

MARIEMONT CITY SCHOOL DISTRICT

Regular Board of Education Meeting Mariemont Elementary School – Cafeteria May 21, 2013 7:00 p.m.

Call to Order

The Board of Education of the Mariemont City Schools was called to order at 7:00 p.m. in the Mariemont Junior High School on May 21, 2013 , with President Braun in the chair.

Roll Call

Mrs. Braun, Mr. Flynn, and Mr. White were present. Mrs. Lucas and Mr. Imhoff were present. Mrs. Huenefeld and Mrs. Walter were absent.

Pledge of Allegiance

Communications

- A. Introduce new Mariemont High School Assistant Principal,
Trevor Block – Jim Renner
- B. Introduce new Mariemont Elementary School Principal,
Erika Simmons - Mr. Steve Estep
- C. Change time of June meeting to 6:00 pm and date of August meeting to August 13
at 7:00 p.m.

Mrs. Braun moved, second by Mr. White, that the Board approve the above motion. Vote: Mrs. Braun, aye; Mr. Flynn, aye; and Mr. White, aye. Motion carried.

Recognitions:

MHS:
National Merit Finalists
Participants in State DECA Competition
MHS PTO President – Erika Hinebaugh

MJHS:
Power of the Pen Team Members and Coaches
MJHS PTO President – Amy Weiss

ME:
Continental Math League Winners
Destination Imagination Team
ME PTO President – Sarah Grimmer

TPE:
Continental Math League Winners
TPE PTO President – Kelli Neville

District:
Mariemont Arts Association Co-Presidents Jelina Huber and Jeri Gatch
Boosters President – Greg Long
Alumni President – Mark Evans

Approve Agenda Changes

Mr. Flynn moved, second by Mr. White, that the Board approve changes to the agenda.
Vote: Mr. Flynn, aye; Mrs. Braun, aye; and Mr. White, aye. Motion carried.

Approval of Minutes of April 23, 2013

Mr. White moved, second by Mr. Flynn, that the Board approve the minutes as presented. Vote: Mr. White, aye; Mr. Flynn, aye; and Mrs. Braun, aye. Motion carried.

Hearing of the Public

The Board provided for a hearing of the public.

Superintendents Committee Reports

Policy – The committee met to review policies
Finance – The Five-Year Forecast was reviewed

New Business

Policy Updates – Mrs. Buchert and Mrs. Kromer updated the Board on the OTES (Ohio Teacher Evaluation System). Mr. Imhoff reviewed policy updates to be adopted at the June meeting. Ex.1
Community Task Force – The Community Task Force recommendations are being evaluated and will be acted on in the future Ex.2

Superintendent's Recommendations

- | | | |
|----|---|-------|
| A. | Authorize Membership in the Ohio High School Athletic Association | Ex.3 |
| B. | Adopt High School, Junior High and Elementary Handbooks | Ex.4 |
| C. | Resolution for Social Studies Interim End of Course Exam | Ex. 5 |

Mrs. Braun moved, second by Mr. White, that the superintendent's recommendations be approved. Vote: Mr. White, aye; Mrs. Braun, aye; and Mr. Flynn, aye. Motion carried.

Personnel

- | | | |
|----|---|---|
| A. | Grant pre-approval to take college credit hrs. for reimbursement: | |
| | Kristy Gulbin | 21 st Learner thru Tech. 3 sem hrs |
| | Miren Sullivan | Appl. Linguistics 2 sem hrs |
| | | Tch. Rdg. & Writ. ESL 2 sem hrs |
| | Carolina Timmerding | Edu. Spanish 1 sem hr |
| | Rene Dierker | Adv. in Attitudes 3 sem hrs |
| | | Bringing out Best in Students 3 sem hrs |
| | Erica Eppert | Positive Discipline 3 sem hrs |
| | Emily Hunt | Positive Discipline 3 sem hrs |
| | Luke Wiseman | AP Eng. Lit. 3 sem hrs |
| B. | Employ aides on one-year contracts for 2013-14 SY | Ex.6 |
| C. | Approve retire/rehire individuals on one-year contracts | Ex.7 |
| D. | Employ Mindy Brown for 5 hrs. per week @\$25 per hour to provide home instruction from April 25, 2013 until June 12, 2013 | |
| E. | Employ student parking crew to be paid \$8 per hr: | |

- | | | | |
|--|--|------------------|---------------|
| | Lakmal Ekanayaka | Dominic Klein | Cody Pittman |
| | Daniel Simons | Sean Vester | |
| | Employ student ticket sellers to be paid \$15 per event: | | |
| | Whitney Crawford-Mack | Lakmal Ekanayaka | Dominic Klein |
| | Abby Moreton | Cody Pittman | Daniel Simons |
| | Gavin Smith | Sean Vester | |
- F. Employ Zachary Schnug* as the elementary Spanish teacher on a one-year limited contract for the 2013-14 SY to be compensated in accordance with his training and experience as applied to the officially adopted salary schedule.
- G. Employ individuals for extended days during the summer of 2012-13 Ex.8
- H. Employ Trevor Block* as assistant high school principal on a two-year contract to be compensated in accordance with his training and experience as applied to the officially adopted salary schedule
- I. Employ summer help on an as-needed basis:
Dustin Treftz William Bausmith
- J. Approve new supplemental position – athletic manager
- K. Employ Erika Simmons as Mariemont Elementary School principal on a two-year contract to be compensated in accordance with her training and experience as applied to the officially adopted salary schedule
- L. Approve job description and add the position of auxiliary senior clerk Ex.9
- M. Approve individuals for Extended Service Year service Ex.10
- N. Accept resignation of Natalie Lucas, treasurer, for retirement purposes effective December 31, 2013
- O. Accept resignation of Janice Moreton for retirement purposes effective at the end of the 2012-13 SY
- P. Accept amended letter of resignation for Paul Imhoff
- Q. Approve contract for Steven Estep Ex.11
- R. Rescind the acceptance of the resignation of Jeff Timmers at the April 23, 2013 meeting

Mr. Flynn moved, second by Mr. White, that the Board approve the personnel motions as presented. Vote: Mrs. Braun, aye; Mr. Flynn, aye; and Mr. White, aye. Motion carried.

Treasurer's Report

- | | | |
|----|--|-------|
| A. | Financial | Ex.12 |
| B. | Investments | Ex.13 |
| C. | Approve Amended Five-Year Forecast and Assumptions | Ex.14 |
| D. | Resolution Accepting the Amounts and Rates as Determined by the Budget Commission & Authorizing the Necessary Tax Levies and Certifying them to the County Auditor | Ex.15 |
| E. | Notifications for Employer Pickup of Employee Contributions | Ex.16 |
| F. | Approve Salary Schedules for certified, administrative, classified and unscheduled personnel | Ex.17 |
| G. | Resolution to Initiate retire/rehire procedure | Ex.18 |
| H. | Donations | |
| | 1. Accept donation from Scarlet and Grey in the amount of \$250 to be used towards the retirement dinner | |
| | 2. Accept donation from Durham (Peterman) in the amount of \$500 to be used towards the retirement dinner and end-of-year picnic | |
| | 3. Accept donation of \$4333.75 from the Mariemont School Foundation to be used towards the Naviance software and consulting | |

Mr. Flynn moved, second by Mr. White, that the motions contained in the treasurer's report be approved. Vote: Mr. White, aye; Mrs. Braun, aye; Mr. Flynn, aye. Motion carried.

Adjournment

There being no further business to come before the board Mrs. Braun made a motion, seconded by Mr. Flynn that the meeting be adjourned to meet at the call of the president. Vote: All present were in favor.

Certification

I certify that the above is a true and correct copy of the proceedings of the Regular Board Meeting of the Mariemont Board of Education.

* - Contingent upon receipt of a satisfactory criminal records check as determined by the superintendent of schools.

President

Treasurer

REVISED POLICY - VOL. 31, NO. 2

GRANT FUNDS

It is the objective of the Board of Education to provide equal educational opportunities for all District students. Government agencies, as well as foundations, businesses, and individuals, periodically offer both human and material resources to the District that benefit students and the educational program. Therefore, it is the intent of the Board to consider grant proposals and applications for their potential to enhance the educational opportunities, the educational environment, and the physical and mental growth for each student.

The Superintendent shall review new Federal education legislation and prepare proposals for programs s/he deems would be of aid to the students of this District. The Superintendent shall approve each such proposal prior to its submission, and the Board shall approve all grants resulting from such proposals.

The Board regards available Federal funds of aid to local school districts and communities as a public trust. It forbids the use of Federal monies for partisan political activities and for any use that would not be in accord with Federal guidelines on discrimination.

No Federal funds received by the Board shall be used to:

- A. develop or distribute materials, or operate programs or courses of instruction directed at youths, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
- B. distribute or aid in the distribution by any organization of legally obscene materials to minors on school grounds;
- C. provide sex education or HIV-prevention in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or

amgr1 1/3/13 7:18 AM

Deleted: FEDERAL

amgr1 1/18/13 11:11 AM

Deleted: It is the objective of the Board of Education to provide equal educational opportunities for all students within the District. Therefore, it is the intent of the Board to study Federal legislation to enhance the educational opportunities, the educational environment, and the physical and mental growth for each student. .

amgr1 1/3/13 7:20 AM

Deleted: All Federal funds received by the District will be used in accordance with the applicable Federal law. The Superintendent shall ensure that each draw of Federal monies is as close as administratively feasible to the related program expenditures.

- D. operate a program of contraceptive distribution in schools.

Grant Proposal Development

- A. All grant proposals must support at least one (1) District goal or priority.
- B. For projects where grant funds will not cover the entire cost of project implementation, additional fund sources must be identified, documented, and approved during the internal review process.

