Edgewood City Schools

District Employee Handbook

Revised 08/01/2020
FOREWORD

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

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

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

Building principals may produce procedures that supplement the District Staff.
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PUBLIC SCHOOL WORKS & THE EDGECWOOD STAFF HANDBOOK

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

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

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

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

EDGECWOOD CITY SCHOOL DISTRICT HISTORY

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

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

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

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

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

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

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

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

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

Edgewood Middle School was completed in 1992 and the district's elementary buildings were then remodeled and refurbished with additional classrooms. The original High School was also updated with the addition of 22 classrooms, a new gymnasium, and auditorium.
In August 2012, we entered into a new beginning with the construction of a new 215,000 square foot state of the art new high school building at the south end of Busenbark Road. This building was equipped with 21st-century technology to provide resources for our students and teachers that align with today's educational standards.

Upon opening the new high school, Edgewood Middle School became Edgewood Elementary School housing grades 2-5 and the 1970 High School became the Edgewood Middle School.

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

**II. FOOD SERVICE PROGRAM**

A. The Edgewood City School District provides a Food Service Program from Monday to Friday during the school year for the communities' children and district employees. The Food Service Program is directed by the Supervisor of Food Services, David Jewell, who is responsible for the menus and meal selections, kitchen personnel, and day-to-day operations.

B. Each school within the Edgewood City School District maintains and operates its own separate kitchen, staffed with hard-working employees dedicated to providing our school communities with well-balanced, nutritional meals. All regulations and requirements established by the state and federal governments are carefully followed.

C. The Supervisor of Food Services can be reached at 513-867-3418.

D. If your students will not be eating at school due to a trip or event you have scheduled, please notify the cafeteria as soon as possible. This will help prevent over-ordering and over-preparation of food. The Food Service Program will again be offering sack lunches for field trips. Just ask your cafeteria for the forms to send home with the students.
III. EDGECOOD TEACHERS' ASSOCIATION (ETA)

A. Teachers within the Edgewood City School District support and maintain a local professional education union dedicated to the welfare of teachers and students within the district.

B. The Edgewood Teachers Association negotiates contracts called Collective Bargain Agreements and the current one between the Board of Education and ETA expires in 2022.

C. Almost all certified staff makes up the membership of the Edgewood Teachers Association. These professionals join the United Education Profession (ETA/OEA/NEA) to achieve their common goals and commitments to the students, their profession and the education of the community.

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

IV. OHIO ASSOCIATION OF PUBLIC SCHOOL EMPLOYEES (OAPSE)

A. Chapter 625 of the OASPE represents all classified employees within the Edgewood City School District with the exception of exempt employees.

B. OAPSE faithfully represents the district's building secretaries, custodians, maintenance workers, bus drivers, instructional aides, health specialists, cafeteria workers and others for the betterment of our classified employees and ultimately the children and community they serve.

V. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

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

VI. PAYROLL INFORMATION

A. Teacher contracts are based on the number of days in their contract. Classified employees are paid on an hourly basis with the number of workdays and hours dependent upon the individual's position.

B. All employees are paid two times a month through direct deposit to employee bank or credit union accounts. Paydays occur on the 5th and the 20th of each month unless one of these days occurs on a weekend. In that case, payday will be on the Friday before or Monday after the normal pay date.

C. The following is a schedule of payroll deduction dates:

1. Annuities are a total of all pre-tax deductions from your paycheck. This district follows IRS guidelines for annuity compliance. Enrollment and changes shall take place twice a year, at the request of the employee. Deductions will begin the first payroll of the month following the approved deadlines. For a complete list of all the companies established with the Edgewood School District, please contact the Treasurer's Office.

2. United Way contributions are deducted based on a calendar year from January to December (26 deductions).

3. ETA professional dues are deducted on fourteen consecutive pays starting in November through May.

4. OAPSE professional dues start in October and will be deducted through August.

5. Insurance deductions are made 24 times during the school year.
VII. BAD WEATHER POLICY

A. Information regarding Edgewood City School District closings or delays will be announced on television stations as soon as possible. All school closings are posted on the district website as soon as possible. An automated phone system will also be used to communicate delay/closing information to staff, students, and parents.

B. If it is announced that the schools will be closed for the full day, all buildings and offices will be closed with the following employee responsibilities in effect:

1. Principals are to check their buildings for students, staff or other concerns.

2. First shift custodians, and other custodians as directed by the Director of Business Operations to report, check and secure their buildings.

3. If roads are closed or driving emergencies exist, then these responsibilities may be modified by the Business Director.

C. All building rentals and school activities will be canceled on days when school has been closed due to weather conditions **unless there is a special announcement to the contrary**.

D. If there is a possibility that weather conditions will permit the clearing of roads, it will be announced that a **2 Hour Delay** will be in effect. Under this plan schools will delay opening and all buses will run their normal routes 2 hours later.

   1. If the Edgewood City School District schools operate on the normal schedule or a **2 Hour Delay** and it is still impossible to travel certain roads, the children affected will not be counted absent.

   2. When a **2 Hour Delay** is in operation, **all employees** are to report to work as soon as they can. Some students will arrive at the regular time and it is essential that staff be present to meet them.

   3. If a **2 Hour Delay** is in effect AM Preschool will be canceled, and PM Preschool **will** be held.

E. If early dismissal is warranted due to bad weather, the District Office Administration will issue instructions to the public via the mass communication system and website.

VIII. EMPLOYEES ATTENDING EXTRA-CURRICULAR ACTIVITIES

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

I. GENERAL K-12

A. Gifted and Talented Services

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

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

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

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

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

B. Grading Systems

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

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

The Board recognizes that any grading system, however effective, has subjective elements. An individual should not receive a failing grade unless he/she has not met stated minimum requirements for the course. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the end of the grading period. There are fundamental principles which must guide all instructors in the assignment of marks and achievement.

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

3. When a student makes a reasonable effort on an assignment/test/project, the lowest grade that can be entered into Progress Book will be 50% when using a percentage scale. When students take the time to review, correct, and resubmit their work, learning takes place. Subsequently, teachers are encouraged to give those students opportunities to correct and resubmit their work for an adjusted grade. In terms of tests, teachers have the authority to allow students to retake tests or correct the test for an improved grade. Teachers are strongly encouraged to consider the individual circumstances of a student when determining reasonable effort.

4. Evaluation/assessment of student progress in a subject shall be a continuous process. A student shall have a minimum of one grade per week recorded in the grade book for each grading period. Grades for classwork, projects, research, class assessment and regular and periodic curriculum or student assessments are strongly encouraged.

5. Teachers are not to place excessive value on just one assignment as compared to the total for the grading period. One assignment should not cause the total average to drop more than one letter grade. If a project or an assignment has major importance, then there shall be weekly grades for that assignment.

6. The awarding of “extra credit” points should be relevant to the curriculum and provide meaningful learning opportunities for the student.

7. ProgressBook Requirements:
   a. Must be at least 1 grade per week per grading period.
   b. Must list what each grade is for and the date for each grade.
   c. Grades must be recorded within a week of the due date of the assignment.

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

C. Grading Scales

Elementary Schools Grading Scale

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

The following grading scale is used in grades PS and K
   1 – Student is making minimal progress toward the standard. The student is developing and understanding of the standard at this time.
   2 - Student is working toward the standard. The student has basic knowledge and understanding of the content. Continued practice and experience are needed.
   3 - Student is consistently meeting the standard. The student has a thorough knowledge and understanding of the content.
The following grading scale is used in grades 1-5:

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

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

HIGH SCHOOL GRADING SCALE

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>50-59</td>
<td>F</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.333</td>
</tr>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>.667</td>
</tr>
</tbody>
</table>

The following apply for grades 9-12:

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

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

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

- Semester Grades will be calculated as follows:
  - First Nine-Week Grade 45%
  - Second Nine-Week Grade 45%
  - End of Semester Assessment 10%
D. Conferences-Grades PS/K-12

1. At least two parent conferences shall be planned for each child during the school year. Conferences are scheduled for the Fall and Winter grading periods close to the interim time frame. Teachers are encouraged to meet and confer with parents as needed. Purposes of conferences are:

   a. Conference #1

      (1) To meet parents and together become better acquainted with the student.
      (2) To explain the program prescribed for the student.
      (3) To discuss the student’s adjustment to school and progress towards grade level standards.
      (4) To enlist the cooperation of the parents to work together to benefit the student.

   b. Conference #2

      (1) To relate the student’s progress and the level at which he/she is working.
      (2) To isolate specific areas where parents and teachers might work for improvement.
      (3) To indicate contributions the student had made to the school.
      (4) To clarify any questions about the assessment of placement.
      (5) To indicate the placement of the student in the next school year (optional).

   c. Principals and teachers should work together to plan conferences. Parents should be informed at least a week ahead about:

      (1) Date and time of the conference.
      (2) Any change in school plans necessitated by the conference.

   d. Whenever possible, students should be involved in conferences.

E. Promotion and Retention of Students

1. Promotion or retention of a student is based on the premise that each student is placed in the most appropriate learning environment to assure the proper academic, social and emotional development of the student.

2. When a student begins to show evidence of not achieving the objectives as measured through daily performance, including formative and summative assessments, the classroom teacher notifies the student’s parents/guardians of the deficiency. Parents/guardians are included in strategies to improve the student’s performance.

