaluator, and the evaluator will determine if the teacher is making progress on the plan. The professional growth plan will focus on the most recent evaluation of the teacher. The teacher will be provided with at least one (1) formal or informal observation and post-conference in any year that such teacher is not formally evaluated.

☒ The Board may evaluate each teacher

() who has been granted a continuing contract by the Board and

who received a rating of Skilled on the teacher's most recent evaluation once every two (2) years. The teacher and the evaluator

will jointly develop a professional growth plan for the teacher and the evaluator will determine if the teacher is making progress on the plan. The professional growth plan will focus on the most recent evaluation and observations of the teacher. Teachers will be provided with at least one (1) ☐ formal ☐ informal observation and post-conference in any year that such teacher is not formally evaluated.

Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating teacher performance, the Board shall utilize the measures set forth by the Ohio Department of Education's OTES "Teacher Performance Evaluation Rubric" for instructional planning, instruction and assessment, and professionalism. **[Drafting note: you may choose to identify where these measures reside, i.e, in an appendix to the policy, in an evaluation handbook, etc.]**

☒ Each teacher evaluated under this policy ^{may} ~~shall~~ annually complete a "Self-Assessment" utilizing the Self Assessment Summary Tool.

Formal Observation Procedure

[CHOOSE ONE]

A. ☒ The first formal observation may be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second observation ~~will be~~ ^{may} be announced.

OR

A. ☐ All formal observations shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed.

[END OF OPTIONS]

B. ☒ A post-observation conference shall be held after each formal observation.

Informal Observation/Classroom Walkthrough Procedure

A walkthrough is an informal observation in which an evaluator may assess one or more areas in the Teacher Performance Evaluation Rubric.

Evaluators may but are not limited to collecting evidence in any identified focus area(s). Walkthroughs may be announced or unannounced. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

☒ A walkthrough shall consist of at least ^{five} ~~(x)~~ consecutive minutes, but not more than thirty (30) consecutive minutes in duration. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

Data gathered from the walkthrough will inform the final evaluation.

Feedback from a walkthrough shall be provided after the walkthrough. The teacher and/or administrator may request a face to face meeting to discuss observations relative to the identified focus of the walkthrough.

Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.

Use of High-Quality Student Data

At least two measures of high-quality student data will be used as evidence of student learning. The teacher will select student data that will be used in consultation with the evaluator, and will provide evidence that demonstrates the teacher has used the data in accordance with this policy. The evaluator may use the data as evidence to determine a performance rating in any component of the evaluation where applicable.

When applicable to the grade level or subject area(s) taught by a teacher, high-quality student data will include the value-added progress dimension. High-quality student data will meet the following criteria:

A. aligns to learning standards

- B. measures what is intended to be measured
- C. is directly attributable to the teacher being evaluated for course(s) and grade level(s) taught
- D. demonstrates evidence of student learning (achievement and/or growth)
- E. follows protocols for administration and scoring
- F. provides trustworthy results; and
- G. is fair and unbiased

Teachers must provide evidence to their evaluator which demonstrates that they have used high-quality student data in the following ways:

- A. critically analyze and reflect upon results to support improvement and enhancement of student learning
- B. assess student learning needs and styles, including the strengths and weaknesses of an entire class as well as individual students in each class
- C. inform and adapt instruction to meet student needs; and
- D. measure student learning achievement and growth, as well as progress toward achieving state and local standards.

In addition to value-added data, the superintendent may select high-quality data from among state-approved vendor assessments or other locally determined measures or instruments that meet the definition and criteria outlined above.

Annually, the Superintendent shall develop a list of approved high-quality student data in consultation with experts in the field of education and with

~~X~~ the District's evaluation committee.

~~X~~ members of the District's teaching staff.

For the purpose of selecting high-quality student data, the Board defines the term "expert" to include members of the District's administrative team, credentialed evaluators, as well as

~~X~~ Employees or consultants hired by the educational service center, or another private or public entity to provide expertise on student growth and learning;

~~X~~ Faculty from a post-secondary institution who have a degree in education or a related field;

~~X~~ district determined content area specialists.

NEW) PARAGRAPH - see mail for language

Final Evaluation Procedures

Evaluators will consider evidence gathered during the evaluation cycle to assign a final holistic evaluation rating, based upon the criteria developed by the Ohio Department of Education.

The evaluator shall submit the final written evaluation using the reporting system prescribed by the Ohio Department of Education (ODE). The teacher will confirm receipt of the same.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning, and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

Definitions:

"Retention" - for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, nonrenew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decisions on contract suspensions, except in the instance of comparable evaluations. The decision to nonrenew or terminate the contract of a poorly performing teacher may be informed by the evaluation(s) conducted under this policy. However, decisions to nonrenew or terminate a teaching contract are not limited by the existence of this policy.

"Promotion" - as used in this context is of limited utility given the fact that teachers covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining department or grade level chairpersons, selections to curricular or strategic planning bodies, or teaching assignments, the Board will consider teacher performance as indicated by evaluations.

"Poorly Performing Teachers" - refers to teachers identified through the evaluation process set forth in this policy who demonstrate an inability and/or unwillingness to meet the reasonable expectations of this standards-based evaluation system.

"Comparable Evaluations" - since seniority may not be the basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within the categories of "Ineffective," "Developing," "Skilled," and "Accomplished."

Removal of Poorly Performing Teachers

Removal of poorly performing teachers will be in accordance with the nonrenewal and termination statutes of the Ohio Revised Code.

~~(X)~~ and/or the relevant provisions of the collective bargaining agreement in effect between the Board and the BEA.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the BEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to nonrenew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's holistic rating.

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Legal	R.C. 3319.02, 3319.11, 3319.111, 3319.112, 3319.114, 3319.22, 3319.222
	R.C. 3319.223, 3319.226, 3319.26, 3333.0411
	A.C. 3301-35-03(A)
	Sub. 216 (2018), H.B. 362
	H.B. 64 (2015)



Book: Policies for Ohio Local Update

Section: Special Update - Title IX Regulations - July 2020

Title: Special Update - Title IX Regulations - July 2020 New NONDISCRIMINATION ON THE BASIS OF SEX IN DISTRICT PROGRAMS OR ACTIVITIES

Number: po2266

2266 - NONDISCRIMINATION ON THE BASIS OF SEX IN DISTRICT PROGRAMS OR ACTIVITIES

Introduction

The Board of Education of the Beavercreek City School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. **[DRAFTING NOTE: In the new Title IX regulations, the term "admission" refers to admission to postsecondary institutions (i.e., institutions of graduate higher education, institutions of undergraduate higher education, institutions of professional education, and institutions of vocational education); thus, if a K-12 school does not operate a vocational program (e.g., a school or institution that has as its primary purpose preparation of students to pursue a technical, skilled, or semiskilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers fulltime study), the K-12 school does not officially need to include "admission and" in the preceding sentence (and where that phrase is used throughout this policy); Neola, however, has elected to include it because all K-12 schools "enroll" students and often the term "enroll" is viewed as synonymous with the term "admit." Since K-12 schools cannot discriminate when enrolling students into the education programs or activities that they operate, it seems appropriate to include the term "admission."]** The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When the District has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, third-party vendors and contractors, guests, and other members of the School District community who

commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education programs and activities.

Coverage

This policy applies to Sexual Harassment that occurs within the District's education programs and activities and that is committed by a member of the School District community or a Third Party.

This policy does not apply to Sexual Harassment that occurs off school grounds, in a private setting, and outside the scope of the District's education programs and activities; such Sexual Misconduct/Sexual Activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws ~~() and/or Employee/Administrator Handbook(s)~~ **[END OF OPTION]** if committed by a Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the District's education programs or activities. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws ~~() and/or Employee/Administrator Handbook(s)~~ **[END OF OPTION]** if committed by a Board employee.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Sexual Harassment: "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

"Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, sodomy,

sexual assault with an object, fondling, incest, and statutory rape.

[DRAFTING NOTE: Select Option 1 or Option 2. While Neola is comfortable with Option 2, given that offenses 2 (sodomy) and 3 (sexual assault with an object) pick-up parts of Option 1 that are not included in Option 2, Neola suggests the Board consult with its local legal counsel concerning which definition of “Rape” to adopt. By way of background, Option 1 represents the definition of “Rape” that is required by the Clery Act’s regulations – i.e., the definition contained in the Summary Reporting System (“SRS”) of the FBI’s Uniform Crime Reporting (“UCR”) Program. Unfortunately, the SRS is being faded out effective January 2021; at that time, the SRS is being replaced by the National Incident-Based Reporting System (NIBRS), which contains a different definition of “Rape” – i.e., the definition contained in Option 2. Additionally, it is relevant to note that the definitions of the remaining sexual assault offenses are already derived from the NIBRS’s definitions. If a Board selects Option 1, it may be necessary to later update the policy to a new definition of “Rape” (i.e., the one contained in Option 2) once the SRS is retired. Alternatively, a Board could include both definitions to hopefully minimize the need to amend this policy – even on a technical amendment basis so soon after it is adopted. If a Board elects to include both definitions, it should include the following parentheticals: (a) at the end of Option 1: “(effective until the FBI retires the Summary Reporting System, which is scheduled for January 2021”]; and (b) at the end of Option 2: “(effective upon retirement of the Summary Reporting System, which is scheduled for January 2021.”]

☒ **[OPTION 1]** *Rape* is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. Attempted rape is included. **[END OF OPTION 1]**

☐ **[OPTION 2]** *Rape* is the carnal knowledge of a person (i.e., penetration, no matter how slight, of the genital or anal opening of a person), without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. **[END OF OPTION 2]**

Sodomy is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Sexual Assault with an Object is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.

Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.

Statutory Rape is sexual intercourse with a person who is under the statutory age of consent as defined by State law.

Consent refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent. **[DRAFTING NOTE: The Title IX regulations do not require the Board to adopt a particular definition of "consent," but it is advisable to adopt a definition because "consent" is an element of each of the first four terms listed above. Since there are a number of different definitions of consent from which to choose, the Board should consult its local legal counsel concerning selecting a specific definition of consent that represents its position on the topic; the investigator(s) and decision-maker(s) will then uniformly apply the adopted definition.]**

Incapacitated refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep. **[DRAFTING NOTE: Depending on the definition of "consent" that the Board adopts, it may be necessary to define "incapacitated" in the policy. If it is not defined in the policy, it should certainly be defined in the Administrative Guideline; even if defined in the policy, the Administrative Guideline provides an opportunity to expand on the concept of "consent" and what the Board means by the term "incapacitated."]**

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

a current or former spouse or intimate partner of the victim;

a person with whom the victim shares a child in common;

a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or

any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – (1) fear for the person’s safety or the safety of others; or (2) suffer substantial emotional distress.