Grant Proposal Internal Review

- A. Each grant proposal shall be reviewed and approved by the Superintendent prior to submission to the funding source.
- (1) The Superintendent shall present the following proposals to the Board for approval:
- (1) government-funded proposals, regardless of the amount;
- (1) proposals with budgets exceeding \$_____.00; or
- (1) multi-school or District-wide proposals.

Grant Administration

- A. The administration of grants will adhere to all applicable Federal, State, and grantor rules and regulations as well as Board policies and administrative guidelines.
- B. The Superintendent is responsible for the efficient and effective administration of grant awards through the application of sound management practices.
- C. The Superintendent is responsible for administering grant funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the grant award.

- D. The District, in recognition of its unique combination of staff, facilities, and experience, shall employ the organizational and management strategies necessary to assure proper and efficient administration of grant awards.
- E. All Federal funds received by the District will be used in accordance with the applicable Federal law. The Superintendent shall require that each draw of Federal monies is as close as administratively feasible to the related program expenditures and that, when restricted, such monies are used to supplement programs and funding and not to supplant or replace existing programming or current funding.
- () The Superintendent is authorized to sign related documents for grant administration, including documents required for submittal of grant proposals.
- () Written amendments requiring signature shall be presented to the Board for approval.
- () Employee positions established through the use of grant funding () shall () may terminate if and when the related grant funding ceases.
- () Program reports including but not limited to audit, site visits and final reports shall be submitted to the Superintendent for review and distribution to appropriate parties.

Fiscal Management

The financial management of grant funds shall be in compliance with all applicable Federal, State, and grantor rules, regulations, and assurances as well as Board policies and administrative guidelines.

The Superintendent shall provide for the following:

- A. Accurate, current, and complete disclosure of the financial results of each Federally-sponsored project in accordance with the reporting requirements of the grant.
- B. Effective control over and accountability for all funds, property, and other assets in their use solely for authorized purposes.
- C. Recordkeeping and written procedures as may be required by Federal, State, and grantor rules and regulations pertaining to the grant award and accountability, including such provisions as may be applicable as cost sharing and matching requirements, budget revisions, audit requirements, reasonableness, allocability, and allowability of costs, procurement, property management and disposition, and payment/repayment requirements.
- D. Insurance coverage for real property and equipment, if applicable, equivalent to the coverage obtained for Board-owned property of a similar nature.

Compliance Supplement for Single Audits of State and Local Governments
20 U.S.C. 7906

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NEW POLICY - SPECIAL UPDATE II APRIL 2013

**POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS AND LIMITED USE
OF RESTRAINT AND SECLUSION**

The Board is committed to the District-wide use of Positive Behavior Intervention and Supports ("PBIS") with students. Student Personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

Professional staff members and support staff determined appropriate by the Superintendent are permitted to physically restrain and/or seclude a student, but only when there is immediate risk of physical harm to the student and/or others, there is no other safe and effective intervention possible, and the physical restraint or seclusion is used in a manner that is age and developmentally appropriate

() and protects the safety of all children and adults at school.

All restraint and seclusion shall only be done in accordance with this Policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion.

Training in methods of PBIS and the use of restraint and seclusion will be provided to all professional staff and support staff determined appropriate by the Superintendent. Training will be in accordance with the State's Standards. Only school staff who are trained in permissible seclusion and physical restraint measures shall use such techniques.

Every use of restraint and seclusion shall be documented and reported in accordance with this Policy.

This Policy shall be made available to parents annually and shall be published on the District's website.

DEFINITIONS

Aversive behavioral interventions means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as application of noxious, painful, and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant, or taste.

Chemical restraint means a drug or medication used to control a student's behavior or restrict freedom of movement that is not:

- A. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under Ohio law, for the standard treatment of a student's medical or psychiatric condition; and
- B. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under Ohio law.

De-escalation techniques are strategically employed verbal or non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs.

Functional behavior assessment ("FBA") is a collaborative problem-solving process that is used to describe the "function" or purpose that is served by a student's behavior. Understanding the "function" that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical restraint means any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose. Mechanical restraint does *not* mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:

- A. restraints for medical immobilization;
- B. adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
- C. vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent means:

- A. a biological or adoptive parent;
- B. a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State);
- C. an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare;
- D. a surrogate parent who has been appointed in accordance with Ohio Administrative Code 3301-51-05(E); or
- E. any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of the child.

Physical escort means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical restraint means the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Physical restraint does *not* include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does *not* include brief physical contact for the following or similar purposes to:

- A. break up a fight;
- B. knock a weapon away from a student's possession;
- C. calm or comfort;
- D. assist a student in completing a task/response if the student does not resist the contact; or
- E. prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Positive Behavior Intervention and Supports ("PBIS") means a school-wide systematic approach to embed evidence-based practice and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

Positive Behavior Support Plan means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

Prone restraint means physical or mechanical restraint while the student is in the face-down position for an extended period of time.

Seclusion means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student means a child or adult aged three (3) to twenty-one (21) enrolled in the District.

Student Personnel means teachers, principals, counselors, social workers, school resource officers, teacher's aides, psychologists, bus drivers, or other District staff who interact directly with students.

Timeout means a behavioral intervention in which the student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Positive Behavior Intervention and Supports ("PBIS") creates structure in the environment using a non-aversive effective behavioral system to improve academic and behavior outcomes for all students.

The PBIS prevention-oriented framework or approach shall apply to all students and staff, and in all settings.

PBIS shall include:

- A. school staff trained to identify conditions such as where, under what circumstances, with whom, and why specific inappropriate behavior may occur;
- B. preventative assessments that include:
 - 1. review of existing data;
 - 2. interviews with parents, family members, and students; and
 - 3. examination of previous and existing behavioral intervention plans.

- C. development and implementation of preventative behavioral interventions, and the teaching of appropriate behavior, including:
 - 1. modification of environmental factors that escalate inappropriate behavior;
 - 2. supporting the attainment of appropriate behavior; and
 - 3. use of verbal de-escalation to defuse potentially violent dangerous behavior.

The Superintendent shall develop emergency procedures for the District.

SECLUSION

Seclusion may be used only when a student's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible. Seclusion may be used only as a last resort safety intervention that provides the student with an opportunity to regain control of his/her actions. Seclusion must be used in a manner that is age and developmentally appropriate, for the minimum amount of time necessary for the purpose of protecting the student and/or others from physical harm, and otherwise in compliance with this Policy and the Ohio Department of Education's ("ODE") corresponding policy.

Seclusion shall be implemented only by Student Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student.

Additional requirements for the use of seclusion:

If Student Personnel use seclusion, they must:

- A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

Requirements for a room or area used for seclusion:

A room or area used for seclusion must provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student.

A room or area used for seclusion *must not be locked* or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area.

Additional prohibited seclusion practices:

Seclusion shall never be used as a punishment or to force compliance.

Seclusion shall not be used:

- A. for the convenience of staff;
- B. as a substitute for an educational program;
- C. as a form of discipline or punishment;
- D. as a substitute for less restrictive alternatives;
- E. as a substitute for inadequate staffing;
- F. as a substitute for staff training in positive behavior supports and crisis prevention and intervention;
- G. as a means to coerce, retaliate, or in a manner that endangers a student; or
- H. if it deprives the student of basic needs.

Seclusion of preschool-age children is prohibited, except that a preschool-age child may be secluded from his or her classmates, either in the classroom or in a safe, lighted, and well-ventilated space, for an amount of time that is brief in duration and appropriate to the child's age and development, if the child is always within sight and hearing of a preschool staff member.

RESTRAINT

There are different types of restraint, as defined above, including physical restraint, prone restraint, mechanical restraint, and chemical restraint. The use of restraint other than physical restraint is prohibited.

Physical restraint may be used only when the student's behavior poses an immediate risk of physical harm to the student and/or others and no other safe and/or effective intervention is possible. The physical restraint must be implemented in a manner that is age and developmentally appropriate, does not interfere with the student's ability to communicate in his/her primary language or mode of communication, and otherwise in compliance with this Policy and the ODE's corresponding policy.

Physical restraint shall be implemented only by Student Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Additional requirements for the use of physical restraint:

If Student Personnel use physical restraint, they must:

- A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control () as quickly as possible;
- C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

Physical restraint shall not be used for punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control.

Prohibited Restraint Practices

The following restraint practices are prohibited under all circumstances, including emergency safety situations:

- A. prone restraint as defined in Executive Order 2009-13 (which defines prone restraint to mean "all items or measures used to limit or control the movement or normal functioning of any portion, or all, of an individual's body while the individual is in a face-down position for an extended period of time");
- B. physical restraint that restricts the airway of a student or obstructs the student's ability to breathe;
- C. physical restraint that impacts the student's primary mode of communication;
- D. restraint of preschool-age students, except for holding a child for a short period of time, such as in a protective hug, so that the child may regain control;
- E. restraint that deprives the student of basic needs;
- F. restraint that unduly risks serious harm or needless pain to the student, including physical restraint that involves the intentional, knowing, or reckless use of any of the following techniques:
 - 1. using any method that is capable of causing loss of consciousness or harm to the neck or restricting/obstructing respiration in any way;
 - 2. pinning down the student by placing knees to the torso, head and/or neck of the student;

3. using pressure points, pain compliance, or joint manipulation;
 4. dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
 5. using other students or untrained staff to assist with the hold or restraint; or
 6. securing the student to another student or to a fixed object.
- G. mechanical restraint (that does not include devices used by trained Student Personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed); or
- H. chemical restraint (which does not include medication administered as prescribed by a licensed physician).

ADDITIONAL PROHIBITED PRACTICES

The following practices are prohibited under all circumstances, including emergency safety situations:

- A. corporal punishment;
- B. child endangerment as defined in Ohio Revised Code 2919.22; and
- C. aversive behavioral interventions.

FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIOR INTERVENTION PLAN

If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, District personnel shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, District personnel shall also develop a behavior intervention plan that incorporates positive behavioral interventions.

TRAINING AND PROFESSIONAL DEVELOPMENT

The District shall provide training as follows:

- A. All Student Personnel, as defined in this Policy, shall be trained annually on the requirements of the Ohio Department of Education's Policy on Positive Behavior Intervention and Supports, and Restraint and Seclusion; Ohio Administrative Code 3301-51-15; and this Policy.
- B. the Superintendent, in consultation with each school building's principal
 - () and/or assistant principal
 - , shall identify which District employees should receive additional training so that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, including the use of restraint and seclusion. District employees who receive such additional training must keep their training current in accordance with the requirements of the provider of the training.
- C. The Superintendent shall develop a plan to provide training to school personnel, as defined in this Policy, so that Positive Behavior Intervention and Supports are implemented on a District-wide basis.
 - [] Implementation of PBIS throughout the District may be a multi-year process, with training taking place over several years.

The District shall maintain written or electronic documentation on training provided and lists of participants in each training.

Only individuals trained in accordance with this Policy in the appropriate use of restraint and seclusion may use those techniques.

MONITORING AND COMPLAINT PROCEDURES

The Superintendent shall develop a monitoring procedure to ensure that this Policy is appropriately implemented.

Any parent of a child enrolled in school in the District may submit a written complaint to the Superintendent regarding an incident of restraint or seclusion. The Superintendent shall investigate each written complaint and respond in writing to the parent's complaint within thirty (30) days of receipt of the complaint.

() If the parent is not satisfied with the response provided, the parent may request to meet with the Board in executive session to address the situation.

REQUIRED DATA AND REPORTING

Each use of restraint or seclusion shall be:

- A. documented in writing;
- B. reported to the building administration immediately;
- C. reported to the parent immediately; and
- D. documented in a written report.

A copy of the written report shall be made available to the student's parent or guardian within twenty-four (24) hours of the use of restraint or seclusion. A copy of the written report shall also be maintained in the student's file.

All written documentation of the use of restraint or seclusion are educational records pursuant to the Family Educational Right to Privacy Act ("FERPA"), and district personnel are prohibited from releasing any personally identifiable information to anyone other than the parent, in accordance with FERPA's requirements.

The Superintendent shall develop a process for the collection of data regarding the use of restraint and seclusion.

The Superintendent shall report information concerning the use of restraint and seclusion annually to the Ohio Department of Education as requested by that agency, and shall make the District's records concerning restraint and seclusion available to the staff of the Ohio Department of Education upon request.

* Adapted from the Ohio Department of Education's Policy on Positive Behavior Intervention and Supports, and Restraint and Seclusion, adopted January 15, 2013.

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NEW POLICY - VOL. 31, NO. 2

SAFE OPERATION OF MOTORIZED UTILITY VEHICLES
BY STUDENTS

OPTION #1

- [X] Because of the clear and present danger of accident, the Board of Education prohibits the use of motorized utility vehicles by students on school grounds or for school activity purposes.

OR

OPTION #2

- [] Motorized utility vehicles may be used
- () on school property
 - () and/or in conjunction with approved school activities
- only if operated for the approved purpose
- () and in accordance with AG 5515.01.

All operators must be at least sixteen (16) years of age, licensed to drive a motor vehicle in the State of Ohio

- () and have adequate liability insurance.
 - () Prior written permission by the student operator's parent/guardian
 - () and release of liability
- is required.

All operators must be approved in advance by

() the Superintendent,

OR

() the _____,

and must be accepted in the District's liability insurance program.

() Student operators shall only operate utility vehicles at the direction and under the supervision of the approved teacher/activity sponsor/coach.

Operators shall participate in basic safety training for operation of motorized utility vehicles, as prescribed in the administrative guidelines, prior to operating any such vehicle(s). Individuals authorized to operate such utility vehicles may not allow anyone else to use the vehicle (e.g., other students, relatives, friends, etc.). The utility vehicle may only be used for the specific activity and function that has been assigned.

REPLACEMENT POLICY - SPECIAL UPDATE - APRIL 2013

STANDARDS-BASED TEACHER EVALUATION

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

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

The evaluation policy is intended to provide an evaluation model that is research-based, transparent, fair, and adaptable to the needs of the District. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

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

Given the dynamic nature of the mandated teacher evaluation process, The Board authorizes the Superintendent to establish and maintain an ongoing Evaluation Policy Consultation committee, with continuing participation by District teachers and administrators.

() represented by the _____,

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

Paul Imhoff 5/21/13 9:56 AM

Deleted: [DRAFTING NOTE: This is only a policy "template" and requires numerous and important local choices prior to adoption. In addition, the final policy must be developed "in consultation with teachers employed by the Board"] .

Paul Imhoff 5/21/13 9:57 AM

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

Definitions

"OTES" - stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.

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

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

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

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

"Credentialed Evaluator" - For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

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

[Choose One]

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

OR

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

"Core Subject Area" – means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

"Student Growth" – for the purpose of the District's evaluation policy, student growth is defined as the change in student achievement for an individual student between two (2) or more points in time.

"Student Learning Objectives" ("SLOs") - include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.

"Shared Attribution Measures" – student growth measures that can be attributed to a group.

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

“Vendor Assessment” – student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

Standards Based Teacher Evaluation

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

Each teacher evaluation will result in an effectiveness rating of:

- A. accomplished;
- B. proficient;
- C. developing; or
- D. ineffective

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

The Superintendent shall annually cause to be filed a report to the Department of Education the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated.

Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as “classroom walkthroughs.” Such performance, which will comprise fifty-percent (50%) of a teacher’s effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:

- A. understanding student learning and development and respecting the diversity of the students they teach;
- B. understanding the content area for which they have instructional responsibility;
- C. understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
- D. planning and delivering effective instruction that advances individual student learning;
- E. creating learning environments that promote high levels of learning and student achievement;
- F. collaborating and communicating with students, parents, other educators, District administrators and the community to support student learning; and
- G. assuming responsibility for professional growth, performance and involvement.

Formal Observation and Classroom Walkthrough Sequence

- A. All instructors who meet the definition of "teacher" under R.C. 3319.111 and this policy shall be evaluated based on at least **two (2)** formal observations and ~~at least three classroom walkthroughs~~ **each school year**.
- B. Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least **three (3)** formal observations in addition to ~~at least three classroom walkthroughs~~ **()** unless the Superintendent waives the third observation.
- [X] A teacher who has been granted a continuing contract by the Board and who receives a rating of "Accomplished" on his/her most recent evaluation shall be evaluated **every other school year**.
- [] A teacher who receives a rating of "Accomplished" on his/her most recent evaluation may request that in place of one of the required observations, the teacher instead may complete a project. The Superintendent/designee shall approve or deny the teacher's request in his/her sole discretion.

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

In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education's OTES "Teacher Performance Evaluation Rubric" for instructional planning, instruction and assessment, and professionalism, set forth herein in the Appendix.

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Each teacher evaluated under this policy shall annually complete a "Self-Assessment," utilizing the Self Assessment Summary Tool set forth herein as "Teacher Evaluation Form 1," and annually complete an end of the year reflection, utilizing the End of the Year reflection tool set forth herein as "Teacher Evaluation Form 2."

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Formal Observation Procedure

[Choose One]

- A. ☒ The first formal observation shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second observation will be unannounced.

OR

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

Informal Observation/Classroom Walkthrough Procedure

- A. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.
- B. Data gathered from the walkthrough must be placed on the form designated in Teacher Evaluation Form 3.
- C. A final debriefing and completed form must be shared with the employee within a reasonable amount of time.

Assessment of Student Growth

In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two (2) points in time. It is important to note that a student who has sixty (60) or more unexcused absences for the school year will not be included in the determination of student academic growth.

In general, the Board will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:

- A1. Teachers instructing in value-added subjects exclusively¹;
- A2. Teachers instructing in value-added courses, but not exclusively²;

OR

- B. Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; ,

¹ If a teacher's schedule is comprised only of courses or subjects for which the value-added progress dimension is available, until June 30, 2014, the majority (i.e., greater than twenty-five (25%) of the student growth factor of the evaluation will be based upon the value-added progress as determined for each such teacher. After July 1, 2014, the entire student academic growth factor of the evaluation (i.e. fifty percent (50%)) shall be based on the value-added progress dimension.

²For these teachers, value added will be used for the student academic growth factor in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable. Teachers with multiple subjects that have value-added data will be issued reports for a composite of reading and math; for other assessments (approved vendor and local measures), the assessment data measures should be representative of the teacher's schedule.

- C. Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.³

Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize them in the evaluation process, to the extent set forth in the Appendix of the "District Student Growth Measurement Index." Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures proportionate to the teacher's schedule.

When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it will be included in the evaluation process for B teachers to the extent set forth in the Appendix of the "District Student Growth Measurement Index."

When neither teacher-level value-added data nor Ohio Department of Education-approved assessments are available, the District shall use locally-determined Student Growth Measures for C teachers as set forth in the Appendix of the "District Student Growth Measurement Index." Student Growth Measures may be comprised of SLOs, shared attribution, and/or non-Value-Added vendor data.

An SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, Standards and Content, Assessment(s), Growth Targets, and Rationale for Growth Targets. When new SLO's are developed or revised, the process will include consultation with teachers employed by the Board.

Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance and converted to a score in one of three (3) levels of student growth:

- A. above;
- B. expected;
- C. below.

³ If used, only one (1) "shared attribution" measure can be utilized per instructor.

Final Evaluation Procedures

Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the following "Evaluation Matrix":

Teacher Performance

		4	3	2	1
Student Growth Measure	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

The evaluator shall provide that each evaluation is submitted to the teacher for his/her acknowledgement by written receipt. If signed, by the teacher, the receipt is to be sent to the Superintendent as soon as received.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation as converted to the "Evaluation Matrix" above, each teacher must develop either a professional growth plan or professional improvement plan as follows:

- A. Teachers whose performance rating indicates above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator from those available to the Board for that purpose, utilizing the components set forth in the "Teacher Evaluation Form 4."
- B. Teachers whose performance rating indicates expected levels of student growth will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle, utilizing the components set forth in the "Teacher Evaluation Form 4"
- C. Teachers whose performance rating indicates below expected levels of student growth will develop a professional improvement plan with their credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan, utilizing the components set forth in "Teacher Evaluation Form 4."

Core Subject Teachers - Testing for Content Knowledge

Beginning with the 2015-2016 school year, core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of "Ineffective" on his/her annual evaluation for two (2) of the three (3) most recent school years.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, at the teacher's expense, to complete professional development that is targeted to the deficiencies identified in the teacher's evaluations conducted under this policy.

The following may be grounds for termination of a teacher pursuant to R.C. 3319.16:

- A. failing to complete all required written examinations under this section;
- B. a failing score on a written examination(s) taken pursuant to this section;
- C. a rating of "ineffective" on the teacher's next evaluation after passing all written examinations pursuant to this section and after completion of the required professional development; or
- D. failure of a teacher to complete the required professional development.

Any teacher passing the examination set forth above will not be required to take the examination again for three (3) years, regardless of the teacher's evaluation ratings or the performance index score ranking of the building in which the teacher teaches.

No teacher shall be responsible for the cost of taking an examination set forth above.

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Development Plan .**

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

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

Definitions:

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

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

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

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

Removal of Poorly Performing Teachers

Poorly performing teachers may be removed, upon recommendation of the Superintendent, either through nonrenewal or termination, when the following has been demonstrated:

- A. failure of a core subject area teacher required to take a written examination to pass such examination;
- B. failure of core subject area teacher required to take a written examination to complete required professional development;
- C. failure of core subject area teacher to complete all required written examinations;
- D. receipt of an "Ineffective" rating by a core subject area teacher in the evaluation following passage of a written examination and completion of required professional development;

() _____

() _____

() _____

() _____

OR

| ☒ Removal of poorly performing teachers will be in accordance with the nonrenewal and termination statutes of the Ohio revised code

- () and/or the relevant provisions of the collective bargaining agreement in effect between the Board and the _____.

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

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R.C. 3319.02, 3319.11, 3319.111, 3319.112, 3319.22, 3319.222, 3319.226
R.C. 3319.26, 3319.58, 3333.0411
A.C. 3301-35-03(A)

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**EMPLOYMENT OF PERSONNEL FOR
CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES**

The Board of Education may employ professional staff for co-curricular/extra-curricular activities. However, the Board may find it necessary to employ, on a part-time basis, coaches or activity sponsors who are not members of the professional staff. Employees may not be members of the District's classified staff or support staff.

The Board authorizes the Superintendent to recommend candidates for employment by the Board and to act for the Board in employing such part-time staff.

Each coach or activity sponsor shall hold a valid Pupil Activity Program Permit issued by the State Board of Education under R.C. 3319.303(A), have any other necessary qualifications, have been properly interviewed, and shall sign an employment contract which includes the conditions of employment, compensation arrangements, and contract termination procedures.

Personnel must complete a DMA form with no positive indications that material assistance has been provided to a terrorist organization before working in the District (see Policy 8120).

Personnel must also pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation (see Policy 3121).

The Board may renew the contract of any nonlicensed individual, currently employed by the Board for one or more years, without first offering the position held by that individual to employees of the District who are licensed individuals or advertising the position as available to any qualified licensed individuals who are not currently employed by the Board.

No individual employed by the Board for any co-curricular or extra-curricular activity may accept compensation from any third party or source, including, but not limited to booster, parent or other District support organizations, for the performance of his/her official duties or as a supplement to his/her compensation from the Board.

**BOARD OF EDUCATION
MARIEMONT CITY SCHOOL DISTRICT**

PROFESSIONAL STAFF
3120.08/page 2 of 2

No individual serving as a volunteer for co-curricular/extra-curricular activities may accept compensation from any third party or source, including, but not limited to booster, parent or other District support organizations, for the performance of his/her official duties as a volunteer on behalf of the Board.

| R.C. 2909.34, 3319.303, 3313.53, 3313.5393319.39
A.C. 3301-27-01, Ohio Ethics Commission Advisory Opinion 2008-01

REVISED POLICY - VOL. 31, NO. 2

THIRD GRADE READING GUARANTEE

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

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

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

Definitions

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

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

Assessment of Reading Skills Program

- A. Diagnostic assessments in reading, as approved by the Ohio Department of Education (ODE), shall be given by September 30th of each year for students in kindergarten through Grade 3. For kindergarten students, the kindergarten readiness assessment may be administered not earlier than four (4) weeks prior to the start of school and not later than September 30th. For students enrolled in first, second, or third grade, the diagnostic assessments in reading shall be administered at least once annually.

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The District shall administer each applicable diagnostic assessment to any student who transfers into the District or into a new school within the District who did not take a diagnostic assessment at the previous school during the current school year. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer.

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

- B. Diagnostic assessment results shall be translated to ODE's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".
- C. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:
 - 1. that the school has identified the student as having a substantial deficiency in reading,
 - 2. a description of current services provided to the student

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3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency,
4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion, and,
5. that the student will be retained in the third grade if s/he does not attain a score in the statutorily prescribed level on the third grade English Language arts assessment, unless the student is exempt as delineated below.

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

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

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

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

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

3. provide a teacher who has been actively engaged in the reading instruction of students for the previous three (3) years and either;

- a. holds a reading endorsement and has attained a passing score on the corresponding assessment, or
- b. has obtained a master's degree with a major in reading.
- c. was rated "above value added," which means most effective in reading, as determined by the Ohio Department of Education (ODE), for the last two (2) school years.

Prior to July 1, 2014, a teacher is also qualified to provide reading guarantee services if the teacher demonstrates evidence of a credential earned from a list of scientifically research-based reading instruction programs approved by the Department of Education.

Effective July 1, 2014, a teacher is also qualified if the teacher has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction.

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Reading Improvement and Monitoring Plan

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

- A. identification of the student's specific reading deficiency;
- B. a description of proposed supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
- C. opportunities for the student's parent/guardian to be involved in the instructional services;
- D. a process to monitor the implementation of the student's instructional services;
- E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress; and
- F. a statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student may be retained in third grade.

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

Reporting Requirements

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

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Promotion/Retention

For any student who enters third grade prior to July 1, 2013, and attains a score in the range designated by statute (R.C. 3301.0710(A)(3)) on the third-grade reading achievement test, the District shall do one of the following:

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

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

Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who attains a score in the range designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless one of the following applies:

- A. the student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in an English as a second language program; or
- B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under State law; or
- C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or

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D. all of the following apply:

1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.
2. The student has taken the third grade English language arts achievement assessment, as prescribed.
3. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.
4. The student previously was retained in any of grades kindergarten to three.

or

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

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

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Intensive Remediation Services

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

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

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

Interventions for students who have been retained may include:

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

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

This policy shall be reviewed and updated periodically as necessary.

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

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INTERSCHOLASTIC ATHLETICS

The Board of Education recognizes the value to the students of the District and to the community of a program of interscholastic athletics for students as an integral part of the total school experience.

For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sport contests, games, events, or sport exhibitions involving individual students or teams of students of this District with those of another district.

The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be in good physical condition, be free of injury, and have fully recovered from illness before participating in any interscholastic athletic event.

No student may practice or compete in interscholastic athletics until the student submits a form signed by his/her parent or guardian, or by a person having care or charge of the student, affirming that each has received a concussion and head injury information sheet as prepared by the Ohio Department of Health.

In addition to the eligibility requirements established by the Ohio High School Athletic Association, to be eligible for any interscholastic extra-curricular activity, a student:

If a student who becomes ineligible under these standards improves his/her grade point average during the current grading period to meet the eligibility standard, s/he may be reinstated at the beginning of the next grading period.

These same eligibility standards shall apply to all other co-curricular and extra-curricular activities sponsored by the District. (See Policy 2430)

Students identified as disabled under R.C. 3323 and the IDEA are subject to the eligibility standards established by this policy unless specifically exempted by the express terms of their individualized education program (IEP). An IEP can specify the criteria by which a grade will be determined for (a) course(s), given the individualized student's disability.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition.

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No student shall be excused from a class or supervised study for an extended period of time to participate in interscholastic athletics.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches shall not dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes. The Superintendent shall cause to be posted in all locker rooms in buildings that include students in any grade higher than the sixth grade, the following:

"Warning: Improper use of anabolic steroids may cause serious or fatal health problems, such as heart disease, stroke, cancer, growth deformities, infertility, personality changes, severe acne, and baldness. Possession, sale, or use of anabolic steroids without a valid prescription is a crime punishable by a fine and imprisonment."

The Superintendent shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate.

Any student practicing for or competing in an interscholastic event who exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall be removed from the practice or competition by the student's coach (and/or the referee serving during the practice or competition).

Any student who has been removed from practice or competition by a coach or referee because he/she has exhibited signs, symptoms, or behaviors consistent with having sustained a concussion or head injury shall not be permitted to return to any practice or competition for which the coach or referee is responsible until both of the following occur:

The student's condition is assessed by a physician in accordance with requirements set forth in R.C. 3313.539(E)(2), to assess such a student.

The student receives written clearance that it is safe to return to practice or competition from a physician in accordance with requirements set forth in R.C. 3313.539(E)(2), to grant a such a clearance.

Students will be further informed that participation in interscholastic sports is a privilege and not a right, and that they may be prohibited from all or part of their participation in such activities by authorized school personnel without further notice, hearing and/or appeal rights (See Policy 5610.05 - Prohibition From Extra-Curricular Activities).

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| R.C. 2305.23, 2305.231, 3313.53, 3313.535, 3313.539, 3313.752, 3315.062
Ohio High School Athletic Association

EVALUATION OF PRINCIPALS AND OTHER ADMINISTRATORS

Application

This policy shall apply to all persons employed by the Board of Education in a position requiring licensure as an administrator. This definition excludes school counselors but includes professional pupil services personnel and administrative specialists (or equivalent positions) who spend less than fifty percent (50%) of their time teaching or otherwise working directly in the presence of students.

This policy shall also apply to all persons employed in positions not requiring administrative licensure, but whose job duties enable them to be considered either a "supervisor" or "management level employee" as defined in Section 4117.01 of the Ohio Revised Code.

Procedures

General Requirements

The Superintendent shall implement a program of regular evaluation for all administrative personnel which includes the following elements:

- A. The evaluation process shall fairly attempt to measure the administrator's effectiveness in performing the duties set forth in his/her job description.
- B. A written evaluation document shall be produced for each evaluation. Each administrator shall be evaluated at least once annually.
- C. The evaluation shall be conducted by the Superintendent or his/her designee (such designation may be oral or in writing) prior to the Board's consideration of contract renewal or non-renewal, the Superintendent shall review the results of the evaluation process with the Board.

Specific Requirements for Building Principals and Assistant Principals

In addition to the above, procedures for the evaluation of District building principals and assistant principals will be based upon comparable standards as set forth in the policy adopted by the Board for the evaluation of teachers pursuant to R.C. 3319.111, which adopts the Ohio Teacher Evaluation System (OTES), but tailored to address the duties and responsibilities of building principals and assistant principals and the environment in which they work. The Superintendent is authorized to develop administrative guidelines for the procedural and substantive evaluation of building principals and assistant principals consistent with this policy and State law and is further authorized to access the Ohio Principal Evaluation System (OPES) model as a resource in the development and maintenance of an evaluation process which is weighted equally on student growth measures and performance on the standards of the profession for principals and assistant principals..

Evaluation Instruments

The Superintendent may, in his/her discretion, utilize a single evaluation instrument for all administrative positions, instruments particularized for each position, or a combination of both types of instruments.

Evaluation instruments shall be developed and/or utilized by the Superintendent as s/he may determine in his/her best professional judgment and may be modified from time-to-time by the Superintendent in the exercise of such professional judgment. Specific Board approval of the evaluation instruments or modifications to such instruments shall not be required.

Basis for Evaluation

Each evaluation shall fairly attempt to measure the administrator's effectiveness in performing the duties of his/her job description.

Evaluations may be based upon the direct formal observations of the administrator, but may also consider informal or incidental observations and other relevant information which is within the knowledge of or brought to the attention of the evaluator. Out-of-school conduct may be considered if such conduct impairs the individual's effectiveness as an administrator or as a role model for students and staff.

Observations and Conferences

A pre-evaluation conference may be conducted if deemed necessary or advisable by the evaluator.

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Formal observations may be made of the administrator, either announced or unannounced, but shall not be a required element of the evaluation process. Whether formal observations are appropriate to the position shall be determined by the evaluator on a case-by-case basis.

Following any formal observations and/or gathering of other evaluative data, and before finalizing any evaluation report, the evaluator shall arrange a post-evaluation conference at which the results of the evaluation process are discussed with the administrator. To the extent that any weaknesses or deficiencies have been identified in the evaluation process, the evaluator shall offer suggestions for improvement. Identified weaknesses and suggestions for improvement shall be identified in the evaluation report, but shall not be a required element of any evaluation.

A final written evaluation report shall be produced in a manner deemed appropriate by the evaluator, in consultation with the administrator. This evaluation report may be combined with the evaluation instruments, or may be a separate document. The evaluation report shall be signed and dated by the administrator and the evaluator at the conclusion of the post-evaluation conference. The signature of the administrator shall not necessarily indicate that s/he agrees with the evaluator's comments or conclusions, but only that s/he has been made aware of such comments or conclusions. A copy of the evaluation report shall be provided to the administrator.

The final evaluation report for an administrator in the last year of his/her contract shall include the Superintendent's intended recommendation to the Board concerning the renewal or non-renewal of the contract.

Number and Timing of Evaluations

A. Administrator Not in Final Year of Contract

An administrator not in the final year of his/her contract shall be evaluated at least once during the school year. A written copy of the evaluation report shall be provided to the administrator no later than the end of the administrator's contract year as defined by the administrator's annual salary notice.

B. Administrator in Final Year of Contract

An administrator whose contract is due to expire at the conclusion of the current school year shall have at least one (1) preliminary evaluation and one (1) final evaluation during such year. A written copy of the preliminary evaluation report shall be provided to the administrator at least sixty (60) days prior to any Board action on the renewal or non-renewal of the contract. A written copy of the final evaluation report shall be provided to the administrator at least five (5) days prior to any Board action on the renewal or non-renewal of the contract.

Meeting with Board

Each administrator shall be provided the opportunity to meet with the Board in executive session prior to the Board's action on his/her contract. In this meeting, the Board shall discuss its reasons for considering the renewal or non-renewal of the contract. The administrator may be accompanied by a representative of his/her choosing at the meeting. However, no witnesses or other persons may appear with or on behalf of the administrator without the express permission of the Board.

Written notice of the right to have such a meeting with the Board shall be provided in accordance with law to each administrator whose contract is expiring at the conclusion of the current school year.

Written Rebuttal

The administrator may, at any time following the receipt of an evaluation report, submit a written rebuttal, not to exceed three (3) pages in length, which shall be promptly attached to the evaluation report and any copies of the evaluation report which are retained in the District's records or submitted to the Board for its consideration.

Legal Effect

This policy and the procedures contained herein shall not create a legal expectancy of continued employment or a property interest in continued employment, and shall not be deemed a part of any individual administrator's contract or otherwise a contractual obligation of the Board.

To the extent that any of the procedures contained herein exceed the requirements of Ohio law, such procedures shall not be construed as a pre-condition to contract non-renewal and shall not prevent the Board from proceeding with a contract non-renewal which otherwise satisfies the minimum requirements of Ohio law.

R.C. 3319.02, 3319.111, 3319.112, 4117.01

Revised 7/17/12

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MEETINGS

0162 Quorum

Three (3) members present in person at a meeting shall constitute a quorum, and no business shall be conducted in the absence of a quorum. R.C. 3313.18

0163 Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice-President shall act instead; if neither person is available, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

0164 Notice of Meetings

- A. A schedule of the time and place of each regular meeting shall be posted on the District website.
- B. Notice of the time, place, and purpose of each special meeting shall be given to the news media twenty-four (24) hours in advance of the meeting, except that when an emergency requires the immediate official action of the Board, the member(s) calling the meeting shall immediately notify the media requesting such notice of the time, place, and purpose of the meeting. R.C. 121.22
- C. Notice of meetings at which the specific type of public business is to be discussed shall be sent to all persons requesting such notice.
- D. The Treasurer shall notify all Board members of each special Board meeting. Such notice shall include the time, place, and purpose of the meeting.

R.C. 3313.16

0165.1

Regular Meetings

Regular meetings of the Board shall be public and held at least once every month. R.C. 121.22, 3313.15

- A. It shall be the responsibility of the Superintendent, in cooperation with the Board President, to prepare an agenda of the items of business to come before the Board at each regular meeting.
- B. Each agenda shall contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda."
- C. The agenda for each regular meeting shall be mailed or delivered to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be mailed no later than three (3) days prior to the meeting, or delivered so as to provide time for the study of the agenda by the member. The agenda for a special meeting should be delivered at least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.
- D. The Board shall transact business according to the agenda prepared by the Superintendent and submitted to all Board members in advance of the meeting. Items added at any meeting will be approved by a majority vote of the members present.

E. **Consent Agenda**

The Board shall use a consent agenda to keep routine matters within a reasonable time frame.

A member of the Board may request any item be removed from the consent resolution. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated as an action item eligible for discussion.

0165.2

Special Meetings

Special meetings of the Board shall be public. R.C. 121.22

- A. Special meetings shall be called by the President or the Treasurer or by two (2) members of the Board by serving a written notice of the time, place, and purpose of such meeting upon each Board member at least two (2) days in advance of the meeting. R.C. 3313.16

- B. The agenda for a special meeting is limited to the purpose set forth in the public notice that is provided at least twenty-four (24) hours in advance of the meeting. As such, when the Board calls a special meeting to discuss particular issues, the statement of the meeting's purpose must specifically indicate those issues, and the Board may only discuss those issues at the special meeting. The Board may not discuss matters not disclosed in the purpose statement of a special meeting public notice, either in open session or executive session of the special meeting. Nothing, however, shall prevent the Board from specifying in the public notice that the special meeting is being held for "general purposes," if that is the actual reason for the meeting.

0166

Executive Session

The Board reserves the right to meet privately in executive session solely to discuss one (1) or more of the following issues exempted from public sessions:

- A. consideration of the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee, official, or student

Paul Imhoff 5/21/13 9:17 AM

Deleted: The agenda as presented shall be followed unless altered by the presiding officer or a majority of those present and voting.

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- B. investigation of charges or complaints against a public employee, official, licensee, or student unless such employee, official, licensee or student requests a public meeting; except that consideration of the discipline of a Board member for conduct related to the performance of his/her duties or his/her removal from office shall not be held in executive session

- C. consideration of the purchase of property or sale of property at competitive bidding, if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public interest
- D. discussion, with the Board's legal counsel, of disputes involving the Board that are the subject of pending or imminent court action
- E. preparing for, conducting, or reviewing compensation or other terms and conditions of employment
- F. matters required to be confidential by Federal law or rules or State statutes
- G. specialized details of security arrangements where disclosure might reveal information that could be used for the purpose of committing or avoiding prosecution for a violation of law

No official action may be taken in executive session. R.C. 121.22

An executive session will be held only at a regular or special meeting. After the meeting is convened, any member may make a motion for an executive session, and must state the purpose or purposes of the session by citing one (1) or more of the reasons set forth above. If the session is to discuss a personnel matter listed in paragraph A above, the particular subject for which the session has been called must be identified in the motion. The motion does not need to name the person. Upon receiving a second to the motion and a majority roll-call vote of those present and voting, the chairperson shall declare the Board in executive session.

In keeping with the confidential nature of executive sessions, no member of the Board, or other person invited to attend, shall disclose the content of discussions that take place during such sessions.

All members of the Board are entitled to attend executive sessions. The Board may invite any other person to attend an executive session.

0167

Voting

All motions shall require for adoption a majority vote of those present and voting, except as provided by statute, these bylaws, or parliamentary authority. (See listing of exceptions below.) Upon the demand of any member of the Board, the vote shall be recorded by roll call.

Pursuant to R.C. 121.22, a motion to go into executive session requires a majority vote of a quorum and must be adopted by roll call vote.

In situations in which a specific number of affirmative votes are required and abstentions have been recorded, the motion shall fail if the specified number of affirmative votes have not been cast. In situations in which a tie vote occurs and abstentions have been recorded, the motion shall fail for lack of a majority.

All actions requiring a vote can be conducted by voice vote or show of hands, unless a roll-call vote is requested or required. A Board member must be physically present at the meeting to vote. Each vote and abstention shall be recorded. Proxy voting is prohibited. R.C. 3313.18

Statutory Exceptions:

<u>Item</u>	<u>Number Needed</u>	<u>R.C. Reference</u>
Administrator; employment when Superintendent nominates	Majority of Full Board	3313.18 3319.02
Administrator; reemployment when Superintendent refuses to appoint	3/4 of Full Board	3319.02
Board Member; declaration that reasons for a member's absence for ninety (90) days are insufficient to continue membership	2/3 of remaining Board members	3313.11

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<u>Item</u>	<u>Number Needed</u>	<u>R.C. Reference</u>
Board Member; filling a vacant Board seat	Majority of remaining Board Members	3313.11
Bonds; declaring necessity to issue	Majority of Full Board	133.01(U) 133.18
Competitive Bid; waive due to item being available only from a single source	2/3 of Full Board	3313.46(B)(2)
Competitive Bid; waive due to project involving an energy conservation measure	2/3 of Full Board	3313.46(B)(3)
Employee; employment of any employee	Majority of Full Board	3313.18
Expulsion of Student; affirm, reverse, vacate or modify (or reinstate student)	Majority of Full Board	3313.66(E)
Fact-Finding; rejection of findings and recommendation of fact-finder under statutory impasse procedure	3/5 of Full Board	4117.14(c)(6)
Officer; election or appointment of	Majority of Full Board	3313.18
Payment of debt or claim	Majority of Full Board	3313.18
Purchase of real or personal property	Majority of Full Board	3313.18
Sale of real or personal property	Majority of Full Board	3313.18

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<u>Item</u>	<u>Number Needed</u>	<u>R.C. Reference</u>
Superintendent Pro Tempore; appointment when Superintendent is incapacitated in such a manner that s/he is unable to perform duties	Majority of Full Board	3319.011
Superintendent Pro Tempore; determination that incapacity of Superintendent is removed	Majority of Full Board	3319.011
Superintendent Pro Tempore; removal for cause	2/3 of Full Board	3319.011
Suspension of Student; affirm, reverse, vacate or modify (or reinstate a student)	Majority of Full Board	3313.66(E)
Tax; levying tax in excess of 10-mill limitation (not an emergency)	2/3 of Full Board	5705.21
Teachers, Continuing Contract; rejection of Superintendent's recommendation for reemployment of teacher eligible for continuing contract	3/4 of Full Board	3319.11(B)(1)
Teacher, Extended Limited Contract; rejection of Superintendent's recommendation for extended limited contract when Board rejected continuing contract	3/4 of Full Board	3319.11(C)(3)
Teacher; employment when Superintendent appoints	Majority of Full Board	3313.18
Teacher; reemployment when Superintendent refuses to appoint	3/4 of Full Board	3319.07

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<u>Item</u>	<u>Number Needed</u>	<u>R.C. Reference</u>
Textbook; adoption of	Majority of Full Board	3313.18 and 3329.08
Transfer of Funds; (authorized by 5705.15); resolution declaring necessity of	Majority of Full Board	5705.16
Transfer of Funds (as specified in 5705.14)	2/3 of Full Board	5705.14
Treasurer Pro Tempore; appointment when Treasurer is incapacitated in such a manner that s/he is unable to perform duties	Majority of Full Board	3313.23
Treasurer Pro Tempore; determination that incapacity of Treasurer is removed	Majority of Full Board	3313.23
Treasurer Pro Tempore; removal for cause	2/3 of Full Board	3313.23
2/3 = 4 MEMBERS OF A FIVE - PERSON BOARD		
2/3 = 5 MEMBERS OF A SEVEN - PERSON BOARD		
3/4 = 4 MEMBERS OF A FIVE - PERSON BOARD		
3/4 = 6 MEMBERS OF A SEVEN - PERSON BOARD		
3/5 = 3 MEMBERS OF A FIVE - PERSON BOARD		
3/5 = 5 MEMBERS OF A SEVEN - PERSON BOARD		
Revised 9/21/10		
Revised 9/20/11		

0167.1 Use of Electronic Mail

Since E-mail is a form of communication that could conflict with the Sunshine Law, it will be used only for the purposes of communicating:

- A. messages between Board members or between a Board member and employee(s) which do not involve deliberating or rendering a decision on matters pending before the Board;
- B. possible agenda items between the Superintendent and the Board President;
- C. times, dates, and places of regular or special Board meetings;
- D. a Board meeting agenda or public record information concerning items on the agenda;
- E. requests for public record information from a member of the administration, school staff, or community pertaining to District operations;
- F. responses to questions posed by members of the public, administrators, or school staff.

Under no circumstances shall Board members use E-mail to discuss among themselves Board business that is only to be discussed in an open meeting of the Board, is part of an executive session, or could be considered an invasion of privacy if the message were to be monitored by another party.

There should be no expectation of privacy for any messages sent by E-mail. Messages that have been deleted may still be accessible on the hard drive, if the space has not been occupied by other messages. Messages, deleted or otherwise, may be subject to disclosure under the Public Records Act, unless an exemption would apply.

0168 **Minutes**

The Treasurer shall keep reasonably comprehensive minutes of all its meetings showing the time and place, the members present, the subjects considered, a summary of the deliberations sufficient enough for the public to understand the basis for the Board's actions, the actions taken, the vote of each member on roll-call votes, and any other information required to be shown in the minutes by law, which shall be available to the public. (R.C.121.22, 149.43, 3313.26) Minutes of executive sessions shall reflect the general subject matter of discussions. R.C. 121.22

The Treasurer shall provide each Board member with a copy of the minutes of the last meeting.

The minutes of Board meetings shall be considered at the next succeeding meeting where they shall be read (unless waived by law), corrected, and approved. The approved minutes shall be signed by the Treasurer and the President.

The approved minutes shall be filed in the Treasurer's office in a prescribed minute book as a permanent record of official Board proceedings.

R.C. 149.43, 3313.26

0169.1 **Public Participation at Board Meetings**

All meetings of the Board and Board-appointed committees are open to the public.

- A. In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient manner, a maximum of thirty (30) minutes of public participation may be permitted each meeting.
- B. All regular Board meetings will have on the agenda a time for public participation.

- C. Each person addressing the Board shall give his/her name and address. Each person may be allotted three (3) minutes (to be monitored by the Treasurer). During that period, no person may speak twice.
- D. The period of public participation may be extended by a vote of the majority of the Board.
- E. Agendas are available to all those who attend Board meetings. The section on the agenda for public participating shall be indicated.
- F. The following statement should appear on all agendas:

"The regular meetings are not public meetings, but meetings held in public. The agenda will allow for public participation. Public commentary on specific personnel matters is not permitted in an open meeting."
- G. Residents wishing the Board to consider certain topics should forward the suggestion to the Board office.

R.C. 3313.20

0169.2

Open Meetings/Sunshine Laws

The Sunshine Law applies to the Board.

A "meeting" to which the Sunshine Law applies is any prearranged discussion of the public business of the Board by a majority of its members, including, but not limited to, regular and special meetings, work sessions, retreats, planning meetings, and study groups. A series of prearranged meetings attended by a minority of the Board to discuss the public business, without giving proper notice, is a violation of the Sunshine Law. A majority of members may gather at social or other events, but may not discuss public business.



May 2013

After meeting with the student achievement committee, comprised of board members Bill Flynn and Ken White, I am recommending the approval of the following recommendations made by the Community Task Force Committees:

1. Cum Laude
2. Grading Scale
3. Junior High Transfer Credit
4. Elementary Standards-Based Report Card

I am adding two provisions to these committee recommendations:

1. Grading Scale
 - a. The move to a 10-point scale is a good decision for the district, as long as a plus/minus component is not included in the 10-point scale
2. Junior High Transfer Credit
 - a. The amount of credits allowed to transfer should not exceed the amount possible to be earned by our junior high students
 - b. A standardized process/procedure should be put in place for all principals/committee members to follow when evaluating courses for credit approval

Shannon Kromer has reviewed these recommendations with Steve Estepp and he is in agreement with my approval of, and additions to, the recommendations.

I will be asking the Board of Education to take action on these recommendations at the June 2013 board meeting.

Respectfully,

Paul Imhoff



2013 Task Force Committees: Progress, Key Findings & Recommendation

Committee #1: Cum Laude

Dear Mr. Imhoff,

The superintendent's Community Task Force appointed to study cum laude and its impact on the selection of valedictorian and salutatorian at Mariemont High School has completed its work. The team convened at MHS three times and corresponded by email on several occasions. During these meetings, the task force reviewed current practices, reflected on the fairness and equity of those practices, and discussed the findings from other schools, the Cum Laude Charter of MHS, and the Charter of the Cum Laude National Organization. The high schools contacted for this study included: Upper Arlington, Wellington, Granville, Cincinnati Country Day, Seven Hills, Western Hills, Anderson, Finneytown and Wyoming.

Based upon what was learned during this process, the cum laude committee is submitting the following recommendations:

- That the scope of all cum laude courses should be expanded to include all college preparatory courses offered at the high school. These would include arts, business, and other college preparatory electives and experiences. The scope of courses would not include physical education or foundations level courses offered at MHS.
- That the determination of valedictorian and salutatorian at MHS only be modified to the extent that the scope of courses included in the calculation would be increased. The committee



recommends maintaining the additional weight for each cum laude course to reward taking college preparatory courses over a study hall.

- That flex credit courses such as online and university courses could be considered as cum laude courses at the discretion of the principal and the cum laude committee.
- That flex credit courses which are honors or AP level could be given consideration for additional weighting of GPA if:
 1. The flex credit courses being considered for additional weight were also offered to students at MHS, and
 2. The decision to offer the flex credit course for additional weight was made at the discretion of the principal and cum laude committee.
- That a student not be able to take any more than 14 semester hours of cum laude courses per academic school year which would count in the calculation for cum laude recognition or valedictorian/salutatorian recognition. If the student wished to take additional courses, they could be included on the student's transcript, but would not be included in the calculation for GPA and/or class rank.
- That a student not attending MJHS should not have an academic advantage over a student who attends our junior high. This must be considered when determining courses that are accepted for high school credit from other junior high schools as well as whether those courses are given additional weight.
- If the decision is made to make any changes to the policy that is currently in place regarding cum laude and the calculation for valedictorian/salutatorian, the committee recommends that the change be made for the incoming freshmen in a given year.



The committee would also like Mr. Imhoff and the Mariemont Board of Education to be aware that we believe that consideration for the possible elimination of valedictorian and salutatorian would be worthy of some future research. This came to our attention as we studied where other schools were with regards to cum laude and the determination of the valedictorian and salutatorian.

We thank you for the opportunity to serve on the superintendent's committee. We stand ready to uphold the mission of the Mariemont City School District: *Educating Our Scholars of Today to Inspire Our Leaders of Tomorrow.*

Respectfully submitted,

The Cum Laude Community Task Force:

Kathy Deadrick

Jelina Huber

Raymond Schneider

Kevin Grimmer

Amanda Leszczuk

Rusty Wilson

Julia Lair

Elizabeth Briggs

Jim Renner



Committee #2: Grading Scale

The Grading Scale Review Committee met three times and shared emails to discuss and research the following issues:

- A. Why are we reviewing the grading scale?
- B. What is our current scale?
- C. What are other high achieving school using for grading scales?
- D. How do plusses and minuses fit in on a grading scale?
- E. How do colleges view high school grading scales? Does the scale affect scholarships?
- F. How does the high school staff view this issue?
- G. If we would decide to change our scale, when and how would it be done?

The committee was made up of Harry Badanes, Marie Battison, Erica Eppert, Connie Hamlin, Dan McManus, Kathy Ryan, Pam Tackett, Cheryl Toepfer and Erik Vanags.

At the first meeting it was apparent that the answers to A and B were easy to address.

A. We were reviewing the grading scale because each year the district is asked why we do not have a 10 point scale. There have also been questions about whether our current 8 point scale hurts students' chances for scholarships. There was concern that a 3.0 GPA at MHS puts the student in 88th/115 place in the class of 2013.

B. Our current scale is:

- 92-100 = A
- 83-91 = B
- 74-82 = C
- 65-73 = D
- 0-64 = F



We discussed questions C through F and decided that some research was needed. Three extensive reports were reviewed from districts that looked at changing their grading scales: Madeira City Schools, Madison County (VA) Public Schools and Fairfax County (VA) Public Schools. Sections of their findings are attached.

C. & D. Sixteen high achieving high schools' grading scales were reviewed:

Anderson High School	10 pt. scale	use +/-
Chagrin Falls High School	10 pt. scale	use +/-
Cincinnati Country Day	10 pt. scale	use +/-
Hudson High School	10 pt. scale	use +/-
Indian Hill High School	10 pt. scale	
Mason High School	10 pt. scale	
Madeira High School	10 pt. scale	
Moeller High School	uses % (69% failing)	
New Trier (Ill.) High School	uses grade wt. pt. system -	
	.32 failing	use +/-
Oak Hills High School	10 pt. system	
Orange High School (Pepper Pike)	10 pt. system	use +/-
Solon High School	10 pt. scale	
Summit country Day	10 pt. scale	use +/-
Sycamore High School	10 pt. scale	
Ursuline Academy	uses grade wt. pt. system -	
	.65 failing	use +/-
Wyoming High School	10 pt. system	use +/-

The use of plusses and minuses varies from school to school. Several of the colleges we talked with said they do not consider them when viewing a transcript due to the differences in how they are interpreted. Many of the schools have used plusses and minuses so that it is clear where the student lies in the 10 points of the scale.



E. Our junior/senior counselor talked with several universities (DePauw, Indiana University, Miami, Ohio State University and Vanderbilt) regarding grading scales (8pt. vs. 10pt.). The consensus was that the grading scale does not really matter because they deal with so many different grading scales. GPA, ACT/SAT scores, curriculum strength and involvement are main considerations.

The question of how the grading scale affected scholarships was a large part of our discussions. Some colleges look only at GPA for scholarship cut offs while others have a cut off but look at the strength of the school's curriculum. We pulled three student grades from first and second quarters to look at how the 10pt. scale would have affected the GPA. (below). All GPA's increased when the 10pt. scale was used unless the student had straight As in all honors and AP classes.

10-Point System (New)

A-	3.667
B+	3.333
B-	2.667
C+	2.333
C-	1.667
D+	1.333
D-	.6667



10-Point System Student A:

	1 st Quarter			Not using +/-	2 nd Quarter			Not using +/-
English	87	B	3	3	A	93	4	4
Pre-calculus	81	B-	2.667	3	B-	80	2.667	3
Physics	83	B	3	3	A-	90	3.667	4
U.S. History	86	B	3	3	A-	90	3.667	4
Wealth	100	A+	4	4	A+	98	4	4
German	89	B+	3.33	3	B	84	3	3
	3.167 GPA			3.16	3.500 GPA			3.666

8-Point System Student A:

	1 st Quarter		2 nd Quarter	
English	B	3	A	4
Pre-calculus	C	2	C	2
Physics	B	3	B	3
U.S. History	B	3	B	3
Wealth	A	4	A	4
German	B	3	B	3
	3.0 GPA		3.167 GPA	



10-Point System, Student B:

	1 st Quarter				Not using +/-	2 nd Quarter				Not using +/-
AP English	A-	91	4.667		4	A-	90	4.667		4
CP Pre-calculus	C	76	2.0		2	C	75	2.0		2
CP Physics	B-	80	2.667		3	B-	82	2.667		3
CP U.S. History	B	87	3.0		3	A	94	4.0		4
Psychology	A	95	4.0		4	A	93	4.0		4
German III	A	97	4.0		4	A	96	4.0		4
Strings	A	97	4.0		4	B	87	3.0		3
	3.476 GPA				3.42	3.476 GPA				3.42

8-Point System, Student B:

	1 st Quarter		2 nd Quarter	
AP English	B	4	B	4
CP Pre-calculus	C	2	C	2
CP Physics	C	2	C	2
CP U.S. History	B	3	A	4
Psychology	A	4	A	4
German III	A	4	A	4
Strings	A	4	B	3
	3.286 GPA		3.286 GPA	



10-Point System, Student C:

	1 st Quarter	Not using +/-	2 nd Quarter	Not using +/-
AP English	A 99 5		A 98 5	
AP Statistics	A 101 5		A 104 5	
AP Calculus	A 97 5		A 97 5	
AP Biology	A 96 5		A 97 5	
AP U.S. History	A 99 5		A 98 5	
Spanish III	A 102 4		A 104 4	
	4.833 GPA	4.83	4.833 GPA	4.83

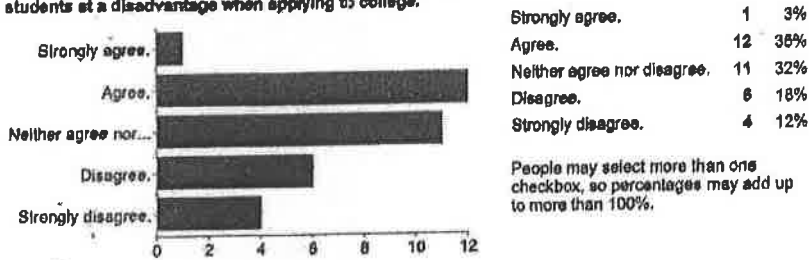
8-Point System, Student C:

	1 st Quarter	2 nd Quarter
AP English	A 5	A 5
AP Statistics	A 5	A 5
AP Calculus	A 5	A 5
AP Biology	A 5	A 5
AP U.S. History	A 5	A 5
Spanish III	A 4	A 4
	4.83 GPA	4.83 GPA

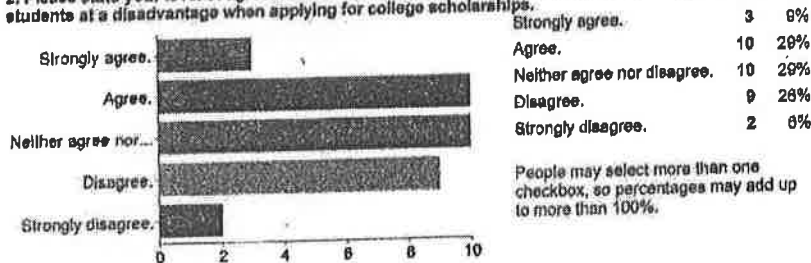
F. The junior high and high school staff were given a survey regarding their thoughts about changing the grading scale and how it impacted college admission and scholarships. Thirty-four responded to the survey.



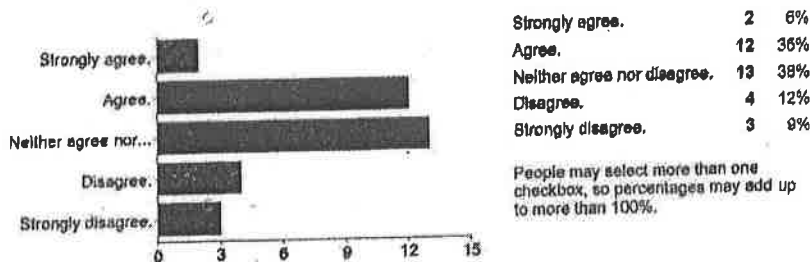
1. Please state your level of agreement with the following statement: An 8-point grading scale puts students at a disadvantage when applying to college.



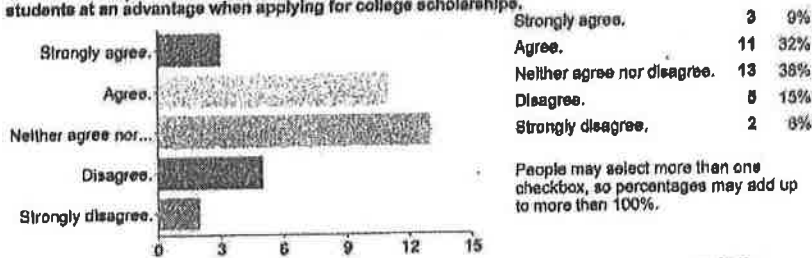
2. Please state your level of agreement with the following statement: An 8-point grading scale puts students at a disadvantage when applying for college scholarships.



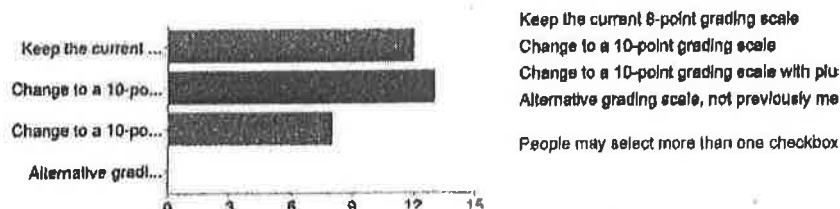
3. Please state your level of agreement with the following statement: A 10-point grading scale puts students at an advantage when applying to college.



4. Please state your level of agreement with the following statement: A 10-point grading scale puts students at an advantage when applying for college scholarships.



5. With regards to Mariemont's grading scale, I believe that we:





Some responses to the question on the teacher survey about how changing to the 10pt. scale would impact grading were:

"I don't think the change would affect my grading. I still believe students want the highest possible grade percentage as possible and I think they would still work just as hard to reach that."

"I would be less inclined to add curves to objective tests. However, much of my grading is subjective - essays, short answers, etc. An A paper will still be an A paper, although those on the bubble might now earn a 91 instead of a 93. A B paper will continue to be a B paper, but that student might get an 87 instead of a 90. Besides changing my rubrics, I don't anticipate much change in rigor."

"I think it would help the lower level students, but it wouldn't have that much impact on the upper level students."

"The existence of a grading scale may slightly affect the difficulty of classes or tests, but I am not certain there is a one to one correlation between the actual difficulty of materials in classes and tests and grading scales. Having said that, I believe the eight point scale may send a better signal to the community about excellence, though I am not certain that it does."

"Keep the current 8-point grading scale."

"Students who were B+ students would stay B+ students. Rather than students averaging a 91, they would average an 89. B+ students are B+ students regardless, and the grading would affect that."

"Is the system really broke? Does the 8 point scale actually put us at an advantage b/c it shows our rigor? Don't we already inflate the grades enough due to the large amounts of HW that is checked



for completion, not to mention hardly anyone ever gets below a B on a group project?"

"It will increase the number of students with As and Bs in my class, as there are often many students on the border of the next highest grade."

"I would prefer 10 point scale because my curriculum is accelerated and the end of course exams are created by Ohio State and very difficult. I use a 10 point scale for them. If I didn't use a 10 point scale on them, the students would have lower grades than students in other districts."

G. If we were to make the switch to a 10pt. scale, it is suggested doing at the beginning of a school year with all grades (7-12). Trying to implement the change with a specific class would be difficult due to grades being mixed in classes. Three districts were called who recently changed to 10pt. scales; all did it at the beginning of a school year and made adjustments on their transcripts for colleges.

CONCLUSIONS

The committee spent a great deal of thought and discussion on whether to make a recommendation for change. At this point I would like to commend and thank the committee for their time and serious dedication in tackling a difficult topic with such sincere concern about what is best for the students.

At the final meeting we made a list of pros and cons in switching to a 10pt. scale:



Pro

Majority of schools have switched
Helps lower students
More scholarship opportunities
Rigor and grade pt. scale are two different things
Less risky/more pragmatic
Consistent with other high-achieving schools
Encourage more students to take AP and Honors
Rigor would remain/ teachers would adjust grading
Harder to defend our current scale

Con

We are Mariemont
Students "skating or coasting"
Maintain our high standards

RECOMMENDATION: A vote was taken and the committee voted 7-1 to recommend changing from the 8-point scale to a 10-point scale. They felt the plus and minus issue should not be decided by this committee.

Because of the fact that a few of our students lose chances for scholarships each year because of our tougher GPA, the committee voiced concerns about keeping the 8 pt. scale. Teachers on the committee felt that the quality and rigor of Mariemont would not be compromised. And finally, the idea of motivating students to challenge themselves with the most rigorous coursework while making sure our lower achieving students are given grading encouragement led to our findings.



Committee #3: Junior High Transfer Credit

Dear Mr. Imhoff,

The Superintendent's Community Task Force appointed to study high school transfer credit as it relates to work completed before 9th grade has finalized its work. The team convened two times and corresponded by email on several occasions. During these meetings, the task force reviewed current practices, reflected on the fairness and equity of those practices, and discussed the findings from other schools. The school districts contacted for this study included: Bexley, Loveland, Sycamore, Indian Hill, Madeira, Ottawa Hills, Chagrin Falls, St. Ursula, Upper Arlington, Wyoming and Walnut Hills.

Based upon what was learned during this process, the Junior High Transfer Credit Committee is submitting the following recommendations:

- That a standing committee should be created to regularly review the policies and procedures relative to this topic in light of those in peer school districts and the evolution of online, virtual and credit flex opportunities. This committee can be made up of administrators, teachers and parents.
- That the school district continues the use of an evaluation panel (comprised of members assigned by the principal) to evaluate transfer transcripts for the issuance of credit on a case by case basis. This panel can choose to award credit, accept the grade for the coursework completed and, if applicable, award weighted credit for this coursework. This would be effective with the incoming freshman class.



- That a student not attending Mariemont Junior High School not have an academic advantage over a student who attends our junior high. This must be considered when determining courses that are accepted for high school credit from other junior high schools as well as whether those courses are given additional weight.
- That students taking high school credit courses at MJHS continue to receive high school credit for these courses. These students would also receive the grade (and weighted grade, if applicable) for these courses.
- Students would not receive high school credit for the coursework they take prior to grade seven.
- That online, virtual or homeschool courses go through the same evaluation process as those transfer credits from other public or non-public chartered schools.
- That the panel would consider on a case-by-case basis whether to give credit for courses not currently offered at Mariemont High School. This decision would again be made so as to not give an advantage to any non-MCSD student.
- If the decision is made to make any changes to the policy that is currently in place regarding high school transfer credit, the committee recommends that the change be made for the incoming freshmen in a given year.

The committee would also like Mr. Imhoff and the Mariemont Board of Education to be aware that we believe that this is an ever-evolving situation and warrants regular review. There was a wide variety of policies and practices among the school districts studied. It will be important to stay calibrated with our peers in the future.



We thank you for the opportunity to serve on the superintendent's committee. We stand ready to uphold the mission of the Mariemont School District: *Educating Our Scholars of Today to Inspire Our Leaders of Tomorrow.*

Respectfully submitted,

The Junior High Transfer Credit Community Task Force:

Keith Koehne

Nicole Parr

Kip Fanta

Roseann Hayes

Erika Hinebaugh

Maria Bailey

Mike Wood



Committee #4: Elementary Standards-Based Report Card

Process:

- Two meetings
- Reviewed research provided by Thomas Guskey and Robert Marzano -> leaders in the field of student assessment
- