

Fremont City Schools  
 AGENDA  
 Fremont Middle School  
 1250 North Street  
 April 9, 2018  
 Board Meeting 7:30 P.M.

**I. Call to Order**

**II. Pledge of Allegiance**

**III. Roll Call:** Ms. Garza\_\_ Mr. Gorobetz\_\_ Ms. Laird\_\_ Mr. Price\_\_ Mrs. Rhea\_\_

**IV. Approve or amend and sign minutes of the regular meeting held March 12, 2018, and the special meeting held April 4, 2018**

Ms. Garza_____	Mr. Gorobetz _____	Ms. Laird_____	App	___
			Disa	___
Mr. Price _____	Mrs. Rhea_____		Other	___

**V. Recognition of Visitors**

**VI. First Hearing of the Public**

A Fremont City School District citizen, recognized by the Chair, may speak on any issue, during the Recognition of Visitors and Hearing of the Public Sessions, but the Chair may limit remarks pursuant to the debate regulations of *Robert's Rules of Order* and Fremont City School District Policy.

**VII. Report of the Treasurer**

**VIII. Recommendations of the Treasurer**

**ITEM 1. Consider approval of supplemental appropriations**

It is recommended that the following changes be made to the permanent appropriations that were approved on September 18, 2017.

	<u>From</u>	<u>Inc./Dec.</u>	<u>To</u>
003-9008 PI – Master Facilities LFI	\$ 0.00	\$5,221,037.23	\$ 5,221,037.23
001-0000 General Fund	\$46,800,00.00	\$1,000,000.00	\$47,800,000.00

Ms. Garza_____	Mr. Gorobetz_____	Ms. Laird_____	App	___
			Disa	___
Mr. Price _____	Mrs. Rhea_____		Other	___

**ITEM 2. Consider invoice order approval**

It is recommended that the following then-and-now invoices be approved (see attached-Exhibit A). These expenditures are from the General Fund.

<u>Vendor</u>	<u>Purchase Order</u>	<u>Date</u>	<u>Amount</u>
Findlay City Schools	101142	3/22/2018	\$ 4,660.82
Mosser Construction	101051	3/13/2018	\$25,780.00

Ms. Garza_____	Mr. Gorobetz_____	Ms. Laird_____	App	___
			Disa	___
Mr. Price _____	Mrs. Rhea_____		Other	___

**IX. Legislative Liaison Report**

**X. Committee Reports**

- CQCC
- Health & Wellness

Alex Gorobetz  
Susan King

**XI. Master Facilities Planning**

**XII. Old Business**

**XIII. New Business**

**XIV. Report of the Superintendent**

**XV. Recommendations of the Superintendent of Schools**

**A. Personnel Matters**

**ITEM 1. Consider approval of the following resignation**

Resignation  
Administration: Marjoe Cooper  
Principal  
Reason: Resignation  
Effective: End of 2017-2018 Contract Year

**ITEM 2. Consider approval of the following appointment**

Appointment for the 2017-2018 school year:

Support Staff Substitute: Sarah Eden

**ITEM 3. Consider approval of the following supplemental contracts**

Appointments for the 2017-2018 school year:

<u>Name</u>	<u>Building</u>	<u>Duty</u>	<u>Amount</u>
Melissa Hanson	Ross	Business Manager Spring Musical M-0	\$709.00
Jennifer Long	Ross	Varsity Asst. Track Coach	Volunteer

**ITEM 4. Consider approval of the following supplemental contracts**

Appointments for the 2018-2019 school year:

<u>Name</u>	<u>Building</u>	<u>Duty</u>	<u>Amount</u>
Alexander Coressel	Ross	Head Soccer Coach-Boys C-2	\$5,142.00
John Elder	Ross	Head Cross Country Coach E-10	\$4,256.00
James Scharer	Ross	Head Golf Coach-Boys E-8	\$4,078.00

Note: Supplemental contracts for 2018-2019 reflect the payment charts in the FEA contract for 2015-2018. The 2017-2018 payment charts are subject to change due to contract negotiations.

**ITEM 5. Consider approval of resolution for supplemental duty positions**

It is recommended that the following resolution be approved for adoption:

**NOW, THEREFORE, BE IT RESOLVED:**

Section 1. The supplemental duty positions set forth in Section 2 of this resolution have been offered to those employees of the Fremont City Schools who have a license issued under O.R.C. 3319.22, and no such employees who are qualified to fill the positions have accepted them, and the positions have then been advertised or otherwise made available to any individuals with such a license who are qualified to fill them and who are not employed by the Board, and no such persons have applied for and accepted the positions.

Section 2. The Board hereby employs the following non-certified persons to perform the listed supplemental duties at the stated rate of pay for the 2017-2018 school year:

<u>Name</u>	<u>Building</u>	<u>Duty</u>	<u>Amount</u>
Howard Billow	Ross	Varsity Asst. Softball Coach F-0 (prorated 68 days worked)	\$2,097.12
Dallas Steward	Ross	Varsity Asst. Softball Coach F-0 (prorated 16 days worked)	\$493.44

Section 3. The Board President, Superintendent and Treasurer are authorized to execute supplemental duty contracts with the person identified in Section 2 of this resolution.

Section 4. The Board finds that the resolution has been adopted in accordance with all legal requirements including O.R.C. Sec. 121.22.

**ITEM 6. Consider approval of resolution for supplemental duty positions**

It is recommended that the following resolution be approved for adoption:

**NOW, THEREFORE, BE IT RESOLVED:**

Section 1. The supplemental duty positions set forth in Section 2 of this resolution have been offered to those employees of the Fremont City Schools who have a license issued under O.R.C. 3319.22, and no such employees who are qualified to fill the positions have accepted them, and the positions have then been advertised or otherwise made available to any individuals with such a license who are qualified to fill them and who are not employed by the Board, and no such persons have applied for and accepted the positions.

Section 2. The Board hereby employs the following non-certified persons to perform the listed supplemental duties at the stated rate of pay for the 2018-2019 school year:

<u>Name</u>	<u>Building</u>	<u>Duty</u>	<u>Amount</u>
Kari Shull	Ross	Head Volleyball Coach C-4	\$5,320.00
Lisa Wolfe	Ross	Head Tennis Coach-Girls E-10	\$4,256.00

Note: Supplemental contracts for 2018-2019 reflect the payment charts in the FEA contract for 2015-2018. The 2017-2018 payment charts are subject to change due to contract negotiations.

Section 3. The Board President, Superintendent and Treasurer are authorized to execute supplemental duty contracts with the person identified in Section 2 of this resolution.

Section 4. The Board finds that the resolution has been adopted in accordance with all legal requirements including O.R.C. Sec. 121.22.

**ITEM 7. Consider approval of the following special event workers**

It is recommended that the Board approves the following special event workers for 2017-2018 athletic events:

**Ross High School Events  
 (Baseball, Softball, Tennis, Track)**

<u>Name</u>	<u>Position</u>	<u>Rate</u>
Jay Bowers	Announcer Baseball/Softball	\$25.00
Kemari Jones (student)	Ticket Seller Track	\$30.00
Kemari Jones (student)	Scoreboard Operator Baseball/Softball	\$25.00
Jurni Kidd (student)	Ticket Seller Track	\$30.00
Jurni Kidd (student)	Scoreboard Operator Baseball/Softball	\$25.00
Gregory LaFountain	Tournament Manager Tennis	\$100.00
Bradley Mohr	Scoreboard Operator Baseball/Softball	\$25.00
Drew Solander	Scoreboard Operator Baseball/Softball	\$25.00
Ellen Stover (student)	Announcer Track	\$25.00

**ITEM 8. Consider approval of the following special event worker**

It is recommended that the Board approves the following special event worker for lifeguard for elective courses and swim events at Ross High School:

<u>Name</u>	<u>Position</u>	<u>Rate</u>
Noah Detrich (student)	Lifeguard	\$9.00/hr.

**ITEM 9. Consider approval of the following appointments for summer programs**

Appointments for the 2018 summer programs:

Name: Bonnie Weaver  
 Certified Staff: Summer Migrant Coordinator  
 Account: #505-9018  
 Salary: \$9,000.00 total contract (45 days) effective April-August 2018

Name: Dr. Lori Pierce  
 Certified Staff: Summer Elementary Intervention Coordinator  
 Account: #572-9018 and #001  
 Salary: \$3,000.00 total contract (30 days) effective April-August 2018

**ITEM 10. Consider approval of summer seasonal mowers/maintenance**

It is recommended that the Board approves the hiring of Dennis Fahle and Cody Snyder for the 2018 summer mowers/maintenance @ \$10.62 per hour not to exceed 29.5 hours per week effective April-November 2018.

**ITEM 11. Consider approval of the following status changes**

It is recommended that the Board approves the status change of Jacobus Bouillon from Custodial I (A-29.00) Step 4 @ \$14.52 per hour, 8 hours a day to Custodial I (A-29.00) Step 5 @ \$14.84 per hour, 8 hours a day effective March 13, 2018.

It is recommended that the Board approves the status change of Lisa Waggoner from Cook (LR-1.02) Step 1 @ \$13.42 per hour, 4 hours a day to Cook (LR-1.02) Step 1 @ \$13.42 per hour, 8 hours a day effective March 15, 2018.

**ITEM 12. Consider approval of the following leaves of absence**

Leave of absence

Certified Staff: Michelle Wax  
Teacher  
Reason: Personal  
Effective: April 9, 2018 – pending doctor release

Leave of absence

Classified Staff: Michelle Billow  
Cook/Secretary  
Reason: Personal  
Effective: March 13, 2018 – pending doctor release

Ms. Garza \_\_\_\_\_ Mr. Gorobetz \_\_\_\_\_ Ms. Laird \_\_\_\_\_ App \_\_\_\_  
Mr. Price \_\_\_\_\_ Mrs. Rhea \_\_\_\_\_ Disa \_\_\_\_  
Other \_\_\_\_

**B. Facilities Matters**

**ITEM 13. Consider approval of adoption of resolution selecting SSOE Group as the A/E for the elementary school improvements included in the CFAP project and approving and authorizing execution of the A/E agreement with SSOE Group**

It is recommended that the following resolution be approved for adoption.