Complainant: “Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

Respondent: “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

Formal Complaint: “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the District investigate the allegation(s) of Sexual Harassment. At the time of filing a Formal Complaint with the District, a Complainant must be participating in or attempting to participate in the District’s education program or activity. A “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant’s physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or a party to the Formal Complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Actual Knowledge: “Actual knowledge” means notice of Sexual Harassment or allegations of Sexual Harassment to the District’s Title IX Coordinator, or any District official who has authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report Sexual Harassment, or having been trained to do so,

does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of Sexual Harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent.

Supportive Measures: "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter Sexual Harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations), leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), ~~(X)~~ referral to Employee Assistance Program [END OF OPTION], and other similar measures.

Education Program or Activity: "Education program or activity" refers to all operations of the District, including but not limited to in-person and online educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes locations, events and circumstances that take place off-school property/grounds over which the Board exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs.

School District community: "School District community" refers to students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties: "Third Parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Inculpatory Evidence: "Inculpatory evidence" is evidence that tends to establish a Respondent's responsibility for alleged Sexual Harassment.

Exculpatory Evidence: "Exculpatory evidence" is evidence that tends to clear or excuse a Respondent from allegations of Sexual Harassment.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays),

Eligible Student: "Eligible Student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Title IX Coordinator(s)

The Board designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

[DRAFTING NOTE: Neola suggests the Board consider appointing both a male and a female Title IX Coordinator. The Board must list either the Name or Title of the Title IX Coordinator; while the Board may list both the Name and Title, Neola suggests that the Board consider only listing the Title in this policy (so it does not need to revise/amend its policy whenever there is a change in the actual person(s) holding the designated position(s)), but list both the Name and Title in the requisite postings (e.g., website) and publications (e.g., handbooks) () and in the Administrative Guideline.]

Deron Schwieterman

(Name)

Director of HR

(School District Title)

937 458 2433

(Telephone Number)

3040 Kemp Road

(Office Address)

deron.schwieterman@beavercreek.k12.oh.us

(E-mail Address)

Bobbie Fiori

Assistant Supt'sintendent

937-458-2440

Jeff Madden

Director of Student Services

937,458-2417

(Name)

(School District Title)

(Telephone Number)

(Office Address)

(E-mail Address)

The Title IX Coordinator shall report directly to the Superintendent. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board of the following information:

The Board of the Beavercreek City School District does not discriminate on the basis of sex in its education program or activity, and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Bobbie Fiori Deron Schwieterman Jeff Madden
(Name)

(School District Title)

(Telephone Number)

(Office Address)

(E-mail Address)

(Name)

(School District Title)

(Telephone Number)

(Office Address)

(E-mail Address)

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: www.gocreek.org **[insert the web address at which Policy 2266 can be found; or insert a hyperlink tied to the title of the policy]** The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

The Superintendent shall also prominently display the Title IX Coordinator's(s') contact information – including name(s) and/or title(s), phone number(s), office address(es), and e-mail address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process and Procedures

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of Sexual Harassment will treat Complainants and

Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this Grievance Process before imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If a determination of responsibility for Sexual Harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s). (X) Anonymous reports may be submitted using (X) the online reporting form posted at [insert the web address for the reporting form, or insert a hyperlink tied to the phrase "online reporting form" [or] () the hotline reporting number ([insert phone number]). (Tip 411 address)

Students, Board members, and Board employees are required, and other members of the School District community, and Third Parties) are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee, who will in turn notify the/a Title IX Coordinator. **[DRAFTING NOTE: All Board employees are mandatory reporters pursuant to the Title IX regulations. Existing policy, however, also requires students and Board members to report any information they have concerning allegations of sex discrimination or Sexual Harassment. Neola suggests that the Board continue this additional requirement in this policy, along with the language encouraging other individuals to make such reports; this will coincide with similar requirements that are imposed on Board members and students in other nondiscrimination and anti-harassment policies. If the Board decides it does not want to go beyond the scope of the regulations for purposes of this policy, it should replace the first sentence of this paragraph with either of the following: "Board employees are required to report allegations of sex discrimination or Sexual Harassment promptly to the Title IX Coordinator." OR "Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee, who in turn will notify the/a Title IX Coordinator."]** Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent, or another Board employee who, in turn, will notify the Superintendent of the report. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report of Sexual Harassment. **[DRAFTING NOTE: If the Superintendent is the Title IX Coordinator, substitute "Board President" in place of "Superintendent."]**

The Board does business with various vendors, contractors, and other third-parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or third-party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a Formal Complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of Sexual Misconduct/Sexual Activity not involving Sexual Harassment will be addressed through the procedures outlined in Board policies ~~(X)~~ and/or administrative guidelines, **[END OF OPTION]** the applicable Student Code of Conduct, applicable collective bargaining agreement, and/or Employee/Administrator Handbook.

Because the Board is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of Sexual Harassment or allegations of Sexual Harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or Sexual Harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. **DRAFTING NOTE: The regulations do not specify within how many days the Board employee must notify the Title IX Coordinator of receiving a report of Sexual Harassment; Neola suggests "two (2) days". Alternatively, the Board could make this language more open-ended – e.g., "*** must immediately/promptly notify the/a Title IX Coordinator of such information or report."]** The Board employee must also comply with mandatory reporting responsibilities pursuant to R.C. 2151.412 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of Sexual Harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of Sexual Harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days **DRAFTING NOTE: The regulations do not define "promptly" or otherwise specify within how many days**

the contact has to be made; Neola suggests “two (2) days”.] of the Title IX Coordinator’s receipt of the report of Sexual Harassment) contact the Complainant (including the parent/guardian if the Complainant is under 18 years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant’s wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal: Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purposes of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. See Policy 5610 – Removal, Suspension, Expulsion, and Permanent Exclusion of Student, Policy 5610.03 – Emergency Removal of Students, and Policy 5611 – Due Process Rights. **[DRAFTING NOTE: The Board may substitute “Superintendent” or “Title IX Coordinator” in place of “District” in the first sentence. Alternatively, the Superintendent could designate, through the administrative guideline, one or more administrators, including the Title IX Coordinator, to make emergency removal decisions after conducting the individualized safety and risk analysis. In Ohio, emergency removals may only be imposed in the manner delineated in ORC 3313.66. Additionally, emergency removals must be conducted in compliance with the Individuals with Disabilities Education Improvement Act and/or Section 504 of the Rehabilitation Act of 1973.]**

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

Formal Complaint of Sexual Harassment

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above. () and by ~~_____~~ **[DRAFTING NOTE: The Board may set forth additional method(s) by which a Formal Complaint may be filed (e.g., online portal submission).]** If a Formal Complaint involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the Complainant should submit the Formal Complaint to the Superintendent, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process and procedures with respect to that Formal Complaint. **[DRAFTING NOTE: If the Superintendent is the Title IX Coordinator, substitute “Board President” in place of “Superintendent” in the preceding sentence.]**

When the Title IX Coordinator receives a Formal Complaint or signs a Formal Complaint, the District will follow its Grievance Process and Procedures, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of Sexual Harassment or submitting a false Formal Complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct ~~(-)~~ and the Employee/Administrator ~~Handbook~~ **Employee Code of Conduct.**

[DRAFTING NOTE: The Board should confirm/verify that its Student Code of Conduct and any Employee/Administrator Handbook(s) include a prohibition against intentionally making a false report, submitting a false Formal Complaint, or making a false statement or submitting false information during a Title IX grievance process. Such misconduct should be a sanctionable offense pursuant to the Student Code of Conduct and Employee/Administrator Handbook(s).]

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the Formal Complaint. **[DRAFTING NOTE: The Title IX regulations do not specify a deadline for completing the grievance process; Neola suggests sixty (60) days (i.e., twelve (12) weeks) based on the following considerations: (1) within two (2) days of receipt of the Formal Complaint, the Title IX Coordinator sends requisite notice to parties; (2) two (2) weeks (fourteen (14) calendar days) to investigate (remember the need for advance written notice to a party and adequate time for the party to prepare before any interviews/hearings/meetings; time for parties to present witnesses (including expert witnesses) and other inculpatory or exculpatory evidence); (3) at the conclusion of the investigation and before finalizing the investigative report, two (2) weeks (a minimum of ten (10) calendar days) for the parties to review the evidence and submit their feedback; (4) up to a week (i.e., seven (7) calendar days) for the investigator to consider such feedback and prepare the investigative report; (4) two (2) week (a minimum of ten (10) calendar days) for the parties to review the investigative report and submit questions and receive answers to questions submitted to parties and witnesses (if the Board permits hearings, the hearing cannot occur until the Complainant and Respondent have had a minimum of ten (10) calendar days to review the investigative report); (5) a week (i.e., seven (7) calendar days) for the decision-maker(s) to prepare the decision; (6) up to a week (Neola suggests three to five calendar days) for the parties to review the decision and submit a notice of appeal; (7) a week (seven (7) calendar days) for the parties to submit their written statements in support of or in opposition to the appeal; and (8) a week (seven (7) calendar days) for the appeal decision-maker(s) to prepare a final decision. Any informal resolution process could impact this schedule. Given this fairly aggressive timeline, the Board may want to remove the appeal process from this timeline – i.e., delete the phrase “, including resolving any appeals,” from the sentence, which would allow more time for potential use of the informal resolution process. Further, the preceding schedule does not provide time for a hearing**

that could further extend the timeline needed to complete the grievance process.]

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or accommodation of disabilities. **[DRAFTING NOTE: The Board should consult with its local legal counsel on a case-by-case basis to determine whether there may be other reasons/good cause for a delay or extension of time – e.g., the complexity and severity of the matter, or school breaks.]** () The Title IX Coordinator will provide the parties with reasonable updates on the status of the grievance process.