3. The Board believes there should be evidence to demonstrate the need for retention. However, a flexible set of procedures is needed due to the vast array of circumstances that could exist.
   a. Generally, a student should not be retained more than once in kindergarten through grade two and one in grades three through five.
   
   b. The classroom teacher shall confer with the building principal concerning the lack of student progress as soon as there is any thought of retention.
   
   c. A referral to the Response to Intervention Team (RTI Team) should occur when the teacher determines the student is not experiencing success. Intervention strategies are developed by the Intervention Assistance Team and implemented by the classroom teacher.
   
   d. The teacher notifies the parents/guardians of potential problems by phone, conference or letter. **Written documentation of the notification to the parents/guardians is placed in the student’s cumulative record file by the classroom teacher.**
   
   e. By mid-year, the teacher/principal should communicate to the parents/guardians that their student may be considered for retention unless significant progress is made during the second semester. **This cannot be done without the principal’s prior approval.**
   
   f. The classroom teacher submits a retention referral form to the principal for those students who are retention candidates at the end of the third grading period.
   
   g. If by the end of the second trimester grading period, the situation does not improve sufficiently, written documentation of a more specific nature is mailed to the parents/guardians by the building principal, notifying them that their child may be considered for retention, unless significant progress is made during the final grading period.
   
   h. By the first week in May, the principal, teacher, and other involved staff hold a conference with the parent/guardian to explain their intention to retain the student. If the parents/guardians do not attend the scheduled conference, notification of the decision to retain the student is sent by registered mail.
   
   i. A copy of the retention referral form and parents'/guardian's notification form is placed in the student’s cumulative record file by the building principal.
   
   j. The certified staff (i.e. administrators, teachers, school psychologist, personnel from the division of curriculum and instruction and special education personnel) reserves the right, in special cases, to recommend assignment of a student to the next grade level, even though the student may have failing grades and be achieving below grade level in math and reading. There are MANY factors to consider beyond grades when evaluating whether or not to retain a student. Final approval for assignment must be given by the building principal. All such cases are reported to the Superintendent.

5. Procedure and Guidelines for Grades 6-8
   a. Generally, a student should not be retained more than once during the middle school years of sixth through eighth grades. There may be exceptions to this general guideline and students may be retained more than once while at Edgewood Middle School.
b. Parents are informed at regular intervals of the academic progress made by their child by:
   (1) Interim grade reports – four per year
   (2) Nine-week grade reports – four per year
   (3) **Semester written notice of potential retention. The teacher must provide the principal the names of the students who are being considered for retention at this time.**
   (4) Third grading period notice of potential retention to the parent and to the building principal

c. Some factors to be considered in the decision to retain a student include.
   (1). A student who earns failing year averages in two or more classes is considered for retention;
   (2) Age and physical/mental maturity, including (1) past retentions, and (2) social readiness
   (3) Standardized test scores and/or competency test scores
   (4) Essential scores as defined in the various courses of study. Students who do not master, or who do not partially master a majority of the essential skills, may be considered for retention.
   (5) Attendance-Students who have missed an excessive number of days of school for any reason and who have not been able to successfully make up the work they have missed may be considered for retention
   (6) Parental input regarding the value of retention is to be given consideration.

d. Some students may be offered the option of attending Summer School and upon successful completion of course work to remedy deficiencies may be assigned to the next grade.

e. The certified staff (i.e. the building principal, with the recommendation from teachers, school psychologist, personnel from the division of curriculum and instruction and special education personnel) reserves the right, in special cases, to recommend assignment of a student to the next grade level, even though the student may have failing grades and be achieving below grade level in math and reading. Final approval for assignment must be given by the building principal. All such cases are reported to the Superintendent.

6. Procedures and Guidelines for Grades 9-12

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

<table>
<thead>
<tr>
<th>Credits Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 credits</td>
<td>grade 9</td>
</tr>
<tr>
<td>Five credits but less than 10 credits</td>
<td>grade 10</td>
</tr>
<tr>
<td>Ten credits but less than 15 credits</td>
<td>grade 11</td>
</tr>
<tr>
<td>Fifteen credits or more</td>
<td>grade 12</td>
</tr>
</tbody>
</table>
F. Policy of Transfer Students from Non-Chartered Schools.

1. In accordance with guidelines from the Ohio State Department of Education, the Edgewood City School District has modified its policy regarding the transfer of students from non-chartered private and parochial schools.

   a. High School (Grades 9-12). Students will be placed according to the number of credits acceptable to the public school program. The Director of Curriculum and/or high school assignee will evaluate the record of each student. In non-laboratory subjects, a full credit will be given for subjects having 120 hours of instruction, one-half credit for sixty hours of instruction. In laboratory subjects, one full credit will be given for subjects having 150 hours of instruction and one-half credit will be given for seventy-five hours of instruction. No more than two credits will be transferable for the subjects of religion and philosophy. These credits will be counted as social studies credit.

2. Students will be placed in high school according to the following credit scale.

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

G. Graduation Requirements

1. The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as those of the North Central Association of Colleges and Secondary Schools and, further, that our high schools compare favorably with high schools in the state recognized for excellence.

2. The minimum requirements for graduation from high school are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.5 credits</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>3 credits</td>
<td><strong>4 credits</strong></td>
</tr>
<tr>
<td>Health and P.E.</td>
<td>1 credits</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Fine Art</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>5 credits</td>
<td>5.5 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>Applied Comp. Tech</td>
<td>.5 credits</td>
<td>.5 credits</td>
<td>.5 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21 credits</strong></td>
<td><strong>21 credits</strong></td>
<td><strong>21 credits</strong></td>
</tr>
</tbody>
</table>

   a. Student electives of at least one unit, or two half units, from the areas of business/technology, fine arts and/or foreign language and

   b. Units earned in English language arts, mathematics, science and social studies delivered through integrated academic and technical instruction

3. Each student is required to complete three (3) units in another subject in addition to the English requirement.

4. Summer school credits are accepted toward graduation, provided that administrative approval has been given prior to registration for the course.
5. The Board assumes that at the time of graduation each student has fulfilled all academic and financial obligations. A good school record, scholastic and otherwise, is the best recommendation an applicant can offer, either for college admission or for a job. A record of good personal behavior and cooperation is expected.

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

7. The course can be free of charge or paid by the student’s parents/guardians.

8. High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria:

   a. Credits earned in correspondence schools directly affiliated with State universities are evaluated by the school administration for students who wish to qualify for graduation from high school.

   b. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.

   c. Credits earned from schools, which have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

9. High school courses offered through the United States Armed Forces Institute by cooperating colleges and universities are accepted for credits toward graduation as follows:

   a. An official transcript must be received from the school offering the course. Credits granted must comply with State Department of Education regulations and also the North Central Association of Colleges and Secondary Schools requirements.

   b. No more than eight (8) Carnegie units of credit or equivalent quarter-hours may be granted for courses in the Armed Forces.

9. Permissive Language

   a. Beginning July 1, 1998, the following languages may be added to this policy.

   (1) Student work completed prior to the ninth grade is applied towards graduation credit if the course is taught by a licensed teacher and is designated by the Board as meeting the curriculum requirements.
H. Third Grade Reading Guarantee

Board Policy 2623.02-THIRD GRADE READING GUARANTEE

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

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

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

Definitions

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

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

Assessment of Reading Skills Program

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

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

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

B. Diagnostic assessment results shall be translated to ODE’s definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".

C. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:

1. that the school has identified the student as having a substantial deficiency in reading

2. a description of current services provided to the student
3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency

4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion, and

5. that the student will be retained in the third grade if s/he does not attain a score in the statutorily prescribed level on the third grade English Language Arts assessment unless the student is exempt as delineated below.

D. For each student identified to be "not on track", the District shall:

1. provide intensive reading intervention services and regular diagnostic assessments immediately following identification of a reading deficiency until the development of a reading improvement and monitoring plan;

The intervention services shall include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.

2. develop a reading improvement and monitoring plan within sixty (60) days of learning of the reading deficiency;

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

3. assign a teacher who has at least one (1) year of teaching experience and satisfies one (1) or more of the following criteria:

   a. holds a reading endorsement and has attained a passing score on the corresponding assessment, as applicable

   b. has obtained a master's degree with a major in reading

   c. was rated "most effective" for reading instruction consecutively for the most recent two (2) years based on assessments of student growth measures developed by a vendor and that is on the list of State Board-approved student assessments

   d. was rated "above expected value added," in reading instruction, as determined by criteria established by the ODE, for the most recent consecutive two (2) years

   e. has earned a passing score on a State Board-approved rigorous test of principles of scientifically research-based reading instruction

   f. holds an educator license for teaching grades pre- kindergarten through three (pre-K-3) or four through nine (4-9) issued on or after July 1, 2017

For a student who enters third grade for the first time on or after July 1, 2013, the District may alternatively assign a teacher with less than one (1) year of teaching experience provided the teacher meets at least one (1) of the criteria (a-f) set forth above and the teacher is assigned a qualified teacher mentor. The student may receive reading intervention or remediation services from a duly licensed speech-language pathologist.
Additionally, a student who enters third grade for the first time on or after July 1, 2013, but prior to July 1, 2016, may be assigned a teacher who holds an ODE-approved alternative credential or has successfully completed ODE-approved training that is based on principles of scientifically research-based reading instruction.

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

**Reading Improvement and Monitoring Plan**

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

A. identification of the student's specific reading deficiency;

B. a description of proposed supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;

C. opportunities for the student's parent/guardian to be involved in the instructional services;

D. a process to monitor the implementation of the student's instructional services;

E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress; and

F. a statement that if the student does not attain at least the equivalent level of achievement pursuant to R.C. 3301.0710(A), the student may be retained in third grade.

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

**Reporting Requirements**

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

**Promotion/Retention**

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

A. promote the student to fourth grade if the student's Principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared to be promoted to the fourth grade

B. promote the student to fourth grade, but provide the student with "intensive" intervention services in fourth grade

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

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

A. the student is limited English proficient student who has been enrolled in United States schools for less than three (3) full school years and has had less than three (3) years of instruction in an English as a second language program; or

B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student’s individualized education program (IEP) exempts the student from retention under State law; or

C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or

D. all of the following apply:

1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.

2. The student has taken the third grade English language arts achievement assessment, as prescribed.

3. The student’s IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.

4. The student previously was retained in any of grades kindergarten to three.

or

E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low- performing readers.

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

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

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

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

Interventions for students who have been retained may include:

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

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

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

This policy shall be reviewed and updated periodically as necessary.