**WHEREAS**, the Fremont City School District Board of Education (Board) is designing and constructing school facility improvements as a co-funded Classroom Facilities Assistance Program project overseen by the Ohio Facilities Construction Commission (OFCC), based upon a master facilities plan prepared by the OFCC and accepted by the Board, which includes Fremont Ross High School, four (4) new elementary school facilities, and demolition of school facilities no longer needed for school purposes (all referred to as the Project); and

**WHEREAS**, the Board selected SSOE as the most qualified design professional (A/E) from a list of three (3) short-listed firms for the elementary school improvements included in the Project, following the process outlined in the Ohio Revised Code for design professionals applicable to public school districts in cooperation with the OFCC and now wishes to enter into an A/E agreement covering the elementary schools component of the Project, using the OFCC form of agreement, with exhibits, for co-funded school facility projects. No locally funded initiative improvements are included; and

**WHEREAS**, the OFCC Project Manager assigned to the Project prepared the A/E agreement and approved its execution, and the Board now wishes to document selection of the A/E and approval of the A/E agreement with SSOE and to authorize the Board President and Treasurer to sign the A/E Agreement on behalf of the Board, subject to approval by the OFCC Executive Director.

**NOW, THEREFORE, BE IT RESOLVED** by the Fremont City School District Board of Education as follows:

1. The Board selects SSOE Group as the most qualified design professional for the elementary school improvements included in the Project.
2. The Board approves the A/E Agreement for the Project with SSOE, with compensation for the A/E's services in the total amount of \$4,569,442 all of which is co-funded.
3. The Board authorizes the Board President and Treasurer to sign the A/E Agreement with SSOE for the Project through the DocuSign process and the Treasurer to coordinate delivery of the signed agreement to the OFCC through OAKS for approval.
4. The Treasurer is authorized to issue a purchase order in the amount of \$4,569,442 for the design and construction administration services to be provided by SSOE for the elementary school improvements included in the Project once the OFCC Director has approved the agreement.

**ITEM 14. Consider approval of adoption of resolution selecting ThenDesign Architecture as the A/E for the high school and career tech improvements included in the CFAP project and approving and authorizing execution of the A/E agreement with ThenDesign Architecture**

It is recommended that the following resolution be approved for adoption.

**WHEREAS**, the Fremont City School District Board of Education (Board) is designing and constructing school facility improvements as a co-funded Classroom Facilities Assistance Program project overseen by the Ohio Facilities Construction Commission (OFCC), based upon a master facilities plan prepared by the OFCC and accepted by the Board, which includes Fremont Ross High School and career tech, four (4) new elementary school facilities, and demolition of school facilities no longer needed for school purposes (all referred to as the Project); and

**WHEREAS**, the Board selected ThenDesign Architecture as the most qualified design professional (A/E) from a list of three (3) short-listed firms for the high school and career tech improvements included in the Project, following the process outlined in the Ohio Revised Code for design professionals applicable to public school districts in cooperation with the OFCC and now wishes to enter into an A/E agreement covering the high school and career tech component of the Project, using the OFCC form of agreement, with exhibits, for co-funded school facility projects. No locally funded initiative improvements are included; and

**WHEREAS**, the OFCC Project Manager assigned to the Project prepared the A/E agreement and approved its execution, and the Board now wishes to document selection of the A/E and approval of the A/E agreement with ThenDesign Architecture and to authorize the Board President and Treasurer to sign the A/E Agreement on behalf of the Board, subject to approval by the OFCC Executive Director.

**NOW, THEREFORE, BE IT RESOLVED** by the Fremont City School District Board of Education as follows:

1. The Board selects ThenDesign Architecture as the most qualified design professional for the high school and career tech improvements included in the Project.
2. The Board approves the A/E Agreement for the Project with ThenDesign Architecture, with compensation for the A/E's services in the total amount of \$3,724,246 all of which is co-funded.
3. The Board authorizes the Board President and Treasurer to sign the A/E Agreement with ThenDesign Architecture for the Project through the DocuSign process and the Treasurer to coordinate delivery of the signed agreement to the OFCC through OAKS for approval.
4. The Treasurer is authorized to issue a purchase order in the amount of \$3,724,246 for the design and construction administration services to be provided by ThenDesign Architecture for the high school and career tech improvements included in the Project once the OFCC Director has approved the agreement.

**ITEM 15. Consider approval of adoption of resolution selecting Quandel Construction Group as the Owner Agent for the CFAP project and approving and authorizing execution of the consultant agreement with Quandel Construction Group for Owner Agent services**

It is recommended that the following resolution be approved for adoption.

**WHEREAS**, the Fremont City School District Board of Education (Board) is designing and constructing school facility improvements as a co-funded Classroom Facilities Assistance Program project overseen by the Ohio Facilities Construction Commission (OFCC), based upon a master facilities plan prepared by the OFCC and accepted by the Board, which includes Fremont Ross High School and career tech, four (4) new elementary school facilities, and demolition of school facilities no longer needed for school purposes (all referred to as the Project); and

**WHEREAS**, the Board selected Quandel as the most qualified consultant to provide owner agent services for the Project from a list of pre-approved consultants maintained by the OFCC and now wishes to enter into a consultant agreement for these services related to the Project, using the OFCC form of agreement, with exhibits, for co-funded school facilities projects. No locally funded initiative improvements are included; and

**WHEREAS**, the OFCC Project Manager assigned to the Project prepared the consultant agreement and approved its execution, and the Board now wishes to document selection of the Owner Agent and approval of the consultant agreement with Quandel and to authorize the Board President and Treasurer to sign the consultant agreement on behalf of the Board, subject to approval by the OFCC Executive Director.

**NOW, THEREFORE, BE IT RESOLVED** by the Fremont City School District Board of Education as follows:

1. The Board selects Quandel Construction Group as the most qualified consultant to provide owner agent services for the Project.
2. The Board approves the consultant agreement for the Project with Quandel, with compensation for the consultant's services in the total amount of \$288,948 all of which is co-funded.
3. The Board authorizes the Board President and Treasurer to sign the consultant agreement with Quandel for the Project through the DocuSign process and the Treasurer to coordinate delivery of the signed agreement to the OFCC through OAKS for approval.
4. The Treasurer is authorized to issue a purchase order in the amount of \$288,948 for the consultant services to be provided by Quandel for the Project once the OFCC Director has approved the agreement.



**ITEM 16. Consider approval of adoption of resolution selecting Heapy Engineering as the consultant to provide commissioning services for the CFAP project and approving and authorizing execution of the consultant agreement with Heapy Engineering for commissioning services**

It is recommended that the following resolution be approved for adoption.

**WHEREAS**, the Fremont City School District Board of Education (Board) is designing and constructing school facility improvements as a co-funded Classroom Facilities Assistance Program project overseen by the Ohio Facilities Construction Commission (OFCC), based upon a master facilities plan prepared by the OFCC and accepted by the Board, which includes Fremont Ross High School and career tech, four (4) new elementary school facilities, and demolition of school facilities no longer needed for school purposes (all referred to as the Project); and

**WHEREAS**, the Board selected Heapy as the most qualified consultant to provide commissioning agent services for the Project from a list of pre-approved consultants maintained by the OFCC and now wishes to enter into a consultant agreement for these services related to the Project, using the OFCC form of agreement, with exhibits, for co-funded school facility projects. No locally funded initiative improvements are included; and

**WHEREAS**, the OFCC Project Manager assigned to the Project prepared the consultant agreement and approved its execution, and the Board now wishes to document selection of the Commissioning Agent and approval of the consultant agreement with Heapy and to authorize the Board President and Treasurer to sign the consultant agreement on behalf of the Board, subject to approval by the OFCC Executive Director.

**NOW, THEREFORE, BE IT RESOLVED** by the Fremont City School District Board of Education as follows:

1. The Board selects Heapy Engineering as the most qualified consultant to provide commissioning agent services for the Project.
2. The Board approves the consultant agreement for the Project with Heapy, with compensation for the consultant's services in the total amount of \$306,510 all of which is co-funded.
3. The Board authorizes the Board President and Treasurer to sign the consultant agreement with Heapy for the Project through the DocuSign process and the Treasurer to coordinate delivery of the signed agreement to the OFCC through OAKS for approval.
4. The Treasurer is authorized to issue a purchase order in the amount of \$306,510 for the consultant services to be provided by Heapy for the Project once the OFCC Director has approved the agreement.

**ITEM 17. Consider approval of adoption of resolution selecting Project Management Consultants to provide neutral facilitation services for the CFAP project and approving and authorizing execution of the consultant agreement with Project Management Consultants for these services**

It is recommended that the following resolution be approved for adoption.