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. Notice of the Board's grievance process, including any informal resolution processes;
- B. Notice of the allegations of misconduct that potentially constitutes Sexual Harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident, if known. The written notice must:
 - ① include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - ② inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
 - ③ inform the parties of any provision in the Student Code of Conduct ~~()~~, this policy, ~~()~~ and/or ~~Employee/Administrator Handbook~~ **Employee Code of Conduct**. **[DRAFTING NOTE: While the Title IX regulations only reference "code of conduct" Neola suggests that the Board reference other applicable documents that expressly prohibit an individual from making false statements or knowingly submitting false information as part of the grievance process]** that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

[DRAFTING NOTE: The Title IX regulations do not define "upon receipt" or otherwise specify within how many days the notice must be sent; Neola suggests the Title IX Coordinator send the notice within "two (2) days" of receipt of the Formal Complaint; this suggestion is memorialized in the corresponding Administrative Guideline. Please note, however, that it could be argued that the notice should be sent sooner. Regardless, the Title IX Coordinator should have a template notice form available that can be quickly completed with the requisite information after receipt of the Formal Complaint.]

If, during the course of the investigation, the investigator becomes aware of allegations about the Complainant

or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a Formal Complaint, *unless* the conduct alleged in the Formal Complaint:

- A. would not constitute Sexual Harassment (as defined in this policy) even if proved;
- B. did not occur in the District's education program or activity; or
- C. did not occur against a person in the United States.

If one of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the Formal Complaint. If the Title IX Coordinator dismisses the Formal Complaint due to one of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee/Administrator Handbook.

The Title IX Coordinator *may* dismiss a Formal Complaint, or any allegations therein, if at any time during the investigation ~~() or hearing~~ **[DRAFTING NOTE: Select this option if the Board permits hearings.]**:

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

If the Title IX Coordinator dismisses a Formal Complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

[DRAFTING NOTE: The Board may adopt provisions, rules, or practices other than those required by the Title IX regulations as part of its grievance process for handling Formal Complaints of Sexual Harassment, provided they apply equally to both parties and do not violate the language in the regulations. The Board should discuss this option with its local legal counsel.]

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a Formal Complaint of Sexual Harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a Formal Complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur have stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee ~~X~~ or another adult member of the School District community or Third Party **[END OF OPTION]** sexually harassed a student.

[DRAFTING NOTE: The Title IX regulations prohibit the use of an informal resolution process when the allegations involve a Board employee sexually harassing a student; Neola suggests that it also may not be appropriate to use informal resolution processes when a Third Party is alleged to have sexually harassed a student. Since this is not a requirement, it is offered as an option. If the optional language is not selected, the Board retains the discretion to use informal resolution processes as may be determined appropriate by the Title IX Coordinator on a case-by-case basis.]

~~X~~ The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent. **[DRAFTING NOTE: While this language is not required by the Title IX regulations, Neola suggests the Board select this option because of the severity of this type of Sexual Harassment.]**

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a Formal Complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is(are) directed to use the ~~X~~ preponderance of the evidence standard () clear and convincing evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

[DRAFTING NOTE: Neola suggests the Board adopts the “preponderance of the evidence standard.” The preponderance of the evidence standard is an equitable standard of proof and the legal standard by which most civil lawsuits, including civil rights claims, are adjudicated in the United States. This standard requires the decision-maker(s) to determine that there is a greater than fifty percent (50%) likelihood (i.e., it is more probable/likely than not) that the Respondent engaged in the alleged Sexual Harassment. The “clear and convincing evidence standard,” on the other hand, is a higher standard of evidence, in which the District would need to show to the decision-maker(s) that the truth of the allegations is highly probable (i.e., that the contention is substantially more likely to be true than untrue). Some argue that using the clear and convincing standard may skew the playing field toward the Respondent by enhancing protection for the Respondent at the expense of the Complainant. The same standard of evidence must be applied for Formal Complaints against students as is applied to Formal Complaints against employees, and the same standard of evidence must be used for all Formal Complaints of Sexual Harassment.]

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the District with

voluntary, written consent to do so; if a student party is not an Eligible Student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

() The District establishes the following restrictions, which apply equally to both parties, regarding the extent to which an advisor may participate in the proceedings:

[DRAFTING NOTE: The Board should consult with its local legal counsel concerning any restrictions it may want to place on an advisor's participation in the proceedings, including rules of decorum. This topic is also addressed in Administrative Guideline 2266.]

~~()~~ Board Policy 2461 – Recording of District Meetings Involving Students and/or Parents controls whether a person is allowed to audio record or video record any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all () hearings, **[DRAFTING NOTE: Select this option if the Board permits hearings.]** investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. ~~()~~ The investigator(s) and decision-maker(s) must provide a minimum of one days' notice with respect to investigative interviews and other meetings ~~()~~ and three days' notice with respect to hearings **[END OF OPTION]**. **[DRAFTING NOTE: The Board should consult with its local legal counsel concerning whether to set a minimum amount of advance notice – i.e., define "sufficient time"; Neola suggests a minimum of three (3) days' advanced notice for hearings and one (1) day's advanced notice for investigative interviews and other meetings.]**

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the ~~(X)~~ investigator () Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. **[DRAFTING NOTE: The Board should select the following option if it provides for a hearing before the decision-maker]** () The District will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to **[DRAFTING NOTE: Select one of the following two options. The Board should select the second option if it is providing a hearing or permitting the decision-maker(s) to decide whether to conduct a hearing on a case-by-case basis.]**

~~(X)~~ the decision-maker(s) issuing a determination regarding responsibility.

() a hearing or the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

[DRAFTING NOTE: The Board may, but need not, provide for a hearing before the decision-maker(s) reaches a determination of responsibility. Neola suggests that the Board not provide for a hearing. If the Board decides not to provide for a hearing, the Board should select OPTION 1; if the Board elects to provide a hearing or to provide the decision-maker(s) with the discretion to conduct a hearing on a case-by-case basis, the Board should select OPTION 2. Additionally, if the Board operates a vocational program [see the Drafting Note contained in the first paragraph of the Introduction for a definition of "vocational program"], Neola suggests that the Board consult its local legal counsel concerning whether it must provide for a live hearing related to Formal Complaints involving parties associated with the vocational program. If the Board determines, in consultation with its legal counsel, that it must provide for a live hearing, it should select Option E of OPTION 2, at least with respect to Formal Complaints involving parties involved in the vocational program (i.e., it does not need to provide for a live hearing for its regular K-12 education programs and activities that it operates.)]

☒ **OPTION 1**

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

[END OF OPTION 1]

☐ **OPTION 2**

After the investigator sends the investigative report to the parties and the decision-maker(s), and prior to the decision-maker(s) issuing a determination of responsibility, the decision-maker(s) () may () will conduct a hearing.

[DRAFTING NOTE: Select Option A or Option B. If the Board selects "may," it should select Option A; if it selects "will," it should select Option B.]

☐ **Option A**

If the decision-maker(s) decides not to conduct a hearing, the decision-maker(s) will state in writing the reason for not conducting a hearing and provide that explanation to the parties. Additionally, before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

If the decision-maker(s) elects to conduct a hearing, the hearing will proceed as follows:

[END OF OPTION A]

☐ **Option B**

The hearing will proceed as follows:

[END OF OPTION B]

[DRAFTING NOTE: Select Option C or Option D or Option E; Neola suggests Option C]

[] Option C

At the hearing, the decision-maker(s) will allow each party or each party's advisor to submit relevant questions to the decision-maker(s) who will ask the questions to the other party and any witnesses. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Only relevant cross-examination and other questions, including follow-up questions and questions challenging credibility, will be permitted. Such cross-examination and questioning at the live hearing shall be conducted orally and in real time.

[] If a party does not have an advisor present at the live hearing, the District will provide, without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney, to submit questions on behalf of that party.

[END OF OPTION C]

[] Option D

Prior to commencing the hearing, the decision-maker(s) will decide whether to allow each party's advisor to ask questions directly of the other party and any witnesses, or instead to have the questions submitted to the decision-maker(s) who will ask the other party and any witnesses the questions.

If the decision-maker(s) permits each party's advisor to ask the other party and any witnesses relevant questions and follow-up questions, including questions challenging credibility, such cross-examination at the hearing will be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally. If the decision-maker(s) permit each party's advisor to ask questions directly to the other party and any witnesses, the decision-maker(s) shall not restrict the extent to which advisors may participate in the hearing.

If, on the other hand, the decision-maker(s) decides to have each party's advisor (or the party, if the party does not have an advisor) submit relevant questions to the decision-maker(s), the decision-maker will ask the questions to the other party and any witnesses. Such cross-examination at the hearing will be conducted orally and in real time by the decision-maker(s) based upon questions submitted by a party's advisor or the party.

Only relevant cross-examination and other questions may be asked of a party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

If the decision-maker(s) permits the parties' advisors to ask the questions directly, and a party does not have an advisor present at the live hearing, the District will provide, without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

☐ If the decision-maker(s) decides not to have the parties' advisors ask the questions directly, and a party does not have an advisor present at the hearing, the District will provide, without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney, to submit questions on behalf of that party.

[END OF OPTION D]

☐ Option E

At the hearing, the decision-maker(s) shall permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally; notwithstanding anything to the contrary in this policy, the decision-maker shall not restrict the extent to which advisors may participate in the hearing.

Only relevant cross-examination and other questions may be asked of a party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

If a party does not have an advisor present at the hearing, the District will provide, without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

[END OF OPTION E]

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

Hearings may be conducted with all parties physically present in the same geographic location or, at the discretion of the () decision-maker(s) () Title IX Coordinator(s), any or all parties, witnesses, and other participants may appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other. At the request of either party, the decision-maker shall provide for the hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or witness answering questions. The District will create an audio or audiovisual recording, or transcript, of any hearing and make it available to the parties for inspection and review.