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Legal
R.C. 3301.079, 0710, .0711, .0714, .0715, 3313.608, 3313.608(D), 3313.6012
A.C. 3301-13, 3301-35
I. Homework Policy

1. Definition of Homework. Homework is a lesson assigned during class to be completed outside of regular class time. It is to enrich, extend, stimulate, or strengthen learning directly related to classwork. A well-designed homework assignment can attract students to learning.

2. Purposes of Homework
   - To strengthen and to give practice
   - To enrich and discover
   - To provide background for future lessons
   - To develop a sense of responsibility

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

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

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

b. During grade 5, homework of a more formal nature is introduced. Assignments designed to meet particular individual or class needs are given in academic subjects. These assignments are an extension of skills already learned. A maximum of 60 minutes of homework per school day is recommended.

c. In grade 6, assignments are made on the basis of approximately 60 minutes of homework per school day. The homework program at this level is carefully planned to extend and broaden classroom learning and to provide for continued personal and mental growth. Assignments grow out of ongoing class activities and relate to some specific skill or understanding. Some will be designed for one homework period, while others may cover a period of several days. The attitudes toward homework, which are developed in this grade, should be positive and should create an interest in school work.

d. In grades 7 and 8, the recommended time allotment for homework in all subjects should not exceed a total of 1.25 hours per school day.

e. In grades 9 – 12, the recommended time allotment for homework should not exceed a total of 1 ½ hours per school day. This time allotment allows each academic teacher to project about 30 minutes of homework over the allotted supervised study time.

f. Homework in high schools further extends and broadens classroom learning established in the previous school experiences. Assignments involve background reading, independent research, clarification of ideas, analysis of information supporting differing points of view, and the organization of data concerning a specific topic.

g. In cases of extended school closings because of emergencies or weather conditions, suitable homework assignments can be provided stressing the fact that education continues even though the child is not in the school building.

J. Testing Schedule

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

K. Testing Programs

1. It is unethical and illegal to use Achievement and State test materials in such a way as to improve student scores or to assist students who have failed the Achievement/State tests. It is unethical and illegal to reproduce test material or cause it to be reproduced. No secure materials from the Achievement and State test are released to students, the media, parents, community members or to any other individual or group. No one except monitors and students taking the Achievement and State tests should ever see the test materials. Monitors and students must not share in any manner any information from the tests.
The District established the positions of District Test Coordinators, Director of Curriculum, and Building Test Coordinator (ex. school counselor or principals) for all buildings administering the Achievement and graduation (State) tests. The District Test Coordinator is responsible for monitoring and distributing the test materials to the Building Test Coordinators. Each Building Test Coordinator is required to account for and return all used and unused materials to the District Test Coordinator after make-up testing is completed. Each building test coordinator is responsible for organizing and preparing answer documents for mailing through airborne pick up after the regular and make-up testing sessions.

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

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

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

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

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

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

a. Any alleged test security violation is investigated.

b. Suspected students’ answer sheets may not be scored.

c. An employee found to have violated the test security policy may be fired.

d. The State Board of Education may seek the suspension of a teaching certificate.

e. A law enforcement agency may prosecute under the State criminal code.

Access to Achievement/State Test Scores. A student’s test scores become an integral part of the student’s cumulative record. Access to test results would fall under the same policy for access to cumulative records.
10. Ability / Achievement Test Security Policy.

   a. The Building Test Coordinator and the building principals are responsible for all test security provisions while test materials are in the District and/or in the buildings, respectively.

   b. Access to test materials is limited to those persons directly involved in the distribution or administration of the tests. No unauthorized person shall have access to any secure test materials.

   c. Test materials are sent by the Building Test Coordinator to the building principals or their specified designees. The principals or their designees assign and distribute numbered test materials to certified staff members who administer the tests. Staff members verify receipt of test materials assigned to them with their signature.

   d. During the test administration period, test materials are stored in a locked cabinet until tests are completed.

   e. Upon completion of the tests, tests are returned to the principals or their designees who shall account for all test booklets, answer sheets and administration manuals and deliver the answer sheets to the building test coordinator for shipping.

   f. Test materials, including test item booklets, extra answer sheets, and administration manuals are stored in locked cabinets in the office of the principal and/or the principal's designee.

   g. Any suspected breach of security is investigated by the building principal. A specific procedure for each investigation is determined on an individual basis as warranted by specific circumstances and allegations. A breach of security may be defined as:

      (1) Test items released or reproduced in written, oral, electronic, photographic or other forms;

      (2) Cheating by a student or assisting another student to cheat and/or

      (3) Other deeds or actions by an individual or individuals that undermine the integrity of the test program.

   h. An incident which results in a conclusion, following an administrative investigation, that a security violation has occurred, will result in the student’s score being invalidated.

   i. An employee found to have violated the test security policy may be fired. The State Board of Education may seek the suspension of certificate for one year. A law enforcement agency, following an appropriate investigation, may prosecute under the State criminal code.

   j. Within 10 days of determining that any test security violation has occurred, the District notifies the State Department of Education in writing of the findings and the actions taken.

   k. The District cooperates with the State Board of Education in any investigation of test security violations by a certified school employee, pursuant to State law.
L. Lesson Plans

1. Teacher’s Daily and Weekly Plans

   a. Objectives in lesson plans shall be correlated with those in the subject’s curriculum map identifying the State Content Standards.

   b. Plans are to be made a **minimum** of one week in advance.

   c. Lesson Plans should contain enough detail that a substitute teacher could provide for the proper continuation of education.

   d. Plan books should be placed on top of your teaching desk or else in a desk drawer. Substitute teachers should be able to easily identify the proper week, day, and/or period of class instruction.

   e. Other necessary materials such as seating charts, worksheets, tests, homeroom and class attendance records, teacher’s editions or manuals, proper school forms (discipline, hall passes, etc.) should be located in a top drawer, appropriately marked.

2. Plans for Substitutes

   a. It is strongly recommended that each teacher create a substitute folder that is easily located on or in the teacher’s desk especially for emergency situations.

   b. Be sure to have current class seating charts in the folder and easily found.

   c. Have lesson plans available that are carefully developed. Mistakes in page reference or exercise groups can lose effectiveness for a good substitute.

   d. Do not write activities for students that are not available in all student textbooks or materials. Perhaps you can improvise when you are here, but a sub cannot.

   e. Always provide extra assignments rather than too little. If we have a sub that is well trained in your area the material may be covered rapidly.

   f. Leave notes on special problems in each of your classes.

   g. Recommend “helper students” in each class to lend a hand if the sub has a question. This is especially true in homerooms. Designate a neighboring teacher who would be able to answer a substitute’s questions if needed.
M. Field Trip

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

a. The field trip date should be approved by the building principal as early in the school year as is practical.

b. A Transportation Request form must be completed and given to the building principal for approval at a minimum of 10 days prior to field trip date.

c. A Field Trip Permission slip must be completed by the teacher in charge and distributed to parents for signature and acknowledgment of the trip and returned for each student.

d. An Emergency Medical Authorization Form must be updated by the parent and returned. The updated Emergency Medical Authorization forms will accompany the supervising teacher.

e. If the field trip involves transporting the student, the Emergency Medical Authorization form must remain with the chaperone in the same vehicle as the student.

f. The kitchen manager must be given a count of the number of students attending so that there is an opportunity to offer a sack lunch to traveling students.

g. The school nurse must be notified, so that special medication needs can be addressed, and a medication aide is trained if necessary and assigned.

h. Chaperones for Field Trips must be a ten to one adult ratio.

i. In the event of a life threatening illness or injury: CALL 911.

j. In the event of a non-life threatening illness or injury:
   a. Call the school nurse and explain the situation.
   b. Notify the school principal
   c. Principal or the supervising teacher will call parent/guardian if medical treatment is needed.
   d. If a student must be transported to a local medical center, a staff member who is there as a chaperone, must accompany the student and remain with the student until relieved or a parent arrives. We will make arrangement to get the staff member home. The medication aide should remain with the group.
   e. Complete an accident report in writing promptly upon your arrival at school.
N. Classroom Visitors

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

O. Disciplinary Guidelines for Students

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

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

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

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

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

P. Teacher Responsibilities.

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

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

R. Bullying and Hazing

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

As found in Board Policy 5517.01, teachers and other school staff, who witness acts of harassment, hazing, intimidation and/or bullying, as defined above should notify the building principal/designee of the event observed, and promptly file a written report concerning the events witnessed.

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

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

S. Copyrighted Materials Policy

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

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

2. In order to be copyrighted, works must be “original works of authorship” that are “fixed in any tangible medium of expression” and they must have a “modicum” of creativity. The fact that a piece of work does not contain a copyright notice does not necessarily mean that it is not copyrighted. Coverage is automatic in many circumstances and even extends to many unpublished works. Furthermore, material that is on “the web,” often meets the circumstances of “original, fixed,” and with a “modicum” of creativity and is therefore covered by copyright law.
3. Some commonly used guidelines that have been developed for the convenience of educators in applying the “fair use” provisions of the law follow. Bear in mind that these are guidelines only. If in doubt about the legality of your use of material, you should seek permission for the use from the holder of the copyright.

A. Fair Use

1. The fair use of copyrighted work, including such use by reproduction in copies or phonorecords or by any other means, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is fair use, the factors to be considered shall include:

   (a) The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes;
   (b) The nature of copyrighted work;
   (c) The amount and substantiality of the portion used in relation to the copyrighted work as a whole and
   (d) The effect of the use upon the potential market for or value of the copyrighted work.

B. Single Copy for Teachers

1. A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

   (a) A chapter from a book
   (b) An article from a periodical or newspaper
   (c) A short story, short essay or short poem, whether or not from a collective work
   (d) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

C. Multiple Copies for Classroom Use

1. Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher instructing the course for classroom use or discussion, provided that:

   (a) The copying meets the test of brevity and spontaneity as defined below;
   (b) It meets the cumulative effect test as defined below and
   (c) Each copy includes a notice of copyright.

   (1) Brevity

   Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

   Prose: (a) Either a complete article, story or essay of fewer than 2,500 words or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
Note: Each of the numerical limits stated in “poetry” and “prose” above, may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

“Special” works: Certain works in poetry, prose or in a “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in the entirety.

Paragraph two above (Prose), notwithstanding, such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

2. Spontaneity. The copying is at the instance and inspiration of the individual teacher, and the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. Cumulative Effect

(a) The copying of the material is for only one course in the school in which copies are made.

(b) Not more than one short poem, article, story or essay or two excerpts may be copied from neither the same author nor more than three from the same collective work or periodical volume during one class term.

(c) The limitations stated in the last two paragraphs above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

(d) Prohibitions as to 347.7111 (Single copying for teachers) and 347.7112 (Multiple copies for classroom use) are applicable.

D. Notwithstanding Any Of The Above, The Following Shall Be Prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitutions may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

2. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests, and test booklets and answer sheets and similar consumable material.

3. Copying shall not:

   (a) Substitute for the purchase of books, publishers’ reprints or periodicals;
   (b) Be directed by higher authority or
   (c) Be repeated with respect to the same item by the same teacher from term to term.

4. No charge shall be made to the student beyond the actual cost of the photocopying.
Guidelines for Educational Uses of Music

A. Permissible Uses

1. Emergency copying may be done to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

2. For academic purposes other than performance, single or multiple copies of excerpts for works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or area, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.

3. Printed copies, which have been purchased, may be edited or simplified provided that the fundamental character of the work is not distorted or that lyrics, if any, are not altered or added.

4. Any single copy of recordings of performance by students may be retained by the educational institution or individual teacher.

5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.

2. Copy of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized test, and answer sheets and similar material.

3. Copying for the purpose of performance, except as note above.

4. Copy for the purpose of substituting for the purchase of music, except as noted above.

5. Copying without inclusion of the copyright notice that appears on the printed copy.

C. Authorized Reproduction and Use of Copyrighted Audiovisual Material

1. Before reproducing small portions of sound recordings, filmstrips, slide sets, transparencies or motion pictures or videotaping commercial television broadcasts, personnel shall consult with the principal to determine whether the proposed action complies with the "Fair Use" principles of the Copyright Law.

2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting Systems education television station. Before recording the telecast, the following conditions shall be satisfied.

   (a) The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.

   (b) Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, Board of Education meeting or similar activity.
(c) Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.

(d) Recordings made from those evening programs, which may be copied, shall be retained for ten days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

D. Authorized Reproduction and Use of Copyrighted Materials in the Library

1. A library may make a single copy of unpublished work to replace a damaged, deteriorated, lost or stolen copy, provided that an unused replacement cannot be obtained at a fair price.

2. A library may provide a single copy of copyrighted material at a cost to a student or staff member.

   (a) The copy must be limited to one article of a periodical issue or a small part of other material unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstances, the entire work may be copied.

   (b) The copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.

3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated above.

E. Copying Limitations

1. Circumstances arise when personnel is uncertain whether or not copying is prohibited. In those circumstances, the Superintendent shall be contacted. If the Superintendent is uncertain, he/she shall consult with the District’s legal counsel.

2. The following prohibitions have been expressly stated in Federal guidelines:

   (a) Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.

   (b) Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets or similar materials.

   (c) Personnel shall not:

      (1) Use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material, except as permitted by District procedure;

      (2) Copy or use the same items from term to term without the copyright owner’s permission;

      (3) Copy or use more than nine instances of multiple copying of protected material in any one term;

      (4) Copy or use more than one short work or two excerpts from works of the same author in any one term or
(5) Copy or use protected materials without including a notice of copyright. The following shall be satisfactory notice:

NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW

3. Personnel shall not reproduce or use copyrighted material at the direction of a District Administrator without permission of the copyrighted owner.

F. Computer Software Copyright. The Board recognizes that computer software piracy is a major problem for the industry and that violations of copyright laws contribute to higher costs and lessens incentives for publishers to develop effective educational software. Therefore, in an effort to discourage software piracy and to prevent such illegal activity, the District will take the following steps:

1. The ethical and practical implications of software copyright violations will be taught to all employees and students using District computer facilities and software.

2. Employees and students will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act and all subsequent amendments governing the use of software.

3. Wherever possible, efforts will be made to prevent software from being duplicated from floppy disks, hard drives or networked systems.

4. Illegal copies of copyrighted software shall not be made or used on District equipment.

5. District administrators shall be designated as the only individuals who may sign license agreements for education software used on District computers.

6. Documentation of licenses for software used on District computers will be located at the site where the software is being used.

G. Unsupervised Copy Equipment. The following notice, in large type, shall be affixed to all District copying equipment (Xerox, Thermofax, audio-tape recorder, video-tape recorder, and copy camera).

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

H. Library Copying for Students and Staff

1. The following notice, in large type, shall be posted prominently where copies are made available to students or staff:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL.

2. The following notice, in large type, shall be posted prominently where print copies are making available to students or staff:
T. Technology Policy

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

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

   a. Violating the conditions of the Ohio Revised Code dealing with students’ and employees’ rights to privacy;

   b. Using profanity, obscene or other language that may be offensive to another user;

   c. Reposting (forwarding) personal communication without the author’s prior consent;

   d. Copying commercial software in violation of copyright laws;

   E. Using privately owned software without the expressed permission of the staff member in charge of the computer and/or without meeting the tests of legality, appropriateness, and relationship to curriculum;

   f. Using the network for financial gain, for commercial activity or for any illegal activity; and

   g. Accessing inappropriate material.

2. The Superintendent or designee shall develop a plan to address the short and long-term technology needs of the district and provide for compatibility of resources among school sites, district offices and other district operations. As a basis for this plan, he shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.
3. Because access to on-line services provides connections to other computer systems located all over the world, users (and parents of users, if the user is under 18 years of age) must understand that neither the school nor the district can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive. The district does not condone the use of such materials; neither does the district warrant that the network will be error free, or uninterrupted.

5. School employees, students and parents of students must be aware that the privilege of accessing on-line services will be withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established by the school and the district. A user’s agreement will be signed to indicate the user’s acknowledgement of the risks and regulations for computer/on-line services usage.

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

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

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

2. Do not reveal your personal home address, phone number, social security number, credit card numbers or those of other persons.

3. Understand that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all messages relating to or in support of illegal activities and such activities may be reported to the proper authority.

4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.

5. The network should not be used in a way that disrupts the use of the network by others.

6. All communications and information accessible via the network should be assumed to be private property.

7. Rules and regulations of on-line etiquette are subject to change by the administration.

8. The person in whose name an on-line service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses, telephone numbers, social security numbers and credit card numbers private. They shall use this system only under their own account numbers.

9. The system shall be used only for purposes related to education or administration. Commercial, political and/or other unauthorized uses of the system are strictly prohibited. The administration reserves the right to monitor any computer activity and on-line communications for improper use.

10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.

11. Users shall not transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment or disparagement of others based on the race, national origin, citizenship status, sex, sexual orientation, age, disability, religion or political beliefs.
12. Copyrighted material may not be placed on the system without the author’s permission.

13. Vandalism will result in the cancellation of user privileges. Vandalism includes uploading / downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment, materials, or the data of any other user.

14. Users shall not read other users’ mail or files; they shall not attempt to interfere with other users’ ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users’ mail.

15. Users are expected to keep messages brief and use appropriate language.

16. Users shall report any security problem or misuse of the network to the principal or supervisor.

17. Users are required to complete an in-service session on the advantages and disadvantages of computer/online services and sign a computer network agreement form.

18. Improper use of this system by staff will result in disciplinary action that may range from a reprimand to dismissal.

19. Improper use of the system by community members will result in denial of further access to the computer/online services.

U. Internet Social Networking and Electronic Communication with Students

We strongly advise our employees to avoid posting personal information on MySpace, Facebook, and other social networking and internet sites and from texting or otherwise communicating electronically with students for non-educational purposes. Unfortunately, doing so may lead to students misusing the information or inappropriately communicating with you. While building rapport with students is key to successful staff-student interactions, communication through the internet and other forms of electronic communication can lead to a breakdown in the professional relationship between staff and students.

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

V. Employee Media Guidelines

A. Public Information Program

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

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

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

C. Request from the Building Level

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

D. Request from Reporters

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

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

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

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

- The nature of the reporter's story might concern an aspect of school the principal may not want to discuss.
- The Public Relations Director is often asked to help a reporter meet a deadline that conflicts with the school schedule.

When these types of inquiries are made, it is good to remember that the schools system is a public institution and it is inherent in the responsibilities of school administrators to cooperate with those who want to know what is going on in the schools. A school representative's reaction to a reporter is as important to the outcome of the story as is the material gathered for the published or broadcast item.

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

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

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

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

• Contact the Central Command Center when the crisis occurs so the rumor control and/or emergency dispatch process can begin.
• Instruct staff to refer crisis-related telephone calls to the Central Command Center. Media inquiries must be referred to the Public Relations Director. The Central Command Center will contact the Public Relations Director. If time permits, after calling the Central Command Center, call the Public Relations Director.
• If media representatives arrive at the school without prior notification from the Public Relations Director, the principal may give them the facts, and then notify the Public Relations Director immediately. Note the reporter’s name and the medium so a follow-up can be made by the Public Relations Director if necessary.
• The principal will be prepared with the facts so he/she can answer questions on the scene:

  1. WHO (no names please ... (“student,” “teacher,” etc)
  2. WHAT (a brief description of what happened)
  3. WHEN
  4. WHERE
  5. WHY or HOW (what caused the disruption/situation, if you know)
  6. WHAT IS BEING DONE NOW (explain what steps have been taken to alleviate the situation)

F. Follow-up

If an individual feels that, as a result of a media contact, there has been a misquote or misrepresentation, that individual should contact the Public Relations Director immediately.