**WHEREAS**, the Fremont City School District Board of Education (Board) is designing and constructing school facility improvements as a co-funded Classroom Facilities Assistance Program project overseen by the Ohio Facilities Construction Commission (OFCC), based upon a master facilities plan prepared by the OFCC and accepted by the Board, which includes Fremont Ross High School and career tech, four (4) new elementary school facilities, and demolition of school facilities no longer needed for school purposes (all referred to as the Project); and

**WHEREAS**, the Board selected Project Management Consultants (PMC) as the most qualified consultant to provide neutral facilitation services for the Project from a list of pre-approved consultants maintained by the OFCC and now wishes to enter into a consultant agreement for these services related to the Project on an as-needed basis, using the OFCC form of agreement, with exhibits, for co-funded school facility projects. No locally funded initiative improvements are included; and

**WHEREAS**, the OFCC Project Manager assigned to the Project prepared the consultant agreement and approved its execution, and the Board now wishes to document selection of PMC to provide neutral facilitation services on an as-needed basis and approval of the consultant agreement with PMC and to authorize the Board President and Treasurer to sign the consultant agreement on behalf of the Board, subject to approval by the OFCC Executive Director, and to authorize the Treasurer to issue purchase orders for services as needed, based upon the Partnering Session Rates stated on the fee schedule attached as Exhibit D to the consultant agreement.

**NOW, THEREFORE, BE IT RESOLVED** by the Fremont City School District Board of Education as follows:

1. The Board selects Project Management Consultants as the most qualified consultant to provide neutral facilitation services for the Project.
2. The Board approves the consultant agreement for the Project with PMC, with compensation for the consultant's services stated at \$0.00 in the agreement, with invoices to be submitted as services are provided when requested by OFCC for facilitation sessions, based upon the rates stated on the Consultant Fee Schedule attached to the agreement as Exhibit D, which include partial day sessions, full day sessions, and complex full day sessions to be provided for such things as review of each GMP submitted for work on the Project, all of which is co-funded. Services provided and invoiced to date were for the initial facilitated session.
3. The Board authorizes the Board President and Treasurer to sign the consultant agreement with PMC for the Project through the DocuSign process and the Treasurer to coordinate delivery of the signed agreement to the OFCC through OAKS for approval.
4. The Treasurer is authorized to issue a purchase order in the amount of \$5,250 for the consultant services provided by PMC for the initial facilitated session for the Project once the OFCC Director has approved the agreement and to issue purchase orders for future services requested of PMC after invoices are received based upon the rates stated in Exhibit D to the consultant agreement.

Ms. Garza _____	Mr. Gorobetz _____	Ms. Laird _____	App _____
Mr. Price _____	Mrs. Rhea _____		Disa _____
			Other _____

**C. Operations Matters**

**ITEM 18. Consider approval of agreement with Maumee Bay Turf Center**

It is recommended that approval be granted to enter into an agreement with Maumee Bay Turf Center for the Turf Replacement Project for a total cost of \$382,900 which includes a \$15,000 owner contingency only to be expended by the mutual agreement of Gilbane Building Company, ThenDesign Architecture and Fremont City Schools. This is a 004 Building Fund expenditure. The contract was procured through a proposal process, as the purchase is outside the scope of the statutory bidding requirements for schools.

**ITEM 19. Consider approval of professional development with North Central Ohio Educational Service Center (NCOESC)**

It is recommended that the Board approves the Orton-Gillingham Phonics First Foundations training/professional development sponsored by North Central Ohio Educational Service Center (NCOESC) for a total cost not to exceed \$30,000.00. This is a Title I and Teacher Quality grant expenditure.

Ms. Garza _____	Mr. Gorobetz _____	Ms. Laird _____	App _____
	Mr. Price _____	Mrs. Rhea _____	Disa _____
			Other _____

**D. Other Matters**

**ITEM 20. Consider approval of conference attendance request for Abby Berndt**

It is recommended that the Board approves Abby Berndt, Child Nutrition Supervisor, to attend the School of Child Nutrition Association Conference in Las Vegas, Nevada, July 8-13, 2018, at an estimated total cost of \$1,246.58. A reimbursement of \$550.00 by Cool School Nutrition will offset this expense. The remaining amount will be a General Fund expenditure.

**ITEM 21. Consider approval of revised Policy BCC – Qualifications and Duties of the Treasurer (Second Reading)**

It is recommended that the Board of Education approves revised Policy BCC – Qualifications and Duties of the Treasurer (see attached).

**ITEM 22. Consider approval of revised Policy BCFA – Business Advisory Council to the Board (Second Reading)**

It is recommended that the Board of Education approves revised Policy BCFA – Business Advisory Council to the Board (see attached).

**ITEM 23. Consider approval of revised Policies BG and GBD – Board-Staff Communications (Second Reading)**

It is recommended that the Board of Education approves revised Policies BG and GBD – Board-Staff Communications (see attached).

**ITEM 24. Consider approval of revised Policy CBA – Qualifications and Duties of the Superintendent (Second Reading)**

It is recommended that the Board of Education approves revised Policy CBA – Qualifications and Duties of the Superintendent (see attached).

**ITEM 25. Consider approval of revised Policy CCB – Staff Relations and Lines of Authority (Second Reading)**

It is recommended that the Board of Education approves revised Policy CCB – Staff Relations and Lines of Authority (see attached).

**ITEM 26. Consider approval of revised Policy EBC – Emergency Management and Safety Plans (Second Reading)**

It is recommended that the Board of Education approves revised Policy EBC – Emergency Management and Safety Plans (see attached).

**ITEM 27. Consider approval of new Regulation EBC-R – Emergency Management and Safety Plans (Second Reading)**

It is recommended that the Board of Education approves new Regulation EBC-R – Emergency Management and Safety Plans (see attached).

**ITEM 28. Consider approval of revised Regulation EEACD-R – Drug Testing for District Personnel Required to Hold a Commercial Driver’s License (Second Reading)**

It is recommended that the Board of Education approves revised Regulation EEACD-R – Drug Testing for District Personnel Required to Hold a Commercial Driver’s License (see attached).

**ITEM 29. Consider approval of revised Policy JECAA – Admission of Homeless Students (Second Reading)**

It is recommended that the Board of Education approves revised Policy JECAA – Admission of Homeless Students (see attached).

**ITEM 30. Consider approval of revised Policy JED – Student Absences and Excuses (Second Reading)**

It is recommended that the Board of Education approves revised Policy JED – Student Absences and Excuses (see attached).

**ITEM 31. Consider approval of donations**

It is recommended that the Board approves the following donations:

<u>Donor:</u>	<u>Item:</u>	<u>Value:</u>	<u>Donated To:</u>
Mike & Susie Wing	Assorted Motivational Prizes	\$1,100.00	Fremont City Schools
Hal & Diane Hawk	Cash for Spring Musical	\$1,500.00	Fremont Ross High School

Ms. Garza \_\_\_\_\_ Mr. Gorobetz \_\_\_\_\_ Ms. Laird \_\_\_\_\_  
Mr. Price \_\_\_\_\_ Mrs. Rhea \_\_\_\_\_

App \_\_\_\_  
Disa \_\_\_\_  
Other \_\_\_\_

**XVI. Second Hearing of the Public**

**XVII. Board Member Communications and Information Requests**

**XVIII. Adjournment:**

Ms. Garza \_\_\_\_\_ Mr. Gorobetz \_\_\_\_\_ Ms. Laird \_\_\_\_\_  
Mr. Price \_\_\_\_\_ Mrs. Rhea \_\_\_\_\_

App \_\_\_\_  
Disa \_\_\_\_  
Other \_\_\_\_

**Resolution for Executive Session (O.R.C. 121.22)**

**WHEREAS**, as a public board of education, the Fremont City School District Board of Education may hold an executive session only after a majority of a quorum (or, in the case of item O, below, a unanimous quorum) of this board determines by a roll call vote to hold such a session and only at a regular or special meeting for the sole purpose of the consideration of any of the following matters:

- A. To consider the appointment of a public employee or official.
- B. To consider the employment of a public employee or official.
- C. To consider the dismissal of a public employee or official.
- D. To consider the discipline of a public employee or official.
- E. To consider the promotion of a public employee or official.
- F. To consider the demotion of a public employee or official.
- G. To consider the compensation of a public employee or official.
- H. To consider the investigation of charges or complaints against a public employee, official, licensee, or student.
- I. To consider the purchase of property for public purposes.
- J. To consider the sale of property at competitive bidding.
- K. To confer with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action.
- L. To prepare for, conduct, and/or review negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment.
- M. To consider matters required to be kept confidential by federal law or regulations or state statutes.
- N. To discuss details relative to the security arrangements and emergency response protocols for the Board.
- O. To discuss confidential information related to an application for economic development assistance, or negotiations with other political subdivisions related to the application, as executive session is necessary to protect interests of the applicant or related expenditure of public funds. (Unanimous vote required.)

**NOW, THEREFORE, BE IT RESOLVED** that the Fremont City School District Board of Education does hereby declare its intention to hold an executive session on items \_\_\_\_\_ as listed above.

Ms. Garza _____	Mr. Gorobetz _____	Ms. Laird _____	App _____
	Mr. Price _____	Mrs. Rhea _____	Disa _____
			Other _____

**EXHIBIT A  
PURCHASE ORDER  
VENDOR COPY**

SEND ALL  
INVOICES  
TO:

FREMONT CITY SCHOOL DISTRICT  
TREASURER'S OFFICE  
500 W. STATE STREET, SUITE A  
FREMONT, OH 43420-1156  
419-332-6454

DATE
03/22/2018

PURCHASE ORDER NO.
101142 Page: 1

These numbers must appear on all letters, invoices, Shipping Memos, Bills of Lading, Express Receipts and Packages.  
PLEASE ACKNOWLEDGE RECEIPT AND ACCEPTANCE OF THIS ORDER.

**INVOICE IN DUPLICATE**

VENDOR

TO: Vendor: 063117  
FINDLAY CITY SCHOOLS  
1100 BROAD AVE.  
FINDLAY OH 45840  
419-425-8203

DELIVER

TO: SHIPPING & RECEIVING - BEHIND  
1100 NORTH STREET  
FREMONT, OH 43420

ATTN: SPANN, KIM

TERMS:

REQUISITION NO: 16358

QTY.	UNIT	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	Each	EXcess costs FY 17 preschool TF8739690	4660.82	4660.82
1	Each	approved through excess costs not foundation deduction		0.00
1	Each	but direct bill		0.00

PAGE TOTAL	4,660.82
GRAND TOTAL	4,660.82

TI	FUND	FUNC	OBJ	SPCC	SUBJ	OPU	IL	JOB	AMOUNT
05	516	1239	474	9018	000000	000	00	001	4,660.82

VERIFICATION OF RECEIPT OF GOODS

\_\_\_\_\_ Order Complete

\_\_\_\_\_ Items Back Ordered (Circle)

Material Checked by \_\_\_\_\_

Date: \_\_\_\_\_

Return to Business Office Upon Completion

It is hereby certified that the above amount required to meet the contract, agreement, obligation, payment or expenditure for the above, has been lawfully appropriated or authorized or directed for such purpose and is in the treasury or in process or collection to the credit of the Funds of the Board of Education free from any obligation or certification now outstanding.

**TAX EXEMPT**

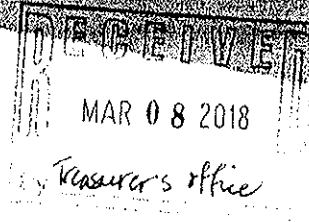
STATE ID 51319381  
FED ID 34-6400533

**THIS ORDER IS VOID UNLESS TREASURER'S  
CERTIFICATE IS SIGNED**

*Amelia R. Gifford*

03/22/2018  
Dated

03/22/2018  
Dated



March 5<sup>th</sup>, 2018

Fremont City Schools  
500 W. State Street Suite A  
Fremont, OH 43420

Dear Ms. Gioffredo:

This letter is to inform you that ODE requires that we bill each district for any SF-6 preschool students. We have attached the certified excess cost statement.

Please remit payment to:

Findlay City Schools  
2019 Broad Ave  
Findlay, OH 45840

If you should have any questions or concerns, please feel free to contact me at 419-420-7072.

Sincerely,

Sean M. Swisher  
Assistant Treasurer

Enclosed:  
Certificate of Excess Cost

3/11/18  
K. [unclear]



EXHIBIT A

[Back to regular view](#)

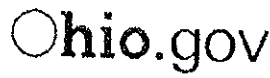
<b>Program Information</b>
<b>Module: Student</b>
Program Selected: <span>Excess Cost</span>
043984 - Findlay City

ID: 409059 SSID: TF8739690 Educating District: 043984, Findlay City
 Period: Excess Cost FY 2017
Status: Approved

Viewing Student: 69 of 72

[Back to School Finance search results](#)

APPLICATION	TOTAL COST	EXCESS COST CERTIFICATION	DOCS	COMMENTS / HISTORY
Educating District		Resident District	Excess Cost	Details
047423, Arlington Local		044016, Fremont City	\$2,009.78	
043984, Findlay City		044016, Fremont City	\$4,660.82	
<b>Certification Type:</b> Pre School ( Certification for Pre School students ) <b>Educating District:</b> 043984, Findlay City <b>Resident District:</b> 044016, Fremont City <b>Funding Category:</b> Cat 2, Developmental Delay (Disability condition 16) (The ADM of the student is counted by the resident district)				
<i>Certification generated on 1/29/2018 3:33:11 PM</i>				
<b>Calculation:</b>				
				<b>Cost</b>
1. Formula Amount multiplied by Year End Special Education FTE				\$1,720.00
2. Special Educ. Weighted Funding $\$4,005.00 \times 0.5 \times$ Educating District State Share Index $0.475123489 \times$ Year End FTE $0.43$				\$409.12
3. Was Transportation included as a Related Service(see "Total Cost" Tab)? <u>No</u>				
A. If yes, Cost to Transport = \$0.00( Transportation Costs on Total Costs tab of <u>\$0.00</u> )				
B. Special Educ. Transportation Reimbursement (\$0.00 if not a Related Service expense)				\$0.00
4. Amount Received under Chapter 3317 of Revised Code (Total of Lines 1 through 3)				\$2,129.12
5. Cost to Educate (Cost per FTE $\$15,790.55$ from "Total Cost" tab $\times$ <u>0.43</u> Year End Special Education FTE)				\$6,789.94
6. Pre-School Tuition Due (Line 5 minus Line 4)				\$4,660.82



Department of Education

Dashboard Student Finance User Manuals and Forms

Program Information

Module: Student

Program Selected: Excess Cost

044016 - Fremont City

ID: 409059 SSID: TF8739690 Educating District: 043984, Findlay City

Period: Excess Cost FY 2017 Status: Approved

Viewing Student: of

[Back to School Finance search results](#)

APPLICATION	TOTAL COST	EXCESS COST CERTIFICATION	DOCS	COMMENTS / HISTORY
-------------	------------	---------------------------	------	--------------------

047423, Arlington Local	044016, Fremont City	\$8,530.52	Approved	02/18/2018
043984, Findlay City	044016, Fremont City	\$15,790.55	Approved	02/28/2018

Application Type: Pre School

Educating District: 043984, Findlay City

Resident District: 044016, Fremont City

EMIS Student Data

Student Disability Condition: Cat 2. Developmental Delay (Disability condition 16)  
 Method of placement (EMIS status code): Foster care or placed by court with a relative (How Received Code=C)  
 Year End FTE: 0.43  
 Reported By ESC: No

Total Cost

1. Special Education Teacher Salary & Benefits Costs	\$10,937.78
2. Regular Teacher Salary & Benefits Costs	\$0.00
3. Instructional Supplies and Materials Costs	\$0.00
4. Instructional Equipment	\$0.00
5. Administration Costs	\$0.00
6. Operations Support Costs	\$0.00
7. Staff Support Costs	\$0.00
8. Pupil Support Costs	\$0.00
9. Contracted Education Program	\$0.00
10. Related Services	\$4,852.77
11. Total Cost Per FTE	\$15,790.55

Related Service Costs	
Related Expense - Occupational Therapy	\$828.57
Related Expense - Physical Therapy	\$2,865.32
Related Expense - Speech	\$1,158.88
<b>Related Services Expense Total:</b>	<b>\$4,852.77</b>

Applied Flags

History:
2/4/2018 3:56:41 PM - Amelia Gioffredo - Approved
1/29/2018 3:32:59 PM - Michael Barnhart - Submitted

**EXHIBIT A**

Bill To:  
**Fremont City Schools**  
 Fremont City Schools  
 500 W. State Street  
 Fremont, OH 43420

Spann, Kim  
 Phone: 419-334-5451  
 Fax: 419-332-4051

**PURCHASE ORDER**  
 101051

Page: 1  
 Release Method: Hard Copy  
 Release Date: 03/22/2018  
 Fiscal Date: 03/13/2018  
 Need By Date: n/a  
 Print Date: 03/23/2018

**Vendor:**  
 138701  
 MOSSER CONSTRUCTION  
 122 S. WILSON ST  
 FREMONT, OH 43420

Attn: Service, Customer

Phone: (123)123-1234  
 Fax:

**Ship To:**  
 FCS ADMINISTRATION BUILDING  
 SHIPPING & RECEIVING - BEHIND ROSS H.S  
 1100 NORTH STREET  
 FREMONT, OH 43420  
 SPANN, KIM

Phone: 419-334-5451  
 Fax:

Purchase Order Comments:

Requisition Numbers: 16260

Vendor Item	QTY	UOM	Description	Unit Price	Total Price
	1	Each	Parapet Repair at Croghan Elementary	\$25,780.00	\$25,780.00
Deliver To: SMITH, JOSIE					
					Sub Total: \$ 25,780.00
					Total: \$ 25,780.00
Account Code Summary					
Account Code	Account Description			Amount	
003-5600-620-0000-000000-000-00-000				\$25,780.00	

**Terms and Conditions:**

It is hereby certified that the above amount required to meet the contract agreement. obligation, payment or expenditure for the above has been lawfully appropriated or authorized or directed for such purpose and is in the treasury or in process or collection to the credit of Funds of the Board of Education free from any obligation to certification now outstanding.

Tax Exempt 51319381  
 Fed ID 34-6400533

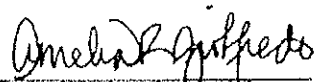
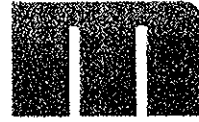
  
 \_\_\_\_\_  
 Treasurer Board of Education

EXHIBIT A

REMIT TO:

122 S. Wilson Ave.  
Fremont, OH 43420  
Phone (419) 334-3801  
Fax (419) 332-1534



**MOSSEER**  
CONSTRUCTION, INC.

Invoice No. 7369.01 Final

BILL TO: Fremont City Schools  
500 W. State Street  
Fremont, OH 43420  
Attn: Tom Anway

DATE	TERMS	MOSSEER JOB NO.	YOUR ORDER NO.	
3/9/2018	Net 30 days	7369.01		
QUANTITY	DESCRIPTION		PRICE	AMOUNT
	Croghan Elementary Parapet Repair Labor, Material & Equipment			\$25,780.00

PLEASE NOTE: IF PAYMENT IS NOT RECEIVED WITHIN 30 DAYS, THIS AMOUNT WILL BE  
DEDUCTED FROM OUR NEXT PAYMENT TO YOU.

Prepared by: Greg Drown/jac

Thank You!

## QUALIFICATIONS AND DUTIES OF THE TREASURER

Responsible to: Board of Education

Goal: To provide financial guidance, understand economic resources, guard capital and financial assets and be able to disseminate and articulate these to District leadership while holding oneself to high ethical standards.

### Performance Responsibilities:

#### 1. Leadership

- A. Participate as an integral member of the District leadership team.
  - 1) Participate as an active member in District leadership meetings.
  - 2) Participate as an active member in District committees.
  - 3) Identify financial issues, recognize sources of financial conflict and provide input on possible solutions.
  
- B. Work with the District Superintendent and the Board of Education, with input from other stakeholders, to review, develop, align and implement policies and procedures.
  - 1) Propose, align, implement and monitor District financial policies and procedures to be consistent with District goals, state and federal mandates, legal requirements and negotiated agreements.
  - 2) Serve on District policy review committee.
  - 3) Serve as secretary to the Board of Education.
  
- C. Participate with the District Superintendent and the Board of Education in the development and implementation of the District strategic plan.
  - 1) Work and serve on committees that move the District toward the achievement of its mission and goals.
  - 2) Participate in administrative and employee teams in the identification of measurable short- and long-term goals in all financial activities.
  - 3) Identify and update the financial resources, including the budget to support the District strategic plan.
  - 4) Analyze and monitor financial data to facilitate the strategic plan and assess the impact.

- D. Establish and manage sound fiscal practices to support the educational process.
    - 1) Provide financial components to support the instructional programs.
    - 2) financial data to assist the administration in development of programs.
  
  - E. Lead and manage personnel under direct supervision of the **Treasurer Superintendent**.
    - 1) Develop and implement processes to ensure the recruitment, selection, orientation, assignment, professional development, evaluation and termination of personnel adhering to all rules and regulations.
    - 2) Apply concepts to motivate others, delegate authority, assign tasks, make decisions, process information, increase planning, allocate personnel resources and monitor performance of personnel to accomplish District goals and ensure accountability.
    - 3) Maintain a positive work environment and professional relationship with all personnel, including the identification and implementation of procedures for conflict resolution and team building to enhance morale and productivity.
  
  - F. Support the effective use of data.
    - 1) Establish processes for the use of financial data as a decision-making tool.
    - 2) Coordinate the development and management of an appropriate personnel database to provide seamless integration with payroll and other school District functions.
2. Fiscal Management
- A. Collect, analyze and interpret financial data for budgeting, forecasting and decision-making.
    - 1) Use current technology to manage, analyze, communicate and secure financial data.
    - 2) Identify, evaluate and forecast by applying various economic and financial market theories that impact the District, including the cost of current salary, employee benefit packages and proposals.
    - 3) Collaborate with District leadership to provide oversight and sound fiscal practices and theories to meet District goals.
    - 4) Formulate decisions based on financial data.

- B. Effectively manage District financial accounts including: cash, budgetary, debt service, revenue and grant management.
    - 1) Demonstrate knowledge of local, state and federal funding.
    - 2) Understand and manage cash flow.
    - 3) Understand and implement appropriate strategies for debt management.
    - 4) Understand and implement appropriate investment strategies.
    - 5) Understand the sources and management of grants and alternative revenue.
    - 6) Manage and evaluate the efficiency of the District payroll operations.
    - 7) Manage and evaluate the efficiency of the District budgetary operations.
    - 8) Demonstrate the ability to pay invoices in a timely manner.
  
  - C. Demonstrate knowledge, performance and accuracy of standard accounting practices, auditing procedures and accurate financial reporting.
    - 1) Report revenues, expenditures and fund balances to local, state and federal agencies in an accurate and timely manner.
    - 2) Prepare a cash flow analysis, including a fund balance report for the Board of Education.
    - 3) Direct purchasing procedures.
    - 4) Ensure effective procedures and internal controls for handling cash.
  
  - D. Demonstrate knowledge of and compliance with State and Federal laws.
    - 1) Demonstrate knowledge of the Ohio Revised Code (ORC), relevant court decisions, Board policy and Federal statutes.
    - 2) Establish and monitor compliance with audit.
    - 3) Ensure that appropriate data security and privacy of records are maintained, that historical records are protected and that applicable public records laws are followed.
    - 4) Understand, analyze and be able to explain current employment contracts and/or collective bargaining agreements pertaining to compensation and benefits.
3. Facilities, Property and Capital Asset Management
- A. Acquire and maintain building and capital assets in conjunction with District leadership.
    - 1) Implement and maintain the policies and procedures for capital assets.
    - 2) Plan for the acquisition and construction of capital assets.
    - 3) Coordinate the disposition of capital assets.
    - 4) Maintain solvency of construction projects.



- B. Secure financing for capital projects.
    - 1) Analyze the financial options for debt alternatives.
    - 2) Analyze debt structure.
    - 3) Match useful life to length of debt.
    - 4) Select advisers to assist in the financing and debt process.
  
  - C. Develop and monitor risk management practices to protect capital assets.
    - 1) Select adequate insurance coverage for all assets.
    - 2) Develop and implement policies and procedures for insurance coverage.
    - 3) Develop internal procedures for reporting and monitoring inventory.
    - 4) Understand and demonstrate the ability to obtain the financial security for fleet, property, liability insurance and bonding employees.
  
  - D. Provide financial oversight and analysis of fiscal implication to the District support services in conjunction with District leadership.
    - 1) Analyze, understand and articulate the fiscal implications of: food services; transportation services; maintenance, grounds and custodial services; and technology services.
4. Communication and Collaboration
- A. Demonstrate competence in the communication of financial reports to all stakeholders.
    - 1) Demonstrate effective speaking, writing, reading, and listening skills.
    - 2) Tailor communications to the specific setting, purpose and audience.
    - 3) Employ a range of communication tools to maximize communication.
    - 4) Communicate the relationship of programs, staffing, budgets, revenues and appropriations of the District.
  
  - B. Communicate effectively and openly while demonstrating a willingness to collaborate with District leadership.
    - 1) Analyze, prepare and present financial statements and supporting documents to the Superintendent and the Board of Education throughout the year.
    - 2) Collaborate with the Superintendent and Board of Education on communicating the financial position of the District.
    - 3) Communicate District financial goals and objectives to District staff.

- C. Communicate effectively and openly while demonstrating a willingness to collaborate with other individuals or groups.
  - 1) Assist in the integration and gathering of financial information for public relation purposes.

5. Professionalism

- A. Understand, uphold and comply with professional ethics including the Licensure Code of Professional Conduct for Ohio Educators and the Ohio Ethics Laws.
  - 1) Comply with professional and ethical conduct with integrity, honesty, fairness and dignity by conducting all District business without conflict of interest, impropriety, or to obtain personal gain.
  - 2) Comply with a strict code of purchasing and procurement ethics.
  - 3) Apply the highest values and ethical standards as they relate to the school business profession.
  - 4) **Demonstrate high ethical, professional, and moral conduct.**
  - 5) 4) Uphold, encourage and monitor professional and ethical conduct of staff.
  - 6) 5) Report suspected violations of professional and ethical conduct and standards through the appropriate chain of command.
- B. Model and expect fairness, honesty and consistency in the performance of duties.
  - 1) Demonstrate sensitivity to diversity in professional interactions.
  - 2) Ensure District policies are implemented in an unbiased, fair and consistent manner.
  - 3) Protect all interests with respect to responsibility and financial integrity.
- C. Maintain compliance with applicable local, State and Federal laws, rules and regulations and District policies and procedures.
  - 1) Apply District policies, procedures and legal requirements for budget adoption.
  - 2) Apply District policies and procedures that govern financial operations.
  - 3) Apply all rules, regulations and statutes of relevant authorities.
  - 4) Strive to achieve an unqualified opinion of District financial audit with minimal auditor comments.
  - 5) Prepare a corrective action plan with information conveyed in the annual audit report and guide the implementation of the plan.

- D. Maintain a strong commitment to professional development.
    - 1) Promote high-quality professional development for **Treasurer** ~~Superintendent~~ personnel.
    - 2) Participate and engage in high-quality professional development aligned with District goals and professional standards.
    - 3) Remain current with technology applications and software programs.
  
  - E. Collaborate with peers for the advancement of the profession.
    - 1) Participate in local, state and/or national professional meetings and organizations.
    - 2) Contribute to the professional mentoring and growth of new school treasurers.
    - 3) Advocate for improvements in fiscal policies, laws and regulations that impact education.
6. Perform such other tasks and assume other responsibilities as may be assigned by the Board of Education.

[Adoption date: June 6, 2016]

**Revised:**

LEGAL REFS.: ORC 131.18  
3301.074  
3311.19  
3313.14; 3313.15; 3313.22; 3313.24; 3313.26 through 3313.32; 3313.51  
5705.41; 5705.412; 5705.45

CROSS REFS.: BCCA, Incapacity of the Treasurer  
BCCB, Evaluation of the Treasurer (Also AFBA)  
BCCC, Treasurer's Contract  
BCCD, Board-Treasurer Relationship  
BDDG, Minutes  
DFA, Revenues from Investments  
DH, Bonded Employees and Officers

## BUSINESS ADVISORY COUNCIL TO THE BOARD

The Board shall appoint a Business Advisory Council whose membership and organization shall be determined by the Board.

The Board and council adopt and file with the Ohio Department of Education, an **annual** plan under which the council advises and provides recommendations to the Board on matters specified by the Board, including, but not necessarily limited to, the delineation of employment skills, the development of curriculum to instill these skills, changes in the economy and in the job market and the types of employment in which future jobs are most likely to be available. This council also makes suggestions for developing a working relationship among businesses, labor organizations and educational personnel.

The council meets with the Board at least quarterly. **The Board and council file a joint statement by March 1 each year describing how they have fulfilled their responsibilities.**

Meetings of the Business Advisory Council to the Board fall under the auspices of the Open Meetings Act (Sunshine Law).

[Adoption date: October 16, 2017]

**Revised:**

LEGAL REFS.: ORC 121.22(B)  
3313.174  
3313.82  
3313.821

CROSS REFS.: BCE, Board Committees  
BCF, Advisory Committees to the Board  
BCFB, Family and Civic Engagement Committee

## BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication with the staff. **Generally, the** basic line of communication between the Board and the staff is through the Superintendent. Staff members should **generally** utilize the Superintendent to communicate to the Board or its subcommittees. All official communications, policies and directives of staff interest and concern are communicated to staff members through the Superintendent. The Superintendent develops appropriate methods to keep staff members informed of the Board's issues, concerns and actions.

Board members must recognize that their presence in school buildings could be subject to a variety of interpretations by school employees. If a visit to a school or classroom is being made for other than general interest, Board members shall inform the Superintendent and make arrangements for visitation through the principal of the particular school. General interest visits are defined as informal expressions of interest in school affairs and not as inspections or visits for supervisory or administrative purposes. Board members will indicate to the principal the reason(s) for the visit. Official visits by Board members are carried out only under Board authorization.

[Adoption date: June 6, 2016]

**Revised:**

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: AFA, Evaluation of School Board Operational Procedures (Also BK)  
BDDH, Public Participation at Board Meetings (Also KD)  
GBM, Staff Complaints and Grievances  
KK, Visitors to the Schools

## QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

Title: Superintendent  
Department: Administration  
Building/Facility: District Office  
Reports to: Board of Education  
Employment Status: Regular/Full-time  
FLSA Status: Exempt

General Description: The Superintendent of Schools is the chief executive and administrative officer of the Board. The Superintendent reports directly to the Board, has all powers and duties imposed upon the office by statute, and has all executive and administrative powers and duties in connection with the overall operation of the schools which are not required by statute to be exercised directly by the Board or by some other officer. The Superintendent exercises leadership through school administrators who comprise the Leadership Team.

Major Policy Responsibility:

The Superintendent of Schools initiates and recommends policies for approval by the Board and develops policies recommended by the Board. Following approval of policies by the Board, the Superintendent is responsible for implementing policies and ensuring that the overall operation of the schools adheres to established Board policies. The Superintendent shall affect the position responsibilities by delegating, at his/her discretion, said responsibilities to assistants and subordinates with the knowledge that the delegation of power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.

Essential Functions:

1. **Vision, Continuous Improvement and Focus of District Work:** The Superintendent shall establish a vision, expect continuous improvement and develop a focused plan for achieving District goals. Effective superintendents facilitate the establishment of a vision for their districts. They articulate this vision clearly, creating a description of what the district can become. This vision drives the District's work

Representative Elements:

- A. Develop a shared mission, belief statements and goals for the District.
  - B. Expect, model and support the effective use of data.
  - C. Create and execute a coherent plan with a limited, achievable number of goals and objectives.
  - D. Implement the District plan and monitor the strategies and activities for achieving the goals and objectives.
  - E. Communicate the District's mission, belief statements, goals and focused plan.
  - F. Engage the Board and key staff in a process that identifies objectives, details, activities, resources, time lines, standards and monitoring processes necessary for completion of the District objectives.
  - G. Provide regular (quarterly) updates and year-end reports on progress with the District's comprehensive continuous improvement plan (CCIP).
2. Communication and Collaboration: Effective superintendents have processes in place to:
- A. facilitate communication and collaboration with the Board of Education and the District Treasurer;
  - B. establish and maintain effective relationships with school personnel and
  - C. engage the external community.

Effective superintendents recognize the importance of involving multiple stakeholders to inform decision making, communicate processes and celebrate accomplishments. To gain and maintain support for these improvement efforts and to sustain the focus on the goals, effective superintendents must communicate effectively with staff and stakeholders.

Representative Elements:

- A. Demonstrate communication competence with all stakeholders.
  - B. Develop, implement and maintain effective communication systems.
  - C. Communicate effectively and openly and demonstrate a willingness to collaborate with the Board of Education, the District Treasurer, the District staff and external stakeholders.
  - D. Keep the public and staff informed about current educational practices, educational trends, policies, progress and challenges in the District's schools.
  - E. Communicate to the Board important public and staff beliefs about matters pertaining to the schools, including the interpretation of independent survey data.
  - F. Promptly respond to staff and community concerns.
  - G. Execute activities that build and sustain positive community engagement.
  - H. Establish rapport with the media.
  - I. Promote understanding, appreciation and use of the community's diverse social, culture and intellectual resources.
3. Policies and Governance: Effective superintendents identify, prioritize, recommend and follow policies and governance procedures that maintain a focus on the central goal – ensuring the success of all students. Effective superintendents recognize the moral imperative to ensure the success of every child and recommend and enforce policies and governance practices accordingly. Effective superintendents value the importance of an effective working relationship with the Board and enlist the Board's support for District goals.

Representative Elements:

- A. Review, develop and recommend policies for the District.
- B. Implement and continuously assess policies and practices.
- C. Identify and respond to societal and educational trends that affect the District and community.
- D. Advocate for children and families.



- E. Model and expect professional conduct.
  - F. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information and reports as needed to ensure the making of informed decisions.
  - G. Prepare the agenda for Board meetings, attend and participate in all meetings of the Board and its committees, except when own employment or salary is under consideration, and participate in all Board deliberations, with no voting power.
  - H. Keep the Board informed of the activities operating under the Board's authority.
4. Instruction: The Superintendent leads the creation of instructional systems designed for high student achievement. The Superintendent shall place a primary focus on improving instruction and enhancing student learning. As an instructional leader, the Superintendent shall create a District culture and expectations that support effective data-based decision making at all levels of the system. The Superintendent shall work with District and building administrators to identify, collect, analyze and use relevant data to identify strengths to sustain and improvements to address. The Superintendent shall promote, support and use research-based best practices for curriculum design and instruction.

Representative Elements:

- A. Require Districtwide use of an established curriculum.
- B. Ensure the development and implementation of high-quality, standards-based instruction.
- C. Set expectations for and guide the creation of a comprehensive academic assessment system for the District.
- D. Ensure that the District curriculum, instruction and assessment program are designed to provide full access and opportunity to all students consistent with available resources and legal mandates.
- E. Provide for high-quality professional development for all staff aligned with District, state and applicable national standards.
- F. Promote the use of effective and appropriate technologies to support teaching and learning.
- G. Provide for proper administration and oversight of extra and cocurricular programs in the District.

5. Resources: Effective superintendents intentionally focus financial, human, time, materials, technological and facility resources in support of District goals for instruction and achievement. Superintendents take actions to achieve District goals. They support individuals at all levels in the District and assume that the District Office is a support and service organization for the schools. Effective superintendents organize the District to provide leaders appropriate authority within their schools to make decisions and implement initiatives. To allow for this to happen successfully, superintendents provide adequate and equitable resources across the District.

Representative Elements:

- A. Recruit, develop, evaluate and retain quality staff and oversee human resource management.
  - B. Organize calendars and schedules focused on District goals.
  - C. Manage and prioritize fiscal resources to align expenditures with District goals.
  - D. Identify and equitably allocate materials and technology to support District goals.
  - E. Oversee the District's facilities and operations.
  - F. Assign and transfer employees as the interest of the District may dictate.
  - G. Provide and implement a plan of assessment and evaluation for employees of the District as well as personally assess and evaluate select administrative personnel.
  - H. Recommend to the Board tax millage needed to maintain the District's educational programs and provide leadership to tax levy campaigns.
  - I. Provide for administrative oversight of appropriate regulations for the use and care of school properties.
  - J. Provide for administrative oversight of the transportation of students and provision of food services.
6. Special Projects, Other Duties and Skills: To identify, address and/or resolve tasks and problems that emerge in the District, which are unique or crucial to the overall successful operation of the District. It is expected that the Superintendent demonstrate leadership skills in the carrying out of his/her functions.

Representative Elements:

- A. Professional and personal development through participation in local, state and national professional organizations, visits similar school districts, attends educational conferences and reads current professional literature.
- B. Leadership as demonstrated by the following skills: effective written and oral communications skills, sound and thoughtful decision-making skills, facilitator of building a culture of trust and high expectations, engages in self-development, facilitates conflict management, demonstrates creativity, anticipates problems, demonstrates entrepreneurial skills, is a self-initiator, demonstrates high ethical, **moral**, and professional behavior.

*When applicable, including but not limited to other items agreed to by the Superintendent and the Board, such as:*

- 1) Construction projects; facilitation of coherent, well-planned process.
- 2) Leadership in managing levy and bond issues campaigns.
- 3) building in the community for specific Board goals.
- 4) Identifying enrollment trends and making recommendations concerning facility needs.

Qualifications: Possess a master's degree and superintendent's license.

[Adoption date: June 6, 2016]

**Revised:**

LEGAL REFS.: ORC 3319.01; 3319.16; 3319.22

CROSS REFS.: CBAA, Incapacity of the Superintendent  
CBG, Evaluation of the Superintendent (Also AFB)  
CCA, Organizational Chart  
CCB, Staff Relations and Lines of Authority

## STAFF RELATIONS AND LINES OF AUTHORITY

The Superintendent establishes clear understandings on the part of all personnel of the working relationships in the District.

Lines of direct authority are those approved by the Board and are shown on the District's organizational chart.

Personnel are expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator refers such matters to the next higher administrative authority when necessary. All personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

**Staff members not covered by a negotiated agreement may direct concerns or complaints related to the Superintendent or Treasurer to the Director of Human Resources and Community Relations for review. The Director will review the concern/complaint and may attempt to resolve the issue informally. If the Director is not able to resolve the issue, he/she shall determine whether the matter should be referred to the Board for discussion and/or further action.**

Lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility. When the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the District.

[Adoption date: June 6, 2016]

**Revised:**

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)  
ACAA, Sexual Harassment  
BG, Board-Staff Communications (Also GBD)  
CCA, Organizational Chart  
KL, Public Complaints  
KLB, Public Complaints About the Curriculum or Instructional Materials

## EMERGENCY MANAGEMENT AND SAFETY PLANS

The Board acknowledges that the safety and well-being of students and staff are high priorities. Although emergencies cannot be predicted, effective prevention and management strategies are used to minimize the effects of emergency situations arising in the District.

An emergency is defined as **a serious, unexpected, and often dangerous situation requiring immediate action** ~~an event~~ that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies **or hazards** include, but are not limited to, **an active shooter, hostage situations, bomb threats, bullying**, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

### Comprehensive Emergency Management and School Safety Plans and Drills Test

~~The Board directs the Superintendent/designee to prepare emergency/safety plans for use by staff and students. The plans are posted in each classroom and other areas accessible to staff and students.~~

**The Superintendent/designee develops a** ~~The comprehensive emergency management plan~~ **meeting State law requirements for each building. The plan sets a** ~~establishes~~ protocols for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students. **The plan includes a floor plan unique to each floor of the building, a site plan including all building property and surrounding property, and an emergency contact sheet. The plan is kept in a secure location and is not considered a public record.**

~~State law determines the type and number of drills the District must conduct in order to adequately prepare staff and students for emergency situations. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur.~~

A copy of each school building's current comprehensive emergency management plan ~~and blueprint~~ is filed with the Ohio Department of Education, the law enforcement agency that has jurisdiction over the school building and, upon request, the fire department and emergency medical service organization that serves the political subdivision in which the school building is located. The floor plan is used solely by first responders responding to an emergency in the building and is not a public record.

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. When the comprehensive emergency management plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from all stakeholders.

Although the plan is reviewed annually, State law requires the District's comprehensive emergency management plan to be updated every three years and whenever a major modification to an individual school building requires changes in that building's procedures or whenever information on the emergency contact information sheet changes.

**An emergency management test is conducted annually in accordance with State law.**

### **Emergency Drills**

**The Board directs the Superintendent/designee to conduct all drills required by State law. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur. Plans are posted in each classroom and other areas accessible to staff and students where required by law.**

[Adoption date: June 6, 2016]

**Revised:**

LEGAL REFS.: ORC 149.433  
2305.235  
2923.11  
3301.56  
3313.20; 3313.536; 3313.717; 3313.719  
3314.03; 3314.16  
3701.85  
3737.73; 3737.99  
OAC **3301-5-01**  
~~3301-35-06~~

CROSS REFS.: EBAA, Reporting of Hazards  
EBBA, First Aid  
EBBC, Bloodborne Pathogens  
ECA, Buildings and Grounds Security  
ECG, Integrated Pest Management  
EEAC, School Bus Safety Program  
EF, Food Services Management  
EFB, Free and Reduced-Price Food Services  
EFH, Food Allergies  
GBE, Staff Health and Safety  
JHCD, Administering Medicines to Students  
JHF, Student Safety  
KBCA, News Releases  
KK, Visitors to the Schools  
Emergency Management and Safety Plans Handbook

**NEW REGULATION**

File: EBC-R

**EMERGENCY MANAGEMENT AND SAFETY PLANS  
(Administrative Rules/Protocols)**

The Board directs the Superintendent/designee to prepare and maintain a comprehensive emergency management plan meeting State law requirements. The plan is kept in the central office in a secure location.

Administrative Rules/Protocols

The Superintendent/designee also must develop safety rules/protocols addressing the following areas:

1. A list of dangerous or recalled products.
2. Radon rules or protocols including evidence that each school has been built radon resistant or has been tested for radon within the past five years.
3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.
4. Guidance regarding bloodborne pathogen risk reduction.
5. Procedures for administering medications to students.
6. A written comprehensive safety plan addressing:
  - A. safety management accountabilities and strategies;
  - B. safe work practices;
  - C. accident analysis procedures;
  - D. job safety analysis procedures;
  - E. safety committees and employee involvement strategies;



- F. employee safety and health training;
  - G. treatment of sick or injured workers;
  - H. safety and health hazard audits;
  - I. ergonomics;
  - J. transportation safety;
  - K. identification and control of physical hazards;
  - L. substance abuse; and
  - M. personal protective equipment.
7. A written chemical hygiene plan, which sets forth procedures, equipment, personal protective equipment and work practices that are capable of protecting employees and students from the health hazards of chemicals in the school.
  8. Safety data sheets for every hazardous chemical used in each school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the main office of each building.)
  9. Protocols on staff and student hand washing.
  10. No-smoking signs.
  11. The District's integrated pest management policy.
  12. Protocols for using automated external defibrillators (AEDs).
  13. Protocols for the management of students with life-threatening allergies.

(Approval date:)

DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED  
TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license (CDL) are subject to a drug and alcohol testing program that fulfills the requirements of federal regulations.

These regulations reflect several requirements of the federal drug testing regulations but are not intended in any way to modify or limit the procedures for drug and alcohol testing. District personnel must adhere to the detailed provisions of federal regulations in administering the District's drug and alcohol program. Districts must also adhere to State laws pertaining to drug and alcohol testing for drivers required to hold a CDL.

References to tests in these regulations include both drug and alcohol tests unless the context specifies otherwise. The terms drugs and controlled substances are interchangeable and have the same meaning. Testing includes the ~~standard seven-panel~~ Department of Transportation's **current drug testing requirements**, ~~screen, which includes: Cannabinoid (THC), amphetamines (and methamphetamines), cocaine, MDMA (ecstasy), opiates, heroin (6-Monoacetyl morphine) and phencyclidine (PCP).~~

Pre-Employment Tests

Prior to the first time a driver performs safety-sensitive functions for the District, a controlled substances test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant receiving a negative drug test result.

An employee may be exempt from the pre-employment drug test if he/she has participated in a drug-testing program within 30 days prior to the application for employment. While participating in that program the employee must either have been tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months. The responsible administrator must be able to make all verifications required by law.

Post-Accident Tests

Prior to a driver operating a school bus, the District will provide the driver with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in the time limits imposed by the federal regulations after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or
2. received a citation under State or local law for a moving-traffic violation arising from the accident.

No driver involved in an accident may use alcohol for eight hours after the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours after the accident, the responsible administrator prepares and maintains records explaining why the test was not conducted.

Tests conducted by authorized federal, state or local officials fulfill post-accident testing requirements, provided they conform to applicable legal requirements and are obtained by the responsible administrator. Breath tests validate only the alcohol test and cannot be used to fulfill controlled-substance testing obligations.

The Board reserves the right to require any driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

#### Random Tests

Alcohol and controlled substance tests are conducted on a random basis at unannounced times throughout the year. Random tests are conducted just before, during or just after the performance of safety-sensitive functions. Once notified of selection for drug testing, a driver must proceed immediately to a collection site to provide a urine specimen.

Drivers are selected by a scientifically valid random process, and each driver has an equal chance of being tested each time selections are made. All drivers, whether full-time or substitute, and other individuals who are certified to operate school buses and may be called upon to do so, will be included in the random pool. Individuals who are selected for a random test but who are not operating a school bus at the time of the selection will be passed over, and an alternate driver will be tested under the random draw. The number of bus drivers selected for random testing is in accordance with federal regulations.

### Reasonable Suspicion Tests

Tests must be conducted when a properly trained supervisor or District official has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the appropriate administrator prepares and maintains a record explaining why this was not done. Attempts to conduct alcohol tests terminate after eight hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.

A supervisor or District official who makes a finding of reasonable suspicion must also make a written record of his/her observations leading to a reasonable-suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

In accordance with federal regulations, third party information may not be the only determining factor used to conduct reasonable suspicion testing.

### Return-to-Duty Tests

A drug or alcohol test is conducted when a driver who has violated the drug or alcohol prohibition returns to performing safety-sensitive duties.

Employees whose conduct involved misuse of drugs may not return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol may not return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and District standards.

### Follow-Up Tests

A driver who violates the drug or alcohol prohibition and is subsequently identified by a substance-abuse professional as needing assistance in resolving a drug or alcohol problem is subject to unannounced follow-up testing as directed by the substance-abuse professional in accordance with law. Follow-up alcohol testing is conducted just before, during or just after the time when the driver is performing safety-sensitive functions.

### Records

Employee drug and alcohol test results and records are maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver receives copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records are made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

### Notifications

Each driver receives educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the policy and regulations for meeting these requirements. Representatives of employee organizations are notified of the availability of this information. The information identifies:

1. the person designated by the Board to answer driver questions about the materials;
2. categories of drivers who are subject to the drug and alcohol testing requirements;
3. sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the workday driver compliance is required;
4. specific information concerning driver conduct that is prohibited;
5. circumstances under which a driver is tested for drugs and/or alcohol;
6. procedures that are used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
7. the requirement that a driver submit to drug and alcohol tests administered in accordance with federal regulations;
8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;

9. consequences for drivers found to have violated the drug and alcohol prohibitions, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;
10. consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04 and
11. information concerning the effects of drugs and alcohol on an individual's health, work and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program and/or referral to administrative officials.

Each driver must sign a statement certifying that he/she has received a copy of the above materials.

The Board-designated administrator notifies a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The Board designee notifies a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The designee also tells the driver which controlled substances were verified as positive.

Drivers inform their supervisors if at any time they are using a controlled substance that their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician is familiar with the driver's medical history and has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle. The District may require additional written notification from the prescribing physician.

#### Enforcement

Any driver who refuses to submit to post-accident, random, reasonable-suspicion or follow-up tests is not allowed to perform or continue to perform safety-sensitive functions, and is ineligible to operate a school bus in the state. The Ohio Department of Education will be notified of the refusal to test.

A driver who in any other way violates District prohibitions related to drugs and alcohol receives from the Board designee the names, addresses and telephone numbers of substance-abuse professionals and counseling and treatment programs available to evaluate and resolve drug- and alcohol-related problems. The employee is evaluated by a substance-abuse professional who determines what help, if any, the driver needs in resolving such a problem.

Any substance-abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

Before the driver is returned to safety-sensitive duties, if at all, the Board designee must ensure that the employee:

1. has been evaluated by a substance-abuse professional;
2. has complied with any recommended treatment;
3. has taken a return-to-duty drug and alcohol test with a result indicating an alcohol concentration level of less than 0.02 and
4. is subject to unannounced follow-up drug and alcohol tests. (The number and frequency of such follow-up testing is as directed by the substance-abuse professional and consists of at least six tests in the first 12 months following the driver's return to duty.)

In accordance with State law a driver may not operate a school bus when a drug or alcohol test indicates any measurable or detectable amount of a controlled substance.

(Approval date: June 6, 2016)

**Revised:**

## ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students and unaccompanied youth, have a basic right to equal educational opportunities. Accordingly, the District must enroll each homeless student or unaccompanied youth in the District in the school determined to be in the student's best interest. **Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.** A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. sharing the housing with other people due to loss of housing, economic hardship or a similar reason;
2. living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandonment in hospitals;
5. a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
7. migratory students living in circumstances described above and
8. an unaccompanied youth who is homeless and not in the physical custody of a parent or guardian.

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. The District presumes that keeping the homeless child or youth in the school of origin is in the child or youth's best interest, unless doing so is contrary to the request of the student's parent or guardian, or the unaccompanied youth. When considering the school of best interest, the District considers student centered factors related to the homeless child or youth's best interest including factors related to the impact of mobility on achievement, education, health and safety of the child or youth and gives priority to the homeless child or youth's parent or guardian or the unaccompanied youth.



The District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the identification, enrollment, retention and success in school of homeless students including barriers to enrollment and retention due to outstanding fees or fines, or absences;
2. the District does not segregate homeless children or youth into separate schools or separate programs within a school, based on the student's status as homeless;
3. it appoints a District liaison, able to carry out their duties, who ensures that homeless students are identified and enroll and succeed in school and ensures the liaison is trained in compliance with law;
4. it provides training opportunities for staff on identifying and serving homeless students;
5. homeless children or youth are immediately enrolled even if the child or youth is unable to produce records normally required for enrollment such as previous academic records, records of immunization and other required health records, proof of residency or other documentation, or if the student has missed application or enrollment deadlines during any period of homelessness;
6. homeless children or youth are provided with education, nutrition and transportation services that are at least comparable to the services provided to nonhomeless students and
7. homeless students and unaccompanied youth meeting the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities including: magnet school; summer school; career and technical education; advanced placement; online learning and charter school programs.

The liaison carries out all duties required by law, ensures compliance with the subgrant and coordinates services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended to be provided, which may be the end of the school year or the end of a program cycle.

Information about a homeless child or youth's living situation is part of the student education record and is not considered directory information.

The District complies with the Ohio Department of Education's Plan and State and Federal laws for the education of homeless students.

[Adoption date: June 6, 2016]

[Re-adoption date: April 3, 2017]

**Revised:**

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
42 USC Sections 11431 et seq.  
ORC 9.60 through 9.62  
3313.64(F)(13)  
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination  
JB, Equal Educational Opportunities  
JEC, School Admission  
JHCB, Immunizations  
JO, Student Records

## STUDENT ABSENCES AND EXCUSES

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor schoolwork; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused include, but are not limited to:

1. personal illness of the student;
2. illness in the student's family **necessitating the presence of the child;**
3. needed at home to perform necessary work directly and exclusively for parents or legal guardians **for a limited period of time when approved by the Superintendent** (applies to students over 14 years of age only);
4. death in the family (**applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence**);
5. quarantine for contagious disease;
6. ~~religious reasons~~ **observance of religious holidays consistent with a student's truly held religious belief;**
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to four days) ~~or~~;
8. **college visitation;**
9. **absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;**
10. **absences due to the student being homeless or**
11. as determined by the Superintendent.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. For each day a student is absent from class there will be assigned a commensurate number of days to make up assignments (including, but not limited to homework, projects, presentations and class activities). Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. If a student is absent on a quiz/test day, the student will need to make arrangements with the teacher to take the quiz/test within one week of the return to the class. Each case is considered on its merits by the principal and the respective teacher(s). Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness.

Students are permitted to go on vacation during the school year without penalty (except the week ending each semester and during state assessments). Whenever a proposed absence-for-vacation is requested, parents must discuss it with the principal. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence.

1. The District will only approve a student's absence for a vacation when he/she will be in the company of his/her own parent or other family relatives but not other students' parents, unless there are extenuating circumstances deemed appropriate by the principal.

If a student is absent for any other type of vacation, he/she will be considered unexcusably absent from school and subject to truancy regulations.

2. The time missed will be counted as an authorized, unexcused absence, but shall not be a factor in determining grades unless makeup work is not completed.

The Board authorizes the Superintendent to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than 10 consecutive days or a total of at least 15 days during a semester or term.

[Adoption date: June 6, 2016]

[Re-adoption date: July 18, 2016]

[Re-adoption date: June 5, 2017]

**Revised:**

LEGAL REFS.: ORC 3313.609  
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.19; 3321.38  
4510.32

**OAC 3301-69-02**

CROSS REFS.: IGAC, Teaching About Religion  
IKB, Homework  
JEDB, Student Dismissal Precautions  
JHC, Student Health Services and Requirements  
JHCC, Communicable Diseases

**FREMONT CITY BOARD OF EDUCATION**  
**Special Meeting**  
**SUMMARY**  
**April 4, 2018**

Roll Call:

**MOTION 45-18      APPROVAL OF TREASURER PRO TEM**

**MOTION 46-18      RESOLUTION FOR EXECUTIVE SESSION (O.R.C. 121.22)**

**MOTION 47-18      ADJOURNMENT**

**Fremont City Schools  
Board of Education  
Special Meeting Minutes  
April 4, 2018**

The Fremont City Board of Education of the Fremont City School District, in Sandusky County, Ohio met on Wednesday, April 4, 2018 for a special meeting at 4:00 p.m. in the Fremont City Schools District Office, 500 W. State Street, Suite A, Superintendent's Conference Room, Fremont, Ohio.

Pledge of Allegiance

Roll Call:	Shantel Laird, Board President	Present
	Alex Gorobetz, Board Vice-President	Present
	Maria D. Garza	Present
	Thomas Price	Absent
	Violetta R. Rhea	Present

**MOTION 45-18      APPROVAL OF TREASURER PRO TEM**

Ms. Laird, seconded by Mr. Gorobetz, made the motion to appoint Ms. Maria D. Garza as Treasurer Pro Tem.

**Ayes: Laird, Gorobetz, Garza, Rhea**

**Motion carried. 4-0**

**FIRST HEARING OF THE PUBLIC**

A Fremont City School District citizen, recognized by the Chair, may speak on any issue, during the Recognition of Visitors and Hearing of the Public Sessions, but the Chair may limit remarks pursuant to the debate regulations of *Robert's Rules of Order* and Fremont City School District Policy.

- None

**REPORT OF THE SUPERINTENDENT**

- Mr. Detwiler showed the Board a short video about Career Day at Hayes Elementary.

**PENDING STATE LEGISLATION**

- A discussion was held regarding HB 512. The Board decided to write a resolution and a statement of philosophy regarding the Bill. Ms. Laird will prepare and have the language ready by Monday's Board meeting for the Board to review.

**MOTION 46-18      RESOLUTION FOR EXECUTIVE SESSION (O.R.C. 121.22)**

Ms. Laird, seconded by Mr. Gorobetz, made the motion to enter into executive session (O.R.C. 121.22).

**Resolution for Executive Session (O.R.C. 121.22)**

**WHEREAS**, as a public board of education, the Fremont City School District Board of Education may hold an executive session only after a majority of a quorum (or, in the case of item O, below, a unanimous quorum) of this board determines by a roll call vote to hold such a session and only at a regular or special meeting for the sole purpose of the consideration of any of the following matters:

- A. To consider the appointment of a public employee or official.
- B. To consider the employment of a public employee or official.

**MOTION 46-18      RESOLUTION FOR EXECUTIVE SESSION (O.R.C. 121.22)**

- C. To consider the dismissal of a public employee or official.
- D. To consider the discipline of a public employee or official.
- E. To consider the promotion of a public employee or official.
- F. To consider the demotion of a public employee or official.
- G. To consider the compensation of a public employee or official.
- H. To consider the investigation of charges or complaints against a public employee, official, licensee, or student.
- I. To consider the purchase of property for public purposes.
- J. To consider the sale of property at competitive bidding.
- K. To confer with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action.
- L. To prepare for, conduct, and/or review negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment.
- M. To consider matters required to be kept confidential by federal law or regulations or state statutes.
- N. To discuss details relative to the security arrangements and emergency response protocols for the Board.
- O. To discuss confidential information related to an application for economic development assistance, or negotiations with other political subdivisions related to the application, as executive session is necessary to protect interests of the applicant or related expenditure of public funds. (Unanimous vote required.)

**NOW, THEREFORE, BE IT RESOLVED** that the Fremont City School District Board of Education-does hereby declare its intention to hold an executive session on items **B** as listed above.

**Ayes: Laird, Gorobetz, Garza, Rhea**  
**Motion carried. 4-0**

**MOTION 47-18     ADJOURNMENT**

Mrs. Rhea, seconded by Mr. Gorobetz, made the motion to adjourn the special board meeting at 6:00 p.m.

**Ayes: Rhea, Gorobetz, Garza, Laird  
Motion carried. 4-0**

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**APPROVED:**

\_\_\_\_\_  
**President**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Treasurer**