[END OF OPTION 2]

Determination regarding responsibility: The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the ~~X~~ preponderance of the evidence standard () clear and convincing evidence standard. **[DRAFTING NOTE: Be sure to select the evidence standard selected previously (i.e., above).]**

The written determination will include the following content:

- A**. identification of the allegations potentially constituting Sexual Harassment pursuant to this policy;
- B**. a description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence, () and hearings held; **[DRAFTING NOTE: The Board should only select this option if it permits hearings.]**
- C**. findings of fact supporting the determination;
- D**. conclusions regarding the application of the applicable code of conduct to the facts;
- E**. a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s), and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F**. the procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

The following disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

A. Informal Discipline

1. ~~X~~ writing assignments;
2. ~~X~~ changing of seating or location;
3. ~~X~~ pre-school, ~~X~~ lunchtime, ~~X~~ after-school detention;
4. ~~X~~ in-school discipline;
5. ~~X~~ Saturday school;

B. Formal Discipline

1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to ten (10) school days;
5. expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;
6. expulsion for up to one (1) year;
7. permanent exclusion; and
8. any other sanction authorized by the Student Code of Conduct.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5601.01 – Permanent Exclusion of Nondisabled Students, Policy 5610.02 – In-School Discipline, Policy 5610.03 – Emergency Removal of Students, Policy 5610.04 – Suspension of Bus Riding/Transportation Privileges, Policy 5610.05 – Prohibition from Extra-Curricular Activities, and Policy 5611 – Due Process Rights. Discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

The following disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A ~~X~~ oral or written warning;
- B ~~X~~ written reprimands;
- C ~~X~~ performance improvement plan;
- D ~~X~~ required counseling;
- E ~~X~~ required training or education;
- F ~~X~~ demotion;
- G ~~X~~ suspension with pay;
- H. suspension without pay;
- I. termination, and any other sanction authorized by any applicable Employee/Administrator Handbook and/or collective bargaining agreement.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or

contractual. [DRAFTING NOTE: The Board should review applicable policy(ies)/administrative guidelines/employee handbooks to determine whether changes are needed to stated timelines related to imposition of discipline as result of possible delays caused by the Board's obligation to follow this grievance process and procedures; likewise, the Board may need to discuss with union representatives how implementation of this grievance process and procedures may impact any disciplinary provisions contained in applicable collective bargaining (e.g., timelines, permitted attendees at investigative interviews, etc.).]

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. ~~(X)~~ oral or written warning;
- B. ~~(X)~~ suspension or termination/cancellation of the Board's contract with the third-party vendor or contractor;
- C. ~~(X)~~ mandatory monitoring of the third-party while on school property and/or while working/interacting with students;
- D. ~~(X)~~ restriction/prohibition on the third-party's ability to be on school property; and
- E. any combination of the same.

If the decision-maker(s) determines the third-party Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately, imposing a disciplinary sanction/consequence, the Superintendent will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances.

The District's resolution of a Formal Complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process and procedures, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of Sexual Harassment that involve a sexual assault.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility, or from the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, on the following bases:

Procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);

New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

[DRAFTING NOTE: The Board may insert additional grounds on which an appeal may be filed.]

() The recommended remedies (including disciplinary sanctions/consequences) are unreasonable in light of the findings of fact (i.e., the nature and severity of the Sexual Harassment).

() _____

☒ The Complainant(s) may not challenge the ultimate disciplinary sanction/consequence that is imposed.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within ~~three~~ (3) days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein. **[DRAFTING NOTE: If the Board indicated above an intent to ordinarily complete the grievance process, including any appeal, within sixty (60) days of receipt of the Formal Complaint, Neola suggests that the deadline for submitting a written appeal be set at "within () three (3) () five (5) days" of the appealing party's receipt of the decision-makers(s') determination of responsibility.]**

Nothing herein shall prevent the Superintendent from imposing any remedy, including disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome. **[DRAFTING NOTE: Select OPTION 1, OPTION 2, OPTION 3, or OPTION 4.]**

[OPTION 1] The decision-maker(s) for the appeal shall determine when each party's written statement is due. **[END OF OPTION 1]**

X **[OPTION 2]** The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within five days after the Title IX Coordinator provides notice to the non-appealing party of the appeal. **[END OF OPTION 2]**

[OPTION 3] The appealing party's written statement must be submitted within ____ days after the Title IX Coordinator receives notice of the appeal. The other party's written statement must be submitted within ____ days after the Title IX Coordinator provides that party a copy of the appealing party's written statement. () The appealing party will have ____ days to submit a rebuttal to the other party's written statement. **[DRAFTING NOTE: Neola does not suggest that the Board select this extra option.] [END OF OPTION 3]**

[OPTION 4] Specifically, the appealing party must submit with the notice of appeal a written statement challenging the determination of responsibility. The nonappealing party shall have up to ____ days after receipt of the appealing party's written statement to submit his/her written statement in support of the determination of responsibility. **[END OF OPTION 4]**

[DRAFTING NOTE: If the Board indicated above an intent to ordinarily complete the grievance process, including any appeal, within sixty (60) days of receipt of the Formal Complaint, Neola suggests that the deadline for both parties to submit a written statement pursuant to OPTION 2 be set at "within five (5) days" of the Title IX Coordinator providing notice to the non-appealing party of the appeal. If the Board selects OPTION 3, Neola suggests that the party's respective written statements be submitted within three (3) days of the triggering event (i.e., submission of the notice of appeal for the appealing party, and receipt of the appealing party's written statement for the nonappealing party), and if the Board selects the extra option in OPTION 3, Neola suggests the appealing party only have two (2) days after receipt of the non-appealing party's written statement to submit the rebuttal. Alternatively, in order to expedite the appeal, the Board could select OPTION 4 and require the appealing party to submit his/her written statement challenging the determination of responsibility at the same time s/he submits his/her notice of appeal. The nonappealing party would then be permitted to submit a written statement in support of the determination of responsibility within the same number of days that the appealing party had to submit the notice of appeal/statement challenging the determination of responsibility (e.g., three or five days, depending on the appeal deadline selected above).]

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker(s)' determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within **five** days of when the parties' written statements were submitted. **[DRAFTING NOTE: If the Board indicated above an intent to ordinarily complete the grievance process, including any appeal, within sixty (60) days of receipt of the Formal Complaint, Neola suggests that the deadline for the decision-maker(s) of the appeal to issue the final decision be set at "within five (5) days" of the date the parties submitted their written statements, or the date a last written statement is submitted pursuant to Option 3 or Option 4.]**

The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. ☒ No further review beyond the appeal is permitted.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of Sexual Harassment, filing a Formal Complaint, or participating in an investigation () and/or hearing **[DRAFT NOTE: Select this option if the Board permits hearings.]**, is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a Formal Complaint of Sexual Harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled related to the investigative record and determination of responsibility).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution () and the principles of academic freedom as set forth in the applicable collective bargaining agreement. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment () and/or the principles of academic freedom specified in the Board's collective bargaining agreement with its teachers.

Training

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. the definition of Sexual Harassment (as that term is used in this policy);
- B. the scope of the District's education program or activity;
- C. how to conduct an investigation and implement the grievance process () that includes hearings, **[DRAFTING NOTE: Select this option if the Board permits hearings.]** appeals and informal resolution processes, as applicable; and
- D. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

☒ All Board employees will be trained concerning their legal obligation to report Sexual Harassment to the Title IX Coordinator. This training will include practical information about how to identify and report Sexual Harassment. **[DRAFTING NOTE: While the Title IX regulations do not specifically require this training, it is critical that the Board train all of the employees concerning this legal obligation since the Board will be considered to have "actual knowledge" of Sexual Harassment if any Board employee has notice of such conduct.]**

Recordkeeping

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records:

- A. each Sexual Harassment investigation including any determination regarding responsibility () and any audio or audiovisual recording or transcript that is made of any hearing **[DRAFTING NOTE: Select this option if the Board permits live hearings.]**, any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity
- B. any appeal and the result therefrom
- C. any informal resolution and the result therefrom, and
- D. all materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website. () If a person is unable to access the District's website, the Title IX Coordinator will make the training materials available upon request for inspection by members of the public.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Board also retains discretion to appoint two or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent may delegate functions assigned to a specific Board employee under this policy, including

but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

[DRAFTING NOTE: The following option expressly sets forth authority that the Board has regardless of whether it is included in this policy, but is offered for those boards of education that may want to affirmatively communicate to/address these issues for readers of this policy.]

~~[]~~ Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific Complainant and/or Respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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Legal References

R.C. 3313.207/208/209, 5104

20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 1983

34 C.F.R. Part 106

OCR's Revised Sexual Harassment Guidance (2001)

20 U.S.C. 1092(F)(6)(A)(v)

34 U.S.C. 12291(a)(10)

**Beavercreek City Schools
3040 Kemp Road
Beavercreek, Ohio 45431**

July 27, 2020

TO: BEAVERCREEK BOARD OF EDUCATION

FROM: Mr. Paul Otten, Superintendent

RE: Participation in Free and Reduced Lunch Program at all Schools
Participation in Free and Reduced Breakfast Program at
Beavercreek High School, Ferguson Hall and Parkwood Elementary School.

RESOLUTION

Be it resolved that for the 2020-21 school year, the Beavercreek City Schools will participate in the free and reduced lunch program at all schools. The Beavercreek City School will participate in the free and reduced breakfast at Beavercreek High School, Ferguson Hall and Parkwood Elementary School.

Greene County Educational Service Center
Greene County Online Learning Collaborative (GOLC)
Memorandum of Understanding
With Participating Greene County School Districts

At the June 18, 2020 Superintendent Meeting, the Greene County Educational Service Center (GCESC) presented the option of having an Online Learning Collaborative consortium that GCESC will lead. Since that first meeting, five of the seven districts have opted to join this consortium and have now engaged in the collaborative effort. Districts have already received some of the necessary professional development to get staff and students ready to learn using the two online platforms—Lincoln Learning (grades K-5) and Edmentum (grades 6-12). A GCESC Director has worked with the two vendors to finalize agreements and an Online Learning Coordinator has been hired to take on the work of supporting the districts as the 2020-21 school year begins and online seats are provided to those students opting out of in-person learning. One of the goals of this collaborative effort is to retain students in their home school so that state monies that follow individual students will remain in the school district and to provide options for families for their individual situations during the pandemic. This effort may continue into the future if the districts wish to continue with it after this school year. (The range for state funding “ADM” ranges from approximately \$2300 to \$6500 per student depending on the district and the “wealth” formula used to determine the amount students receive.)

Greene County public school districts who are participating in the GCESC’s Online Learning Collaborative (GOLC) agree to the following:

- Will pay \$175 (reduced from \$250) per seat for 6th-12th grade platform (Edmentum) for unlimited courses. The seat is good for the full year even if a student is only in it for a semester. Another student may “sit” in the same seat for the next semester for no addl. cost. The seats per student allow for unlimited number of courses to be taken.
- Will pay \$55 per class for the K-5th grade platform (Lincoln Learning). The platform offers the four core academic classes costing districts \$220 per semester, per student. *For those districts who requested to add optional elective courses to their elementary menu; they will pay an addl. cost of \$35 per elective, per student, per semester – added to the base costs.
- Will have one primary point of contact within each district.
- Will follow the goal of the model and provide Teacher-Student Advocate(s)—TSAs – at the local level. The number of TSAs required will depend upon the number of students who are opting for remote-online learning; additionally, the number of TSAs will vary depending on the ways in which each member district plans to utilize their local teaching staff.
- Will work with the GCESC’s Director (Amy Baldrige) and Online Learning Coordinator (Kenny Moore) to develop common protocols for the group to use and to follow.
- Will receive an online enrollment form and course description guidance document for all member districts. This may be used for districts to enroll students wishing to opt-out of traditional education each semester.
- Will ensure that each local TSA signs a confidentiality agreement as put forth by the vendors who provide each platform.
- The cost of the Online Coordinator, Administrative Assistant, and Director and other expenditures associated with the GOLC program.
- Will receive Professional Development through the collaborative as it relates to each software platform. (No addl. cost)

- Will receive Professional Development through the collaborative as it relates to learning strategies for supporting remote learners and their families. (No addl. cost)
- Will receive access to ongoing support through the collaborative. Support will be available throughout the year – not only at the onset through formal trainings. (No addl. cost)
- Will ensure that the district is responsible for specialized instruction for students who require this per their IEPs or as needed for English Language Learners.
- Will forward a District Purchase Order to GCESC for purpose of invoicing seat purchases billable at end of 1st semester. Additional seats purchased during 2nd semester will be billed at end of 2nd semester. (An alternative plan for billing may be agreed upon by both the District Treasurer/Superintendent and the GCESC Treasurer/Superintendent.

This agreement is due by August 21, 2020 in order to ensure timely service in relation to both platforms being delivered.

Signature of District Superintendent _____
Date _____

Signature of District Treasurer _____
Date _____

Signature of Greene County ESC Superintendent _____
Date _____

Signature of Greene County ESC Treasurer _____
Date _____

BOARD OF EDUCATION
BEAVERCREEK CITY SCHOOL DISTRICT
GREENE AND MONTGOMERY COUNTIES, OHIO

The Board of Education (the "Board") of the Beavercreek City School District, Greene and Montgomery Counties, Ohio (the "School District"), met in regular session on August 20, 2020, at 7:00 p.m., at the Board of Education Building, 3040 Kemp Road, Beavercreek, Ohio 45431, with the following members present:

M____ introduced the following resolution and moved its passage:

RESOLUTION NO. _____

A RESOLUTION RATIFYING THE FILING OF AN INDIVIDUAL
PROOF OF CLAIM IN CONNECTION WITH THE BANKRUPTCY
CASES OF *IN RE PURDUE PHARMA. L.P., ET AL.*, CASE NO.
19023649 (RDD) (BANKR. S.D. N.Y.)

WHEREAS, the deadline for filing proofs of claim in the bankruptcy cases of *In Re Purdue Pharma. L.P., et al.*, Case No. 19023649 (RDD) (Bankr. S.D. N.Y.) (the "Purdue Bankruptcy Cases" and "Bankruptcy Court") for school districts was July 30, 2020, at 5:00 p.m. (Prevailing Eastern Time) (the "Bar Date"); and

WHEREAS, the Treasurer of the School District (the "Treasurer") had determined that the School District has a claim against Purdue Pharma, L.P. or its affiliated debtors (collectively, "Purdue"); and

WHEREAS, based upon the limited information now available, the Treasurer determined that that the most effective way to assert a claim in connection with the Purdue Bankruptcy Cases was through an individual proof of claim; and

WHEREAS, on July 28, 2020, the Treasurer authorized Bricker & Eckler LLP to file a proof of claim on behalf of the School District, which proof of claim was filed on July 30, 2020; and

WHEREAS, this Board has determined to ratify the actions of the Treasurer with respect to the Purdue proof of claim;

NOW THEREFORE, be it resolved by the Board of Education of the Beavercreek City School District, Greene and Montgomery Counties, Ohio, that:

SECTION 1: The filing of an individual proof of claim in connection with the Purdue Bankruptcy Cases is hereby ratified.

SECTION 2: The engagement of the law firm of Bricker & Eckler to represent the School District in connection with those cases is hereby ratified.

SECTION 3: It is hereby found and determined that all formal actions of this Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of this Board, and that all deliberations of this Board and of any of its committees that resulted in such formal action, were in

meetings open to the public, in compliance with all legal requirements including Section 121.22 of the Ohio Revised Code.

M____ seconded the motion and, after discussion, a roll call vote was taken and the results were:

Ayes: _____

Nays: _____

The resolution passed.

Passed: August 20, 2020

BOARD OF EDUCATION
BEAVERCREEK CITY SCHOOL DISTRICT
GREENE AND
MONTGOMERY COUNTIES, OHIO

Attest: _____
Treasurer

President

CERTIFICATE

The undersigned Treasurer of the Board of Education of the Beavercreek City School District, Greene and Montgomery Counties, Ohio hereby certifies that the foregoing is a true copy of a resolution duly passed by the Board of Education of said School District on August 20, 2020.

Treasurer, Board of Education
Beavercreek City School District
Greene and Montgomery Counties, Ohio

Edmentum - Courseware Grades 6-8

The attached document provides information about course offerings through Edmentum that will be available to Beavercreek students who plan to attend virtually during first semester of the 2020-2021 school year. These courses represent offerings that meet the standards for middle school requirements for state of Ohio. Some course options will be limited to only the appropriate grade levels. A registration form with further guidance will be available on August 5th for students who complete their One View form and select our online learning option.

Courses shaded in green are offered as scholarship and/or honors courses online. Students must meet the criteria as listed in the Beavercreek City Schools Middle School Program of Studies in order to register for these courses online.

Courseware Online Course Name	Online Course Description	Honors and Scholarship Information
Math		
Math 6 (A/B)	This middle school course will provide students with a deep understanding and mastery of the objectives that will prepare them for algebra. It is aligned to Common Core State Standards, and is based on best practices in the teaching of mathematics and the disciplines of STEM learning. Students will develop 21st century skills as they master ratios and proportional relationships; the number system; and number visualization.	Scholarship Math 6, Honors Math 6 (grade 5 accelerated students only)
Math 7 (A/B)	Math 7 builds on material learned in earlier grades, including fractions, decimals, and percentages and introduces students to concepts they will continue to use throughout their study of mathematics. Among these are surface area, volume, and probability. Real-world applications facilitate understanding, and students are provided multiple opportunities to master these skills through practice problems within lessons, homework drills, and graded assignments.	
Math 8 (A/B)	This course is designed to enable all students at the middle school level to develop a deep understanding of math objectives and leaves students ready for algebra. The first semester covers objectives in transformations, linear equations, systems of equations, and functions. The second semester focuses on scientific notation, roots, the Pythagorean Theorem and volume, and statistics and probability. The course is based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics.	
Pre-Algebra (A/B) - <i>Recommendation or Prerequisite Required</i>	This course will be a blend of seventh and eighth grade standards. The Grade 7 content includes proportional relationships, two- and three- dimensional geometry and probability. The Grade 8 content includes linear equations, systems of linear equations, functions and the Pythagorean Theorem.	Honors Pre-Algebra 7, Scholarship Pre-Algebra 7
Ohio Algebra 1 (A/B) <i>Recommendation or Prerequisite Required</i>	Ohio Algebra is a two-semester course designed to improve and assess students' mathematical skills. It includes lessons that focus on the graphical representation of linear and nonlinear relationships. Students will create, graph, and solve linear and exponential equations and inequalities. They will use function notation to describe relationships between quantities and interpret function notation to solve problems. Students will learn to determine explicit and recursive functions that model arithmetic or geometric sequences. This course also has lessons on representing and analyzing data, and on manipulating and interpreting expressions, quadratic equations and inequalities, and functions. Students will add, subtract, and multiply linear and quadratic polynomials. They will create, graph, and solve quadratic equations and inequalities in one and two variables. Students will rewrite, graph, and interpret quadratic, absolute value, piecewise, and step functions. They will use functions to model relationships between quantities, identify the effects of transformations on functions, and compare representations of functions. Online discussions, course activities, and unit activities help students to develop and apply critical thinking skills.	Scholarship Algebra 1, Honors Algebra 1
Ohio Geometry (A/B) <i>Recommendation or Prerequisite Required</i>	OH Geometry is a two-semester course designed to cultivate and periodically assess students' subject-matter knowledge while strengthening their mathematical skills. In this course, students will become acquainted with the history, logical structure, and development of geometry. They will experiment with transformations on the coordinate plane. Students will understand congruence in terms of rigid motion, prove geometric theorems, and make geometric constructions. They will prove theorems involving similarity and solve problems involving right triangles. In addition, students will use volume formulas to solve problems and prove simple geometric theorems algebraically. They will study the properties of circles and make constructions related to circles.	Honors Geometry

English Language Arts		
English 6 (A/B)	This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.	Scholarship ELA 6, Honors ELA 6
English 7 (A/B)	English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.	Scholarship ELA 7, Honors ELA 7
English 8 (A/B)	Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.	Scholarship ELA 8, Honors ELA 8

Science		
Science 6 (A/B)	This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets Next Generation Science Standards (NGSS) learning standards associated with a sixth-grade integrated science course focusing on physical science, Earth and space science, and ecosystems. Content topics include structure and properties of matter, forces and motion, the Earth and space, the history of the Earth, the interdependence of ecosystems, and weather and climate. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council. Lab materials note: All hands-on labs employ relatively-common household materials.	
Science 7 (A/B)	This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with a seventh-grade integrated science course, focusing on cells, the life cycle, nutrition, chemical reactions, force fields, and energy. Content topics include cells and human body systems, the life cycle, nutrition and energy, chemical reactions, force fields, and energy. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences. Lab materials note: All hands-on labs employ relatively-common household materials.	
Science 8 (A/B)	This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with an eighth-grade integrated science course. Content topics include genes and adaptations, evolution, energy and the Earth, the Earth's changing climate, waves, and technology and human impacts on the Earth. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences. Lab materials note: All hands-on labs employ relatively-common household materials.	

Social Studies		
Ohio Social Studies 6, (A/B)	Ohio Social Studies for grade 6 is an engaging, interactive course that offers students a chance to delve into topics like historical thinking skills, geography, civics, economics, and world history. Each unit of the course aligns to the Ohio state standards for grade 6 students, and teachers will find that the course also aligns to the English Language Arts (ELA) Standards for History and Social Studies. In semester A, students will study a variety of topics, including skills that historians use when studying the ancient past, the concept of cultural diffusion, different systems of government, and basic economic concepts. Semester B focuses on events in world history from early humans to the development of classical civilizations in different regions around the world.	

Ohio Social Studies 7, (A/B)	The theme of this grade 7 social studies course is world studies covering the time period from Ancient Greece to the First Global Age. Throughout the course, students will interact with embedded features—interactive timelines or short videos that relate to course content—that will keep them engaged and encourage the growth of skills associated with studying this content.	
Middle School US History (8) (A/B)	In Middle School U.S. History, learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study include the U.S. Constitution, the administrations of George Washington and John Adams, the War of 1812, and the Civil War.	
Electives		
Middle School Health (6 and 7) <i>Required Course for 6th and 7th Grade</i>	Middle School Health Middle School Health aids students in creating a foundation of personal health. Beginning with properly defining health, this course then builds upon basic health practices to emphasize the importance of balance. Attention is given to each of the six dimensions of wellness; namely, physical, intellectual, emotional, spiritual, social, and environmental. Students are taught the skills necessary to improve every aspect of health. They are also encouraged to reflect upon their own personal wellness each week	
Spanish 1 (A/B) - 8th grade only	Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning.	
Middle School Career Explorations (6, 7, or 8)	Middle School Career Explorations What career are you best suited for? In this course, students will explore career options in many different fields including business, health science, public administration, the arts, and information technology.	
Middle School Photography: Drawing & Light (7 or 8)	This course introduces students to the basics of photography, including camera functions and photo composition. Students will engage their creativity by photographing a range of subjects and learning to see the world through the lens of their cameras.	
Middle School Physical Education (6,7) <i>Required Course for 6th and 7th</i>	This course focuses on students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources.	
Middle School Art (6)	The course explores the main concepts of art, expressions, and creativity as it helps students answer questions as what is art; what is creativity; and how and why people respond to art.	
Middle School Music (6, 7, 8)	This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments through the 21st century. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.	

For the most up to date information on our Restart Plan, please visit <https://gocreek.org/apps/pages/SchoolYear20-21>

Edmentum - Courseware Grades 9-12

The attached document provides information about course offerings through Edmentum-Courseware that will be available to Beavercreek students who plan to attend virtually during first semester of the 2020-2021 school year. These courses represent offerings that meet the standards for high school credit through the state of Ohio and Beavercreek High School. Students will need to select courses for which they have met the appropriate prerequisites and that are needed to meet their graduation requirements. For this reason, some courses options will be limited to only the appropriate grade levels. A registration form with further guidance will be available on August 5th for students who complete their One View form and select our online learning option. Courses that include (A/B) indicate there are two semesters of this course.

Courses shaded in green correspond with current BHS courses and are offered as scholarship and/or honors courses online. Students must meet the criteria as listed in the Ferguson Hall and/or Beavercreek High School Program of Studies in order to register for these courses online.

Courses shaded in blue correspond with current BHS AP courses and are offered as AP online. Students must meet the criteria as listed in the Ferguson Hall and/or Beavercreek High School Program of Studies in order to register for these courses online.

*NCAA approved courses

Courseware Online Course Name	Online Course Description	Scholarship, Honors, & AP
Math		
Ohio Algebra I (A/B)*	Ohio Algebra is a two-semester course designed to improve and assess students' mathematical skills. It includes lessons that focus on the graphical representation of linear and nonlinear relationships. Students will create, graph, and solve linear and exponential equations and inequalities. They will use function notation to describe relationships between quantities and interpret function notation to solve problems. Students will learn to determine explicit and recursive functions that model arithmetic or geometric sequences. This course also has lessons on representing and analyzing data, and on manipulating and interpreting expressions, quadratic equations and inequalities, and functions. Students will add, subtract, and multiply linear and quadratic polynomials. They will create, graph, and solve quadratic equations and inequalities in one and two variables. Students will rewrite, graph, and interpret quadratic, absolute value, piecewise, and step functions. They will use functions to model relationships between quantities, identify the effects of transformations on functions, and compare representations of functions.	
Ohio Geometry (A/B)*	OH Geometry is a two-semester course designed to cultivate and periodically assess students' subject-matter knowledge while strengthening their mathematical skills. In this course, students will become acquainted with the history, logical structure, and development of geometry. They will experiment with transformations on the coordinate plane. Students will understand congruence in terms of rigid motion, prove geometric theorems, and make geometric constructions. They will prove theorems involving similarity and solve problems involving right triangles. In addition, students will use volume formulas to solve problems and prove simple geometric theorems algebraically. They will study the properties of circles and make constructions related to circles.	Scholarship Geometry, Honors Geometry
Algebra II (A/B)*	This course advances students' ability to think algebraically, taking their earlier work with linear, exponential, and quadratic equations and expanding on it with polynomials and more advanced equation types. Students will work with rational, radical, logarithmic, inverse, and piecewise functions. They will also extend their studies to include systems of equations and inequalities, trigonometry, complex numbers, and statistics. The course emphasizes using these algebraic concepts to solve problems and help people in many walks of life. The course employs many tools to teach students these concepts, including interactive graphing, videos that walk through problems, and many practice items.	Scholarship Algebra II, Honors Algebra II
Precalculus (A/B)*	Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.	Scholarship Precalculus, Honors Precalculus
Advanced Calculus (A/B)*	This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.	AP Calculus AB
Probability and Statistics*	This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.	

<u>English Language Arts</u>		
Ohio ELA I (A/B)*	English 9 v6.0 is a completely new course built for and 100% aligned to the Common Core State Standards for English Language Arts. A balance of fiction and nonfiction texts are used throughout the course, and each unit is designed around a thematic concept to provide cohesiveness to the skills based lessons and activities that make up the unit. The course intertwines the development of reading skills with the development of writing, speaking and listening, and language skills. Students can look forward to a course where the information is delivered in easy-to-digest chunks using student-friendly language, with assessments that are tightly aligned to the concepts and skills learned in the lesson. The course design reflects educator feedback about student engagement by featuring a variety of interactions, videos, and new student resources, such as worksheets and guided notes. Educators were also involved with writing activities and worksheets for this course.	Scholarship English 9, Honors English 9
Ohio ELA II (A/B)*	This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills according to Ohio standards. Skills acquired in Ohio English 1 End-of-Course Exam are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.	Scholarship English 10, Honors English 10
English 11 (A/B)*	English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era, and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.	Scholarship English 11
English 12 (A/B)*	In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.	Scholarship English 12
Advanced Eng Lit & Comp (A/B)*	Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.	AP English Literature & Composition
<u>Social Studies</u>		
Ohio Modern World History (A/B)*	In this course, students will get a comprehensive look at world history from the Age of Reason through to the present day. By the end of the course, students will have learned about events like the Scientific Revolution, imperialism, both world wars, the Cold War, and increasing globalization in the 21st century. This course employs many interactive features like maps and images with clickable hotspots that students can explore to get more information about things such as regions, cities, or geographical features on a map and artistic techniques and features in famous works of art. Best of all, this course is aligned to Ohio state standards of learning and to the English Language Arts (ELA) Standards for History and Social Studies.	
World History (A/B)*	In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance, the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.	Honors World History
Ohio American History (A/B)*	Each unit in Ohio American History will have a cohesive and connected learning experience. The majority of lessons focus on a particular period in US history, analyzing the events, people, and social trends involved in how we view that time period. Some lessons instruct students on the process of historical inquiry and apply that process to high-level themes across the entire arc of US history. To generate skills for lifelong learning, many of the lessons in this course use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction approaches. All lessons generate student engagement with vibrant, thought-provoking graphics and videos.	
Advanced US History (A/B)*	This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.	AP US History

Ohio American Government (A/B)*	Each unit in Ohio American Government End-of-Course provides learners with a cohesive and connected learning experience. The lessons in this course mainly focus on the principles and foundation of US democracy along with the structure, hierarchy, branches, and powers of the US government. The course goes on to apply those foundational concepts to discuss US foreign and domestic policies, as well as the principles and regulation of the US economy. The course also provides insights on the political system, civic duties, civic participation, and citizenship in the United States. To generate skills for lifelong learning, many of the lessons in this course use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction approaches. All lessons generate student engagement with vibrant, thought-provoking graphics and videos.	
Contemporary World	The Contemporary World is a year-long course designed to strengthen learners' knowledge about the modern world. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this course. Learners will explore the importance of geography, the influence of culture, and the relationship humans have with the physical environment. They will also focus on the responsibility of citizens, democracy in the United States, U.S. legal systems, and the U.S. economy. Ultimately, learners will complete this course as global citizens with an understanding of how to help and better their community and the world	

Science

Physical Science (A/B)*	This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with physical science. Content topics include structure and properties of matter, chemical reactions, forces and motion, force fields, energy, and waves. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences. Lab materials note: All hands-on labs employ relatively-common household materials.	Scholarship Physical Science
Biology (A/B)*	This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets Next Generation Science Standards (NGSS) learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences. Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience.	Scholarship Biology
Chemistry (A/B)*	This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences.. Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, test tubes, and chemical reagents. These few specialized labs are optional but provide valuable laboratory experience.	Honors Chemistry, Scholarship Chemistry
Physics (A/B)*	Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics. Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.	Honors Physics, Scholarship Physics
Advanced Biology (A/B)*	To generate skills for lifelong learning, 25 percent of the lessons in Advanced Biology use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction approaches. In both cases, the lessons incorporate multimedia-rich, interactive resources to make learning an engaging experience. The AP approach to advanced biology topics helps students achieve mastery of abstract concepts and their application in everyday life and in STEM-related professions.	AP Biology

Advanced Chemistry (A/B)*	Advanced Chemistry includes most of the 22 laboratory experiments recommended by the College Board to provide a complete advanced experience in a blended environment. More than 25 percent of the online lesson modules are inquiry-based and employ online simulations, data-based analysis, online data-based tools, and —kitchen sink labs that require no specialized equipment or supervision. Many of the lessons include significant practice in stoichiometry and other critical, advanced chemistry skills.	AP Chemistry
Health/PE		
Health	This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.	
Physical Education	This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.	
World Language		
French 1 (A/B)*	These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.	
French 2 (A/B)*	Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.	
German 1 (A/B)*	As with all Edmentum world language courses, German 1 A and B address two primary issues: providing a meaningful context that encourages learners to think in the target language as much as possible; and introducing grammatical concepts without over reliance on grammatical analysis. German 1A focuses on communicating basic and practical greetings and personal information. German 1B consists of five units over about 14 weeks, with an emphasis on a variety of practice types throughout the course.	
German 2 (A/B)*	According to The Economist and the Census Bureau, German-American is America's largest single ethnic group, with over 46 million Americans claiming German Ancestry. German 2 A and B tap into learners' latent interest in their cultural past, present, and future. These courses employ direct instruction approaches, including application of the target language through activities. Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific topics in German.	
Spanish 1 (A/B)*	Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.	
Spanish 2 (A/B)*	Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.	
Spanish 3 (A/B)*	Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged an on track.	Scholarship Spanish III

Electives		
Accounting	The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles	
ACT English	The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.	
ACT Math	The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.	
ACT Reading	The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.	
ACT Science	The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.	
Art History & Appreciation	The course explores the main concepts of art, expressions, and creativity as it helps students answer questions as what is art; what is creativity; and how and why people respond to art.	
Business Information Management (A/B)	This course is designed to enable students at high school level to develop information management skills that they can use during in their careers in business organizations. This course discusses career opportunities available in Business Information Management, computing technology for business, connecting through the internet, working with documents, working with spreadsheets, working with a presentation program, working with databases, web page design, and project management.	
Career Exploration	The 21 lessons and additional activities in this one-semester course are fundamental to ensuring career readiness on the part of your students. Covering such essentials as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that your students need as they prepare to embark on their chosen careers.	
Creative Writing	This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as also the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing.	
Digital & Interactive Media	This is an effective and comprehensive introduction to careers in the rapidly expanding world of digital art. The course covers creative and practical aspects of digital art in 15 lessons that are enhanced with online discussions and a variety of activities. Beginning with a history of digital art, the course goes on to issues of design, color, and layout. While students will experience creation of digital art, they will also learn about converting traditional art to digital formats.	
Entrepreneurship	This course is based on standards designed to help students understand the roles and attributes of an entrepreneur, marketing and its components, selling process, and operations management. This course discusses entrepreneurship and the economy, marketing fundamentals, managing customers, production and operations management, money, and business law and taxation.	
Environmental Science	This course is designed to introduce students to the history of environmental science in the United States, ecological interactions and succession, environmental change, adaptation, and biogeochemical cycles. Students will learn about the importance of environmental science as an interdisciplinary field. They will describe the importance of biodiversity to the survival of organisms, and learn about ecological pyramids. They will discuss the effects of climate change and explore different types of adaptation. They will describe the steps of the water cycle, and discuss how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment.	
Game Development	In this course they will learn the ins and outs of game development to prepare them for a career. Students will learn about the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodology.	
Graphic Design & Illustration	This course will help students develop an understanding of the industry with a focus on topics such as history of graphic design, types of digital images, graphic design tools, storing and manipulating images, design elements and principles, copyright laws, and printing images. The course is based on standards designed to help students develop technical knowledge and skills needed for success in the graphic design industry.	

Intro to Criminology	Introduction to Criminology is a one-semester course with 14 lessons that cover the theories related to criminology. The target audience for this course is high school students. This course covers subject areas such as: classical theory, positivist theory, punishing offenders, routine activity theory, labeling theory, social disorganization theory, peacemaking criminology, and many more.	
Intro to Finance	This course is designed to enable students at high school level to develop financial skills that they can use during in their careers in business organizations. Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance.	
Intro to Forensic Science	This course is designed to introduce students to the importance and limitations of forensic science and explore different career options in this field. They also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA samples. Moreover, they learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.	
Intro to Marine Biology	This course is designed to introduce students to oceanic features and processes, ocean habitats and ecosystems, life forms in the ocean, and different types of interactions in the ocean. Students will learn about the formation and characteristic features of the oceans. They will learn about the scientific method and explore careers available in marine biology. They will learn about the characteristic features of different taxonomic groups found in the ocean. They will learn about the different habitats, life forms, and ecosystems that exist in the oceans and explore the different types of adaptations marine creatures possess to survive in the ocean. They will learn about succession and the flow of energy in marine ecosystems. They will also learn about the resources that the oceans provide and the threats that the oceans face from human activities.	
Intro to Social Media	This cutting-edge course develops social media skills and knowledge that will have a practical and positive impact in helping your high school students succeed in today's economy. Of course they already engage in social media, but this course enhances their skills and knowledge in order to apply them in a practical way in their careers. Online discussions are a critical aspect of creating a collaborative learning environment, while games and other interactions ensure engagement and promote a strong career orientation.	
Intro to Visual Arts	This course is designed to enable all students at the high school level to familiarize themselves with different types of visual arts.	
Introduction to Astronomy	Introduction to Astronomy is a one-semester course with 17 lessons that cover a wide range of topics, such as the solar system, planets, stars, asteroids, comets, galaxies, space exploration, and theories of cosmology.	
Marketing, Advertising & Sales	Issues in marketing, advertising, and sales promotion are evolving rapidly in an increasingly digital environment. This course effectively helps your students prepare for a career in that environment through a comprehensive look at essential marketing principles, interactive tools and channels, and the growing impact of data in marketing and advertising. Simple to manage and easy to customize, the course provides an overview of all of the fundamental topics necessary to effectively put your students on a career path that unleashes their creativity and develops and leverages their critical thinking skills.	
Personal Finance	Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance.	
Principles of Business, Marketing, and Finance	This course has a broad application for almost every career path that your students might choose. This course supplies both essential career skills and life skills. Designed for early high school students, the course offers you the flexibility to customize it to the unique needs of your program and your students. Interactive games and other engaging online and offline activities make practical real-life application of essential business principles understandable useful in the daily lives of your students and in the careers that they choose.	
Professional Communications	This course is designed to enable all students at the high school level to develop communication skills they will need to be successful in a profession. Students learn about the key aspects of the communication process. They learn to apply communication protocol and appropriate language skills in professional and social communication. Students also explore effective strategies to address diversity in communication. Finally, students familiarize themselves with reading, writing, speaking, and listening skills. This course covers topics such as communication in business organizations and technology for communication.	

Professional Photography	Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. Digital Photography provides you with the flexibility to not only use it as an independent individual course or as a group or class course, but to also easily customize the course to the unique needs of your situation. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as your students explore digital photography as an enriching activity or a career. <i>*A DSLR type camera is required for this course. This camera will not be provided by the district.</i>	
Psychology*	This flexible, customizable course gives your students an overview of the history of psychology while also giving them the resources to explore career opportunities in the field. Students will learn how psychologists develop and validate theories and will examine how hereditary, social, and cultural factors help form an individual's behavior and attitudes. Students will also evaluate the effectiveness of different types of psychological counseling and therapy. Highly interactive content includes online discussions that help develop critical thinking skills.	
Social Issues*	Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, and many more.	
Sociology*	In this course, students will explore the evolution of sociology as a distinct discipline while learning about sociological concepts and processes. They will learn how the individual relates to and impacts society. Students will also learn about the influence of culture, social structure, socialization, and social change on themselves and others. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as they discover sociology as a subject and as a career.	
Sports & Entertainment Mktg	This course is designed to enable all students at the high school level to develop skills they will need to be successful in sports, entertainment, and recreational marketing professions. Students learn about the structure of a business firm and financial statements. Students also learn about the basics of sports, entertainment, and recreation marketing. Finally, students explore essential career skills, such as teamwork and time management. This course covers topics such as marketing staples, mapping markets, marketing communication, and making the sale.	

***NCAA approved courses**

For the most up to date information on our Restart Plan, please visit <https://qocreek.org/apps/pages/SchoolYear20-21>

2020-21 SCHOOL YEAR
TYPE IV INITIAL BOARD SHEET
IMPRACTICAL TO TRANSPORT

LAST NAME	FIRST NAME	CHILD'S NAME	GRADE	ADDRESS	CITY	ST ZIP	SCHOOL	AMOUNT	REASON
1 Luker Imman	Ani	Imman, Ann M.	K	4066 Sierra Park Terrace	Beavercreek	OH 45440	Alexandria Montessori	\$250.00	Impractical 1,2,3,5 NEW
2 Luker Imman	Ani	Imman, Tess T.	2	4066 Sierra Park Terrace	Beavercreek	OH 45440	Alexandria Montessori	\$250.00	Impractical 1,2,3,5 NEW
3 Benson	Jonathan & Michelle	Benson, Nick	11	320 Southwood Trail	Beavercreek	OH 45440	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
4 Casastorres	Ambrosio	Casas, Jacob	12	1356 Red Robin Drive S	Xenia	OH 45385	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
5 Culpepper	Velma L.	Culpepper, Robert C.	12	3833 Grant Ave	Beavercreek	OH 45431	Chaminade Julianne HS	\$250.00	Impractical 2,3 NEW
6 Dickman	Michelle	Dickman, Christian	10	3353 Greenburn Road	Beavercreek	OH 45434	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
7 Grilliot	Monica	Grilliot, Antonio J.	9	1445 Eileen Dr	Beavercreek	OH 45434	Chaminade Julianne HS	\$250.00	Impractical 2,3 NEW
8 Poyer	Thomas & Mary	Poyer, Andrew	11	393 Lincoln Circle	Beavercreek	OH 45434	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
9 Roach	Randy	Roach, Kelsey	12	3641 Crab Orchard Drive	Beavercreek	OH 45430	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
10 Schindler	Jeffrey & Debora	Schindler, Nicholas	11	3573 Rutledge Court	Beavercreek	OH 45432	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
11 Schindler	Jeffrey & Debora	Schindler, Noah	12	3573 Rutledge Court	Beavercreek	OH 45432	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
12 Shuttlesworth	Todd	Shuttlesworth, Aidah	12	2953 Stauffer Drive	Beavercreek	OH 45434	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
13 Smith-Hudlin	Yolanda	Johnson, Jahzara J.	11	2820 Woodview Dr., Apt. 4	Beavercreek	OH 45431	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
14 Swisher	Kelli & Ben	Swisher, Carson	11	4471 Longmeadow Lane	Beavercreek	OH 45430	Chaminade Julianne HS	\$250.00	Impractical 2,3 LAST YR
15 Carnegis	Kenneth	Carnegis, Luke	11	4410 Willow Run Drive	Beavercreek	OH 45430	Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
16 Lloyd	Andrew	Lloyd, Caleb	11	3112 Stille Court	Beavercreek	OH 45434	Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
17 Lloyd	Andrew	Lloyd, Evie	9	3112 Stille Court	Beavercreek	OH 45434	Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
18 Redman	Velma & Randall	Redman, Kaleigh	11	2895 Chai Mar Drive	Beavercreek	OH 45431	Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
19 Abdelhamed	Abdelhamed	Abdelhamed, Ahmed	5	2171 Annandale Place	Xenia	OH 45385	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
20 Abdelhamed	Abdelhamed	Abdelhamed, Mohamed	7	2171 Annandale Place	Xenia	OH 45385	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
21 Abdelhamed	Abdelhamed	Abdelhamed, Zaeed	9	2171 Annandale Place	Xenia	OH 45385	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
22 Ahmed	Shaad	Ahmed, Abdullah	7	3570 Park Overlook Dr	Beavercreek	OH 45431	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
23 Ajjouni	Seyyah	Ajjouni, Omar	7	340 Signature Drive South	Xenia	OH 45385	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
24 Carkara	Ayhan	Carkara, Hasan Berat	4	1589 Bluebird Drive	Beavercreek	OH 45432	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
25 Hamed	Brahim	Hamed, Amir	6	3569 Queen Victoria Ct	Beavercreek	OH 45431	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
26 Iskandarani	Zaher	Iskandarani, Sedra	4	2164 Princess Dr	Beavercreek	OH 45434	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
27 Shaikh	Tariq	Shaikh, Anna	7	3585 Parliament Ct	Beavercreek	OH 45431	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
28 Shaikh	Tariq	Shaikh, Javeria	9	3585 Parliament Ct	Beavercreek	OH 45431	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
29 Shaikh	Tariq	Shaikh, Sumayyah	4	3585 Parliament Ct	Beavercreek	OH 45431	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
30 Vakil	Imran	Vakil, Mustafa	6	1477 Parkman Place	Beavercreek	OH 45434	Dayton Islamic School	\$250.00	Impractical 1,2,3,5 LAST YR
31 Baker	Rob	Baker, Ava	8	3283 Swigart Road	Bellbrook	OH 45305	East Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
32 Balint	Richard & Maria	Balint, Nicholas X.	12	378 Wayside Drive	Beavercreek	OH 45440	East Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
33 Bing	Jennifer	Bing, Aliyah	12	3054 Patsie Drive	Beavercreek	OH 45434	East Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
34 Norman	Keith	Norman, Samuel	8	2736 Cold Springs Drive	Beavercreek	OH 45434	East Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
35 Plegier	Eric	Plegier, Joshua	11	2411 N Tulane Drive	Beavercreek	OH 45431	East Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
36 Svoboda	Rachelle	Svoboda, Grant	2	438 Grange Hall Rd	Beavercreek	OH 45431	East Dayton Christian School	\$250.00	Impractical 2,3 NEW
37 Svoboda	Rachelle	Svoboda, Josiah	3	438 Grange Hall Rd	Beavercreek	OH 45431	East Dayton Christian School	\$250.00	Impractical 2,3 NEW
38 Tolley	Justin & Karen	Tolley, Jackson	8	4202 Fox Fern Ct	Beavercreek	OH 45432	East Dayton Christian School	\$250.00	Impractical 2,3 NEW
39 Wright	Siaci	Wright, Sydney P.	3	2278 El Cid Dr	Beavercreek	OH 45431	East Dayton Christian School	\$250.00	Impractical 2,3 LAST YR
40 Bass	Cynthia	Dunson, Simita	3	3377 Longleaf Drive	Beavercreek	OH 45430	Holy Angels School	\$250.00	Impractical 1,2,3,5 LAST YR
41 Dunson	Sophia	Cummings, Eve		3377 Longleaf Drive	Beavercreek	OH 45430	Holy Angels School	\$250.00	Impractical 1,2,3,5 LAST YR
42 Gauder	Christopher	Gauder, Daniel	7	2642 Colonial Parkway	Beavercreek	OH 45434	Holy Angels School	\$250.00	Impractical 1,2,3,5 LAST YR
43 Lally	Eric	Lally, Maya		2033 James River Road	Beavercreek	OH 45434	Holy Angels School	\$250.00	Impractical 1,2,3,5 LAST YR
44 Webber	Adam & Sarah	Webber, Andrew	3	1537 Red Oak Road	Dayton	OH 45432	Holy Angels School	\$250.00	Impractical 1,2,3,5 LAST YR
45 Webber	Adam & Sarah	Webber, Benjamin		1537 Red Oak Road	Dayton	OH 45432	Holy Angels School	\$250.00	Impractical 1,2,3,5 LAST YR
46 Webber	Adam & Sarah	Webber, James		1537 Red Oak Road	Dayton	OH 45432	Holy Angels School	\$250.00	Impractical 1,2,3,5 LAST YR
47 Webber	Adam & Sarah	Webber, Rosemary J.	1	1537 Red Oak Road	Dayton	OH 45432	Holy Angels School	\$250.00	Impractical 1,2,3,5 NEW
48 Bales	Stacey	Bales, Ross	7	3127 Clear Springs Rd.	Spring Valley	OH 45370	Incarnation School	\$250.00	Impractical 1,2,3,5 LAST YR
49 Woodard	Jason	Hawk, Ella Rose	7	146 Castle Pine Ct	Xenia	OH 45385	Incarnation School	\$250.00	Impractical 1,2,3,5 LAST YR
50 Beck	Mirah	Beck, Joah	6	2841 Stauffer Drive	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR

**2020-21 SCHOOL YEAR
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LAST NAME	FIRST NAME	CHILD'S NAME	GRADE	ADDRESS	CITY	ST ZIP	SCHOOL	AMOUNT	REASON
51 Clark	Ryan	Clark, Asher	4	4362 E Patterson Road	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
52 Clark	Ryan & Sarah	Clark, Harper	1	4362 E Patterson Road	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
53 Darrah	Jason	Darrah, Carter	6	2735 E Tara Trail	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
54 Darrah	Jason	Darrah, Mason	8	2735 E Tara Trail	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
55 Endres	Lori	Endres, Samuel	3	185 Earls Gate Road	Beavercreek	OH 45440	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
56 Garber	Brian & Wendy	Garber, Aaron	5	2600 Virginia Drive	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
57 Garber	Brian & Wendy	Garber, Matthew	3	2600 Virginia Drive	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
58 Jordan	Dustin	Jordan, Elissa	9	4059 Meridell Drive	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
59 Jordan	Dustin	Jordan, Kaleigha	3	4059 Meridell Drive	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
60 Jordan	Dustin	Jordan, Meera	6	4059 Meridell Drive	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
61 Kost	Jay	Kost, Christopher	5	3958 Walnut Grove Ln	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
62 Lehman	Laurie	Lehman, Josiah	9	3007 Blue Green Drive	Beavercreek	OH 45431	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
63 Lloyd	Suzanne M.	Creed, Makayla L.	6	263 Danem Drive	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
64 Manchala	Ravikanth	Manchala, Isha	3	4331 Longmeadow Ln	Beavercreek	OH 45430	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
65 Nemeth	Steve	Nemeth, Sarah	8	3249 Shetland Road	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
66 Schmidt	Jennifer	East, River	5	745 Alpha Road	Alpha	OH 45301	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
67 Schultz	Jason	Schultz, Eddie	5	134 Charley Ct	Beavercreek	OH 45440	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
68 Singh	Karamseet	Kaur Singh, Pahulpreet	7	2695 Bent Creek Court	Beavercreek	OH 45431	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
69 Singh	Karamseet	Kaur, Pabanpreet	8	2695 Bent Creek Court	Beavercreek	OH 45431	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
70 Steen	Robert	Steen, Maggie	8	3466 Willow Creek Dr	Beavercreek	OH 45432	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
71 Sundar	Veeraraghavan	Rutiser Sundar, Aadi N.	5	2631 Blue Rock Drive	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
72 Turri	William	Turri, John	7	1445 Red Barn Way	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
73 Turri	William	Turri, Andrew	4	1445 Red Barn Way	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
74 Walters	Tracy	Steffen, Alice	2	1640 Cosler Ct	Xenia	OH 45385	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
75 Winn	Susan	Winn, Ingrid	9	2764 Crone Road	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
76 Winn	Susan & David	Winn, Freya C.	1	2764 Crone Road	Beavercreek	OH 45434	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
77 Wright	Blake	Wright, Jackson	7	2666 Arden Avenue	Kettering	OH 45432	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
78 Wright	Blake	Wright, Jillian	5	2966 Arden Avenue	Kettering	OH 45432	Montessori School of Dayton	\$250.00	Impractical 1,3,5 LAST YR
79 Conner	Craig	Conner, Brady	8	2231 Matrena Drive	Beavercreek	OH 45431	Saint Charles	\$250.00	Impractical 1,3,5 LAST YR
80 Conner	Craig	Conner, Matthew	2	2231 Matrena Drive	Beavercreek	OH 45431	Saint Charles	\$250.00	Impractical 1,3,5 LAST YR
81 Feliciano	Mark	Feliciano, Sean	7	701 Desal Court	Beavercreek	OH 45430	Saint Charles	\$250.00	Impractical 1,3,5 LAST YR
82 Glenn	Brian	Glenn, Mathew	8	3855 Oakview Drive	Beavercreek	OH 45430	Saint Charles	\$250.00	Impractical 1,3,5 LAST YR
83 Schultz	Melissa	Schultz, Evan	7	253 Shepherd Road	Xenia	OH 45385	Saint Charles	\$250.00	Impractical 1,3,5 LAST YR
84 Sullivan	Emily & Kenny	Sullivan, Finley J.	2	4307 Longmeadow Lane	Beavercreek	OH 45430	Saint Charles	\$250.00	Impractical 1,3,5 LAST YR
85 Sullivan	Emily & Kenny	Sullivan, Laine A.	K	4307 Longmeadow Lane	Beavercreek	OH 45430	Saint Charles	\$250.00	Impractical 1,3,5 LAST YR

Did not attend stated school; WILL NOT ISSUE CHECK	76	SUBTOTAL	\$19,000.00
Moved out of BCS district prior to school year, WILL NOT ISSUE CHECK.	9	+	\$2,250.00
Last year but did not return this year's form		-	\$0.00
Moved out of BCS district during school year, PRORATE.		-	\$0.00
W/D DURING YEAR, PRORATE, if necessary		-	\$0.00
New Additions			
Name or Address Change			
		GRAND TOTAL	\$21,250.00

- 1 Time & Distance
2 # of Pupils
3 Cost
4 Similar Service
5 Disrupt Current Transportation Schedules
6 Other reimb types of transportation available
7 Other

**Beavercreek City School District
School Fee Schedule
FY2021**

Updated: 8/14/2020

BOE Approved: 8/20/2020

Grade / Course	2019/20 Workbook Fee	2020/21 Workbook Fee	2019/20 General/Lab Fee	2020/21 General/Lab Fee
BEAVERCREEK HIGH SCHOOL				
Personal Keyboarding			\$7.00	\$23.00
AP Language & Composition (new title)	\$4.50	\$4.50		
FERGUSON HALL				
Personal Keyboarding			\$7.00	\$23.00