II. BOOKS AND MATERIALS

A. Materials

  1. Board approved classroom materials and educational supplies will be purchased by the Board of Education. Building Principals will coordinate these orders with their respective teachers and the Director of Curriculum and Instruction. Final approval regarding instruction purchases rests with the Department of Instruction and the Superintendent of Schools. All teachers within the district must only use those instructional materials approved by the Board of Education, including textbooks, workbooks, trade books or any other supplemental materials.
B. Pamphlets and Textbooks – Lost or Damaged Policy

1. Textbook/paperback loss and damage charges will be levied for any school books according to Board of Education Policy. The policy states: "Students who lose their textbooks will be obligated to pay the cost of textbook replacement. These costs will be updated yearly by the Curriculum Office."

2. The new policy requires that students pay for lost textbooks in the same year as the loss occurs. A schedule of textbook replacement costs can be found at the school office. The Curriculum Office has a listing for all textbook/paperback replacement costs.

3. Damaged books will be collected for according to the following scale:
   a. Minor damage (can be eliminated by school personnel) – 1/4 cost of replacement cost
   b. Moderate damage (book is usable, but damage is evident and book cannot be entirely eliminated) – 1/2 cost of replacement cost
   c. All other damages will be charged at 100% of replacement cost

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

III. PRE K / KINDERGARTEN / FIRST GRADE REGISTRATION

Board Policy 5112 - ENTRANCE REQUIREMENTS

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

Preschool

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

Kindergarten

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

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

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

First Grade

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

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

A. his/her birth certificate or similar documentation authorized by law as proof of age and birthdate;

Acceptable forms of documentation include: foreign birth certificate; religious, hospital, or physician's certificate showing date of birth; entry in a family bible; baptismal record; adoption record; affidavit from a parent; previously verified school records; or other documents permitted by law.

B. a certified copy of any custody order or decree together with any modification in such an order or decree.

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

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

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

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R.C. 3313.64, 3313.641, 3313.672, 3313.673, 3321.01 et seq., 3321.05, 3323.01
R.C. 3324.10

B. Immunizations

Board Policy 5320 - IMMUNIZATIONS

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires all students to be immunized against poliomyelitis, measles, diphtheria, rubella (German measles), pertussis, tetanus, mumps, and others legally designated in accordance with State statutes, unless specifically exempt for medical or other reasons. The Board requires that students who start kindergarten during or after the school year beginning in 1999 be immunized against Hepatitis B or be in the process of being immunized. The Board also requires that students who start kindergarten during or after the school year beginning in 2006 be immunized against chicken pox. The Board further requires that students enrolled in grades 7 through 12 during or after the school year beginning in 2016 be immunized against meningococcal disease in accordance with the administration procedures prescribed by the Ohio Department of Health (see AG 5320). This policy pertains to both students who currently attend school in the District and those eligible to attend.
The Superintendent may exempt a student from being immunized against either or both measles and mumps if the student presents a signed statement from a parent or physician indicating s/he has had measles or mumps and does not need to be immunized. The student will be allowed to attend school only if a physician’s statement indicates there is no danger of contagion. In case of an outbreak of the disease for which the student has not been immunized or an epidemic, the Superintendent shall not allow the student to attend school.

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

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

A student may also be exempted from immunization if a parent or guardian objects for good cause, including religious conviction.

A student who has not completed immunization may not be admitted to school, except as is consistent with the law.

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

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

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

PERSONNEL

I. PERSONNEL RECORDS

A. PERSONNEL RECORDS

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

**Personnel File:**
- Current name, address telephone number
- Applications, resume, work record and educational data
- Record of assignment, rate of compensation
- Evaluation of performance
- Disciplinary incidents
- Special awards or distinctions
- Federally required forms

**Payroll File:**
- W-4 forms
- Retirement registration
- Other applicable payroll information
- Applications for health insurance
Confidential File
Record of TB test results
History of medical treatment and other health related data
Criminal history record

Any changes in your name, address, phone, marital status, number of dependents, or other pertinent information must be reported to the Treasurer’s Office.

Although most information in personnel files is a matter of public record, only verification of employment may be provided by telephone request. Any other information about an employee should be requested in writing and addressed to the appropriate authorized employee.

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

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

B. CONFIDENTIALITY

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

1. adherence to the Family Privacy Act
2. adherence to the ECSD policies related to records.
3. adherence to the State and Federal guide lines addressing records.

II. EMPLOYEE CONDUCT

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

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

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This list is not intended to be all-inclusive.

a. Refusal to obey the directives of a supervisor
b. Disregard for safety rules or common safety practices
c. Conveying or distributing false, malicious, or indecent statements detrimental to any ECSD programs, to a fellow employee of ECSD or anyone else in general.
d. Defacing ECSD property or posting unauthorized printed material on any of ECSD premises.
e. Providing ECSD equipment, property, funds in his/her official possession, authority or influence with the district so as to affect the result of an election of nomination of a candidate for public office.
f. Use of abusive language.
g. Engaging in horseplay, practical joking, malicious mischief or other conduct interfering with the rights of, endangering the safety of other employees, or tending to disrupt orderly operation.
h. Use of, or being under the influence of intoxicants on ECSD premises while in the performance of ECSD duties.
i. Giving false information for employment.
j. Possession, sale, attempted sale, use, or being under the influence of a non-prescribed drug on ECSD premises or while engaged in ECSD business. ECSD may require testing for suspected drug/alcohol use.
k. Unauthorized possession of firearms or other weapons on ECSD premises.
l. No employee shall engage in fighting, immoral or disorderly conduct on the district premises at any time, nor shall any employee assault, attack, strike or threaten any other employee or ECSD board member.
m. Falsifying any ECSD records or documents, including time or mileage sheets.
n. Attempted or accomplished theft of ECSD property or property of fellow employees, or property of any service recipient, board member, supplier or contractor doing business with ECSD.
o. Suspected child abuse/neglect.
p. Failure to report to work for more than four hours following the normally scheduled starting time without notification and/or on approved leave of absence.
q. Conviction for any charges of child abuse/neglect, child sexual abuse, and/or any other issues considered a crime.
r. Loss of inventory for which employee has been assigned responsibility.

III. COMPLAINTS

A. EMPLOYEE COMPLAINTS

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

B. COMMUNITY COMPLAINTS

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

1. Administrative Regulations
   
a. Request to attend state or national meetings should be submitted to the Office of the Superintendent at least thirty (30) days prior to the meeting. These requests should be handled at the building level through the principal.
   
b. School visitations or other county, district or area meetings should be submitted to the Office of the Superintendent at least fifteen (15) days prior to the meeting.
   
c. Request should be submitted on the Professional Development Form, which is available from the principal, and include anticipated expenses. Expenses are contractually limited to $150 per day, and a three-day maximum per school year.
   
d. The request form will be returned to the employee with approval or denial. If approved, a purchase order for the anticipated expenditures should be completed prior to the meeting or trip. This purchase order should be completed by the building secretary and then sent to the Accounts Payable Specialist at the Board Office. The employee should return the form with the expenses listed to the Accounts Payable Specialist five (5) days after returning from the trip.

   (1) The request for reimbursement must be accompanied by receipted bills for lodging, transportation, registration fees, parking and miscellaneous expenses. Reimbursement will be limited to the amount approved on the request form.

   (2) District employees eligible for mileage reimbursement MUST calculate mileage from the maximum allowable mileage matrix forms located in each school’s office. Please keep a daily record of your mileage and send it with your supervisor’s signature to the Treasurer’s office the first week of the following month. Keep a copy of the mileage reimbursement form for your own records. Mileage reimbursements must be accurate and directly related to job responsibilities.

   e. Only pre-approved expenses will be reimbursed.

2. Decisions to send school representatives to state or national meetings are based upon the following factors:

   a. The contribution that the information gained at the meeting will have toward the improvement of our local school system.

   b. The contribution that the meeting will make toward the personal and professional growth of the individual.

   c. Other factors considered are the years of service of the individual, number of times of previous attendance at meetings by the individual, elementary and secondary representation, individual school representation, and length of time since the school district has been represented at a particular meeting.
V. POLICY STATEMENT AND GRIEVANCE PROCEDURE ON EQUAL EMPLOYMENT, EDUCATIONAL OPPORTUNITY, AND SEXUAL HARASSMENT

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

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

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

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

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

5. If an employee, applicant, student or parent of the Edgewood City School District feels he/she has been discriminated against, the complainant should contact the superintendent or designee to pursue the proper discrimination complaint procedure.

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

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

   a. Within thirty (30) days of the occurrence complainant shall file the complaint with the superintendent in writing, setting forth complainant’s name, address and a brief statement of the facts constituting the complaint.

   b. Within one (1) week thereafter the compliance officer shall set a date and time for a hearing of the complaint and shall notify the complainant of such in writing at least three (3) days prior thereto.
c. The complainant shall appear at the appointed time and place, along with any desired witnesses, and present evidence of the allegations contained in the complaint. The officers may adjourn the hearing to a later date in order to provide complainant with the full opportunity to present all desired evidence and/or to require attendance and testimony of personnel of the school district who may have information pertinent to the matter.

d. After the hearing has been completed, the officers shall conduct such further investigation as they may deem necessary and appropriate, and shall render a recommendation in the matter, in writing, and signed by at least two officers, to the superintendent at the earliest possible time. The superintendent shall promptly render a decision in the matter, and send a copy to the complainant and the compliance officer.

**Statement of Nondiscrimination and Civil Rights Violation Reporting Procedures**

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

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

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

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

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

   - Board Policy 2260: Nondiscrimination and Access to Equal Educational Opportunity
   - Board Policy 5517: Anti-Harassment
   - Board Policy 5517.01: Bullying and other Forms of Aggressive Behavior
   - Board Policy 5730: Equal Access for Nondistrict-sponsored Student Clubs and Activities

6. For Civil Rights concerns or complaints, contact the Civil Rights Compliance Officer(s). Responsibilities: Coordinates the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access.
7. For Title IX concerns/complaints, contact the Title IX coordinator. Responsibilities: Coordinates the school's compliance with Title IX and ensures that the school responds appropriately, effectively, and equitably to Title IX issues, including sex- and gender-based harassment and discrimination, which includes sexual misconduct and sexual harassment.

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

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

Mrs. Alesia Beckett, Director of Human Resources  
3500 Busenbark Road, Trenton, OH 45067  
513-867-3400 ext. 1081

Mrs. Lindsay White, Director of Special Services  
3500 Busenbark Road, Trenton, OH 45067  
513-867-3400 ext. 1037

VI. INSURANCE

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

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

1. Deposits and Contributions: Under Ohio law, it is necessary for all teachers to belong to the State Teachers' Retirement System of Ohio with a 9.3090 salary deduction being made each pay period. The Edgewood Board of Education contributed 14%. Employees will be notified if the Retirement System increases the deduction rate. The teachers' money and the money contributed by their employer are invested in securities of unquestionable quality.

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

3. Survivor Benefits: Folders giving details are available in the Assistant Treasurer's office.

4. Application for Retirement: Submit written request to:

State Teachers’ Retirement System  
275 East Board Street  
Columbus, OH 42315
VIII. EMPLOYEE ABSENCE FROM WORK AND OBTAINING A SUBSTITUTE

1. If you are going to be absent from work for any reason, all employees are responsible for notifying their building / job supervisor or principal of their absence for any reason.

2. If you are a teacher, aide (excluding bus aides), monitor, or secretary, this notification must be made by calling or logging on to the Frontline substitute placement system. Information regarding your work assignment is in the system. Frontline will then notify your building principal of your absence and will make every attempt to secure a substitute worker in your place. You may secure a substitute through Frontline by logging on to their website at login.frontlineeducation.com. Please contact the Director of Human Resources if you believe any of the information in your Frontline account is incorrect or if you have a question.

3. Substitutes needed immediately on that day, after 8:30 a.m. should be reported directly to the building principal. The principal is then responsible for securing a substitute.

4. Bus drivers, transportation aides, food service personnel, custodians, maintenance staff, and administrators/supervisors must call his/her immediate supervisor directly in order to report their absence from work and the need for a substitute worker.

5. All employees are reminded to complete an absence / substitute form immediately upon return to work. Personal days must be approved ahead of time. Individual employees are responsible for using FRONTLINE to secure a substitute for personal days. It is suggested that you use FRONTLINE to secure a substitute immediately when you request the personal day. If, by chance, the personal day needs to be changed or canceled, the employee must contact the building principal or supervisor and the substitute. The Director of Human Resources will communicate unapproved personal days to the employee. FRONTLINE is not used to approve personal days/professional leave.

IX. TEACHER EVALUATION GUIDELINES

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

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

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

The Edgewood Evaluation System has other equally important objectives:

a. To continually improve the quality of instruction.

b. To create common professional language that promotes dialogue on teaching and learning.

c. To cooperatively develop educational goals and establish individual job targets.

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d. To encourage professional growth and in-service learning.

e. To promote self-evaluation, self-discipline, and self-improvement.

f. To provide a sound basis for administrative decisions affecting teachers and the teaching situation.

**PROCESS**

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

**a) WORKERS COMPENSATION ACT OF THE STATE OF OHIO**

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

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

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

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

**A. Employee Procedures for Workers’ Compensation Injuries**

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

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

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

*Step 2: IMMEDIATELY submit an Employee Accident/Exposure Incident Report.*

To submit an employee incident report, go to the district website (www.edgewoodschools.com), click on Health & Safety (on the left under Faculty / Staff), click on Report an Employee Accident, and then click on Submit Accident Report. Enter all information requested and follow the steps to submit your report. For assistance, contact your supervisor. For further assistance, call the Treasurer’s office at 863-4692. The Employee Accident/Exposure Incident Report should be completed by the injured/affected employee, however, if necessary, another employee can complete the report with the assistance of the affected employee.
OPTIONS FOR MEDICAL CARE

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

FIRST VISIT

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

ALL OTHER VISITS

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

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

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

ADDITIONAL REQUIREMENTS FOR BLOOD EXPOSURES

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

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

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

1. DRUG-FREE WORKPLACE POLICY AND EMPLOYEE ASSISTANCE PROGRAM

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

3. Legal Sanctions

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

<table>
<thead>
<tr>
<th>State</th>
<th>Ohio Revised Code Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2925 – Drug Offenses</td>
</tr>
<tr>
<td></td>
<td>3719 – Controlled Substances</td>
</tr>
<tr>
<td></td>
<td>4301 – Liquor Control Laws</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Federal</th>
<th>Federal (Harrison) Narcotic Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Federal Narcotic Drugs Import and Export Act</td>
</tr>
<tr>
<td></td>
<td>Federal Food, Drug &amp; Cosmetic Act</td>
</tr>
<tr>
<td></td>
<td>Federal Alcohol Administration Act</td>
</tr>
</tbody>
</table>

b. These sanctions can include probation, fines, driver’s license suspension, or incarceration.

c. Future revisions, amendments or additions to these or other applicable codes are incorporated in the policy by this reference.

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

Here are some of the health risks:

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

c. Depressants. The use of depressants can result in a change in tolerance and physical, as well as psychological, dependency. The combining of several depressants (e.g., valium and alcohol) will potentate the depressant effects multiplying the health hazards. Withdrawal symptoms include anxiety, vomiting, acute psychotic episodes, seizures, and death.

d. Stimulants. High doses of stimulant drugs result in intense personality disturbances including visual and auditory hallucinations, delusions, and paranoia. Tolerance develops rapidly. Cross tolerance does develop among stimulant drugs (e.g., methamphetamine and cocaine). The use of cocaine can cause death by cardiac arrest or respiratory failure. Stimulants are addictive and while withdrawal from stimulants is less dangerous then with depressants, depression can make the person vulnerable to suicide.

e. Narcotics. Tolerance, especially to the euphoric effects of narcotics, and physical dependence develops rapidly. In order to avoid the abstinence syndrome, the addict becomes preoccupied with acquiring the drug. Withdrawal symptoms are extremely uncomfortable; however, they are seldom life threatening.

f. Hallucinogens Phencyclidine (PCP). Large doses of PCP may result in convulsive seizure, coma, and death. Mood disorders occur and the user may become violent, irrational, and potentially harmful to self and others. Lysergic acid (LSD), mescaline, and psilocybin cause sensations and feelings to change rapidly. The use may experience panic, confusion, anxiety, depersonalization and loss of control. While relatively rare, flashbacks, the spontaneous reapparance of the drug experience after use has ceased, may occur.

g. Anabolic-Androgenic Steroids. Steroid users can experience serious cardiovascular, liver, central nervous system, gastrointestinal, and reproductive disorders. In males, use can result in testicular atrophy, sterility, impotence, and arrested growth. Irreversible masculinization and sterility can result when women use steroids. Psychological impairments include mood swings, depressions, and very aggressive behavior.

h. Medical Marijuana. Employers are not required to accommodate an employee's use, possession, or distribution of medical marijuana. Employers can refuse to hire and may discharge, discipline and take adverse action against an employee who uses, possesses, or distributes medical marijuana. A person is not permitted to sue an employer for taking an adverse employment action related to medical marijuana. A person who is discharged from employment for using medical marijuana will be considered to have been discharged for just cause if the person's use was in violation of an employer's drug-free workplace policy, zero-tolerance policy, or other formal program or policy regulating the use of medical marijuana. Employers can establish and enforce drug testing, drug-free workplace and zero-tolerance policies.
5. Substance Abuse Counseling

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

Comprehensive Counseling Services 513-424-0921
Alcoholics Anonymous 513-423-0102
Narcotics Anonymous 1-800-974-0062

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

• All employees will be provided with a copy of the current policy through the employee handbook.

• The Director of Human Resources will maintain current information on community resources and employee benefits available to employees.

• Information provided to administration personnel regarding alcohol or other drug problems shall be considered part of the employee’s medical record and shall be confidential. Except as may be required by law, information regarding alcohol and drug use will not be divulged.

6. Sanctions for Violation of Standards of Conduct

a. As a condition of employment, each employee shall notify his/her supervisor of his/her conviction of any criminal drug statute for violation occurring in the workplace as defined above, not later than five days after such conviction.

b. An employee who violates the terms of this policy shall satisfactorily participate in a drug abuse assistance or rehabilitation program approved by the board. If the employee fails to satisfactorily participate in such programs, the employee shall be non-renewed or employment may be suspended or terminated, at the discretion of the board.

c. Sanctions against employees, including non-renewal, suspension and termination shall be in accordance with prescribed school district administrative regulations and procedures and contracts.

d. Edgewood City Schools has used and will continue to use progressive discipline in administering sanctions for violations of this policy; however, the district reserves the right to determine when the serious nature of a violation or arrest without adjudication requires that the school take immediate action. Such action may include, but is not limited to:

Faculty and Staff
- Written Reprimands
- Suspension
- Demotion
- Termination

- Transfer to other duties
- Referral to appropriate authorities for violations of the standards of conduct described in this policy

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Students - Suspension - Referral to appropriate authorities for violations of the standards of conduct described in this policy
- Expulsion

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

7. Certification. The Superintendent of Schools shall submit the drug-free school’s certification as required by Section 22 of the Drug-Free Schools and Communities Amendments of 1989 (Public Law 101-226) to the Secretary of the U.S. Department of Education.

8. Policy Review. The Superintendent, with the assistance of the Director of Personnel and the Edgewood Board of Education, shall review this policy bi-annually to determine the effectiveness of this policy and to ensure that sanctions are being consistently enforced. When recommended, changes shall be forwarded by the Superintendent to the appropriate authority for review and for amendment to the policy.

9. Employee Assistance Program

a. Under the requirements of the drug-free workplace policy, employees experiencing work-related problems due to chemical use will have the opportunity to seek rehabilitation and/or counseling services to address their issues. The Director of Human Resources for the Edgewood City Schools is the employee contact. He/she can provide information regarding local treatment options and make referrals to treatment. All contacts and information shared will remain completely confidential.

b. Persons experiencing other types of difficulties (i.e., depression, marital concerns, parenting concerns, abusive relationships, mental health issues, etc.) can also obtain information regarding professional services available in the area through the Director of Personnel. All conversations will be confidential.

c. Self-referral to a helping resource will in no way be used in the evaluation of job performance.

d. Please refer to the explanation of benefits in your Health Insurance Plan booklet for specific information on coverage of mental health or alcohol and other drug treatment. Basically, the coverage appears very complete. In an employee is covered by the district’s health insurance plan, many services in the community are available to you. Should you have further questions, you can contact the insurance company directly by calling 1-800-282-3920 or the district’s Director of Human Resources at 867-3400.

XII. USE OF TOBACCO

Recent changes in Federal Law dictate a policy statement that prohibits tobacco in all buildings. "Use of tobacco" shall include a cigar, pipe, snuff, or any other matter or substance that contain tobacco. Starting in January 2005, all tobacco use will be prohibited on school premises at all times. Such prohibition also applies on school grounds, in all vehicles, and at program-related events.
XIII. BLOODBORNE PATHOGENS FOR SCHOOLS

1. This OSHA Bloodborne Pathogen Standard refers to regulations that have been adopted by the state (House Bill 308) to protect workers from diseases spread primarily by way of the infested person’s blood. The two diseases causing the most concern are HIV (the virus that causes AIDS) and Hepatitis B (HBV).

2. The Bloodborne Pathogen (BBP) Exposure Control Plan (available in each school office) which has been developed by Edgewood City Schools District is a document explaining how our district will meet the guidelines outlined by House Bill 308 (regulations parallel federal OSHA).

3. The BBP Exposure Control Plan outlines:
   a. Identifying employees who may have occupational risk
   b. Establishing safe work practices
   c. Providing training for employees
   d. Understanding the use of personal protective equipment (PPE)
   e. How to maintain a clean site and how to decontaminate
   f. How to dispose of contaminated and regulated waste (minimal in school setting)
   g. Maintaining medical records
   h. Handling and reporting exposure incidents

4. Definitions
   a. Universal precautions means a way of protecting workers from different diseases resulting from exposure to bloodborne pathogens. All human blood and certain body fluids are treated as if potentially infectious (BSI – Body Substance Isolation).
   b. Bloodborne Pathogens (BBP) means microorganisms that are present in human blood and can cause disease in humans.
   c. Other Potentially Infectious Material (OPIM) means semen, vaginal secretions, saliva in dental procedures, body fluid contaminated with blood, and certain other body fluids and human tissue. This does not include feces, vomit, sweat, tears, spit or sputum unless contaminated with blood.
   d. Transmission of HBV or HIV

1) Even though there is only a minimal possibility of transmission in the school setting, we cannot overlook the seriousness of the diseases.
   a. HBV is a disease of the liver. About 3,000,000 people are infected each year, hospitalizing 10,000 and about 250 die.
   b. HIV affects the immune system and causes AIDS. It is estimated that 1,000,000 people are infected each year and there is no cure.
2) You may be at risk if you come into contact with an infected person's blood or OPIM and you have a break in the skin or body fluid comes into contact with the mucous membrane.

5. HIV is a fragile virus. It is easily destroyed when exposed to air. HIV stays in the body for the rest of your life. Major modes of transmission are sexual contact and blood. Individuals with HIV may have symptoms such as loss of appetite, fever, night sweats, weight loss, diarrhea and other flu-type symptoms. Symptoms may subside, but the immune system starts to break down. The incubation period may be a few months to years.

6. HBV can live on a surface in dried blood for up to at least seven (7) days. The major modes of transmission are blood and sexual intercourse. The virus can live in saliva but it is not an effective means of transmission unless blood is present (as in dental procedures). There is not cure for the disease, but a vaccine does exist.

7. In the school setting remember to treat all body fluids as if infectious and use good hand washing techniques. This greatly lessens the risk of transmission.

8. Engineering controls will help to reduce the risk of occupational exposure in the school setting. Sharps are objects which may become contaminated with blood and have the potential for piercing the skin. In general, school systems are limited in the types of sharps that may be encountered. These may include, but are not limited to contaminated (this means contaminated with blood) needles, blades, lancets, broken chemistry beakers, and razor blades. Contaminated sharps will be disposed of in the red biohazard containers in the clinics.

9. Resuscitation Devices. Transmission of HIV and HBV has not been documented by giving mouth-to-mouth resuscitation. However, because of the risk of exposure to other infectious diseases and the theoretical risk of exposure to HIV and HBV, disposable equipment will be used. These will be kept in the clinic or office, cafeteria, first aid kits, and on school buses.

10. Safe work practices are procedures to follow on the job to reduce risk of exposure. Safe work practices include being aware of what may place you at risk. It is best to avoid direct skin contact with all body fluids, especially if breaks in the skin are present. If possible, a student shall be allowed to clean his/her own injury or apply pressure to the nostrils during a nosebleed. Identified staff shall be first aid responders.

   a. Staff responsible for first aid shall be trained in the following:

2) Hand washing is the most important way to protect yourself from infection. Wash hands after handling blood or OPIM. If hand washing facilities are not readily available, use hand cleansing wipes and follow up with soap and water as soon as possible. These will be available in first aid kits and on school buses.

3) Clean up and disposal of waste

4) Personal protective equipment (PPE)

5) Appropriate response to contaminated materials
11. HBV Vaccine. One way to avoid exposure to the HBV is to have the HBV Vaccine. Individuals who are exposed to blood or OPIM shall be offered the vaccine at no cost to them, unless they have been previously vaccinated, are immune, or it is medically contraindicated. The vaccine is 90 – 95% effective and is considered safe by the CDC. It is given in a series of 3 injections. There is no vaccine for HIV as of yet, which again stresses the need to use universal precautions.

12. Use of PPE
   a) Personal protective equipment is designed to protect you from blood and other potentially infectious materials. Staff will be in-serviced in use according to job. These include:
      • Disposable gloves – most commonly used
      • Mask with eye protection
      • Gown
   b) Another safety work practice is to avoid smoking, applying cosmetics, handling contacts, storing food or eating in areas where there is a risk of exposure to body fluids.

13. Housekeeping
   a) Always dispose of clean-up materials.
   b) Wear gloves when cleaning
   c) Dispose of the gloves and waste in plastic-lined waste cans and wear PPE as instructed.
   d) Dispose of PPE in plastic-lined containers.
   e) Never pick up broken glass with gloves or bare hands. Use tongs or broom and dustpan.
   f) In cleaning surfaces soiled with blood or body fluids, use soap and water and disinfect with an EPA product or bleach in a 1:10 solution.

14. Accidental Exposure
   a) What happens if you do have an accidental exposure to blood or OPIM?
      1) Always wash the contaminated area immediately with soap and water.
      2) If mucous membrane splash (eye or mouth) or contamination of broken skin occurs, irrigate or wash the area thoroughly.
   b) If an employee does have an exposure to blood or OPIM (there is a break in the skin or exposure to the mucous membranes), the BBP standard requires that post-exposure evaluation and follow up be made available to the employee immediately. This evaluation and follow up will be obtained at Excel Corporation (at no cost to the employee). Exposure incidents shall be reported to your principal and school nurse supervisor.

15. Further information may be obtained by referring to the Bloodborne Pathogens Exposure Control Manual in each school office
XIV.  SALARY SCHEDULE – EDUCATIONAL LEVELS

a) An official transcript is required to secure educational advancement on the salary schedule. The transcript must show a master’s degree has been conferred in order to advance to the master’s degree column. University letters are not accepted. Also, be advised that any courses taken before a master’s degree is awarded and thereby posted on an official transcript before the master’s designation cannot be counted as master’s plus hours. Hours vary in bachelor’s and master’s programs with the university and often with the individual who may change majors and/or take miscellaneous classes.

The Personnel Office will only accept classes posted after the receipt of a master’s degree as Master’s plus courses and hours. Please call if this is unclear. September 15th of each school year is the last day any changes will be made for that years pay status.

XV.  EXTENDED CONTRACT WORK SCHEDULES

It is the districts expectation that any employee with an extended day contract, would work an equal number of days prior to and after the Board approved school calendar.

For example, if someone has a 10-day extended contract then that person should work the 5 calendar weekdays prior to the first day for certified staff, and the 5 weekdays following the last day for certified staff.

Each day should be 7.5 hours in length and includes for a 30-minute lunch break. The day must be scheduled during the building normal working hours (during the school year) or as prescribed by the principal to accommodate the buildings summer schedule. Finally, the employee should sign in and out of the building as they normally would during the school year.

Employees cannot use sick leave days if a day is missed during the extended contract time. Any deviation from this schedule must be approved PRIOR to the date of absence by the Director of Personnel. Please keep in mind we will try to remain flexible if an emergency illness situation arises, but beyond adding more days the only other option is to dock the employee for the time missed.

XVI.  SERVICE CREDIT

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

XVII.  TUITION REIMBURSEMENT

1. Please review contract language in regard to educational reimbursement (article 33).
   a. If in doubt, check the accreditation of the university before registering.
   b. Approval for reimbursement occurs before the class beings. The application for tuition reimbursement form can be secured in your school office. Read this carefully.
   c. Approval for tuition reimbursement is not the approval of a course for re-certification or upgrading a certificate. This is approved by the LPDC.

2. Please call or email the Director of Human Resources, if there are questions. Please ask first to avoid unnecessary disappointment.
XVIII. GIFTS AND GRATUITIES

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

Employees of ECSD should not solicit or accept gratuities, favors or anything of monetary value for their own use or benefit from contractors, potential contractors, parents, or any other persons/agencies doing business with ECSD.

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

XIX. ACCIDENTS ON-THE-JOB

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

XX. EMAIL

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

XXI. DANGEROUS WEAPONS

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

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

XXII. CHILD ABUSE AND NEGLECT REPORT

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

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

XXIV. SALARY STEPS

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

I. SPECIAL EDUCATION SERVICES AND RELATED SERVICES

1. The special education service programs and related services in each school building must be implemented in cooperation with the principal. The success of this support service is dependent upon a coordinated team approach of teachers, parents, and special education service staff together with the building principal.

2. Special education services include a broad range of coordinated services, functions and activities directed at assisting all students to derive maximum benefit from their school experiences.

3. Special education services provide:
   a. Direct assistance to students and teachers in planning and placement in appropriate educational programs
   b. Planning, evaluation, and research related to school problems and programs
   c. Assistance to parents and community agencies for student needs
   d. Systematic follow-up services on individual students
   e. Counseling services involving individual or group relationships between the pupil personnel workers and students
   f. Staff development and consulting services to the school staff and in-service training for parents
   g. Diagnostic and referral services and
   h. Service in accordance with federal, state and local rules and regulations governing special education.
II. AREAS OF SERVICES:
A. Special Education

1. The Director of Special Education is responsible for special education programs and related services. The principal and the Director of Special Education share supervision of special education personnel.

2. All administrators and special education personnel have copies of the *Model Policies and Procedures for the Education of Children with Disabilities*. Copies of this document may be obtained by contacting the Director of Special Education. Students suspected of being disabled should be referred to the Intervention Assistance Team within that building in order to begin the problem-solving process.

3. Edgewood City School District students identified with any of the following disabilities are provided special education programs:

<table>
<thead>
<tr>
<th>Multiple Disabilities</th>
<th>Emotional Disturbance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf-Blindness</td>
<td>Cognitive Disability</td>
</tr>
<tr>
<td>Deafness and Hearing Impairments</td>
<td>Specific Learning Disability</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>Preschool Child with a Disability</td>
</tr>
<tr>
<td>Speech-Language Impairments</td>
<td>Autism</td>
</tr>
<tr>
<td>Orthopedic Impairments</td>
<td>Traumatic</td>
</tr>
<tr>
<td>Brain Injury</td>
<td>Other Health</td>
</tr>
</tbody>
</table>

3. Related services provided by the Edgewood City School District for students with disabilities are as follows:

<table>
<thead>
<tr>
<th>Adapted Physical Education</th>
<th>Parent Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aide and Attendant Services</td>
<td>Counseling/Guidance</td>
</tr>
<tr>
<td>Audiological Services</td>
<td>Adaptive Equipment and Services</td>
</tr>
<tr>
<td>Guide Services</td>
<td>Recreational Services</td>
</tr>
<tr>
<td>Interpreter Services</td>
<td>Social Work Services</td>
</tr>
<tr>
<td>Medical Services</td>
<td>Braille Services</td>
</tr>
<tr>
<td>Orientation and Mobility Services</td>
<td>Transitional Services</td>
</tr>
<tr>
<td>Speech and Language Services</td>
<td>Behavioral Specialist Services</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Reader Services</td>
<td>School Psychological Services</td>
</tr>
<tr>
<td>Supervisory Services</td>
<td>Special Transportation</td>
</tr>
<tr>
<td>Vocational Special Education Services</td>
<td>Work-Study Services</td>
</tr>
</tbody>
</table>

4. A continuum of alternative placements is available to meet the needs of disabled children for special education and related services as follows:

a. Regular class (with and without special education support)

b. Learning Center located in

   (1) A public school building
(2) A separate school in the school district, or

(3) A separate facility such as
   
   (a) A county board of mental retardation and developmental disabilities facility
   
   (b) The Ohio State School for the Blind or Ohio School for the Deaf
   
   (c) A state institution operated by the Ohio Department of Mental Retardation and Developmental Disabilities, the Department of Youth Services, or the Ohio Central School System

c. Separate Facility (e.g. hospital, institution)

d. Home

e. Other appropriate environments

B. Health Services

1. School nurses and school health specialists assist in the recognition and remediation of health problems to help each student gain the maximum benefit from his/her school experiences. The school nurse and health specialist's functions as a health counselor and resource for students and employees.

2. School nurses and school health specialists provide periodic and individual medical, vision, and scoliosis screening examinations. Pre-School registration clinics are held in all elementary buildings in the spring. School nurses and health specialists help principals acquire adequate immunization protection for their students.

C. School Attendance Service

1. Attendance is required of all children between the ages of six and eighteen years of age. or the enforcement is placed on school officials. Accuracy of attendance records is important when the courts become involved. A program of attendance enforcement is coordinated at the school building level.

2. Students moving into the Edgewood City School District must begin school attendance within one week after they begin to reside in our district.

3. The Board of Education policy requires that students must attend schools in the legal attendance area where their parents, legal custodian or legal aged student lives.

4. If the parent, legal custodian or legal aged student moves out of their legal attendance areas at any time during the first or second semester, and the student wishes to continue attending the same school, a letter of request must be submitted to the Superintendent for consideration. Permission may be granted or denied based upon the type of circumstances present in each situation.

D. Student Transfers

1. In transferring students from a federal or state facility for students who are entering or reentering our district from mental institutions, jails, Ohio Youth Commission, or any agency where a student was placed because of misconduct/behavior reasons, the following procedure must be followed:

   a. The parent and/or legal aged student may register at his/her home.
b. The parent and/or legal aged student may be referred to the Director of Special Education for an appointment to see the director before physically attending school.

c. The Director will contact the school for a representative to attend a meeting with the probation/parole officer, social worker, psychologist, nurse, special education coordinator or whomever is needed to sit down with the student, parent, and the Director to determine the best possible placement. An alternative placement other than the home attendance school may be more appropriate or a modified schedule or some other conditions might exist for this student, e.g. home instruction, before the student is allowed to enter school.

E. Work Permits

1. There are both Ohio and federal laws regulating child labor. A work permit must be issued in the employment of a minor. There are age standards, hours to work, and certain occupations permitted or prohibited under the labor laws.

2. The issuance of work permits will be handled by the building principal, or designee, during the school year. During the summer months, work permits will be issued at the Board Office.

3. The building principal is the designee authorized to sign work permits for students during the school year. During the summer months, the Director of Personnel is the designee authorized to sign permits.

4. Students previously excused form full time school attendance under a work permit must resume that attendance within one week after their employment terminates.

F. Student Records

1. A permanent record is maintained on every student who has ever attended school in our district.

2. Before the release of student record information is made in any elementary, middle or secondary school, the parent/guardian or legal aged student must give written consent. The Superintendent is the Board of Education’s appointed records officer for the district.

3. All fees, debts for loss, damage or destruction of school property should be paid before school records are released.

G. Tuition

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

H. Early Age Entry

Applications should be made through the principal, who, in turn, refers to the Superintendent.

I. Foreign Students

All foreign students, foreign exchange, and refugee students must initially register and have the required papers on file with the Superintendent’s Office, as mandated by the U.S. Department of Justi
J. Legal Residency

According to Ohio law, each student must be a legal resident within the Edgewood City School district in order to enroll in the Edgewood City Schools. The district attendance officer and/or building principals will finalize verification.

K. Services for Needy Youth

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

L. Child Abuse/Neglect; Missing Children Issues And Matters

All professional school employees shall immediately report incidents of suspected child abuse or neglect. The reporting employee is protected by law from liability and is, in fact, liable for prosecution if the suspected abuse or neglect is not reported. Necessary paperwork must be completed and given to the building principal with a copy to the Superintendent.

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

M. Special Education Placement Committee

1. The committee determines the best possible educational program for each educational placement of students.

N. Compliance Officers (Affirmative Action)

1. The Superintendent and Director of Human Resources serve as compliance officers for the district. Our district does not discriminate in employment, in school programs, or activity participation on the basis of sex, as required by Title IX of the Rules and Regulations of the U.S. Department of Health, Education, and Welfare.

O. Appeal Officer Suspensions/Expulsions

1. Hearings are conducted in regard to appeals requested by the parent/guardian of legal aged student. The Superintendent or his designee is the Board of Education hearing officer.

P. Section 504 Coordinator (Section 504 Of The Rehabilitation Act Of 1973)

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

Q. Bomb Threats, Tornado, and Fire Drill Reports

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

R. Federal Reports

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

S. Administrative Review Officer for Handicapped

1. Hearings are conducted in regard to appeals requested by the parents/guardians of handicapped students. The Director of Special Education is the review officer for the school district.
T. Missing Children’s Act (R.C. 3313.672)

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

U. Foster Homes

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

V. Juvenile Detention Center

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

III. School Record Forms and Policies

1. The School Records Committee is appointed to study school record forms and make recommendations for improvement to the superintendent. The school Treasurer is the school record’s committee chairperson.

2. The following recommendations were made by the School Records Committee, Superintendent’s Advisory Council concerning the supervision, control, and safety of student personnel records for each principal in his/her building:
   a. Office doors or record storage areas are to be locked when office personnel are not in attendance.
   b. The cumulative folder and permanent health record should be sorted in the central administrative offices of each school building.
   c. Certified, nursing and professional secretarial staffs are privileged to have access to see and use the cumulative folder for professional use.
   d. Cumulative folders and other pertinent records should not leave the school administrative office area unless authorized by the principal through a well-planned sign-out system.
   e. Every possible means should be used to protect the records during a fire. Schools should explore the idea of formulating an evacuation plan where feasible.
   f. During riots or civil disturbances, all doors to record storage areas should be locked, with a person placed at the door to permit authorized personnel only to enter.
   g. The recommendation concerning the disposition of certain official and unofficial school records of the Edgewood City School District should be on file in the principal’s office of each building.
   h. The method or technique of the destruction of official records should be on file in the principal’s office of each building. Application forms for Permission to Destroy Records may be obtained from the Treasurer.

IV. Placement of Non-English Speaking Students

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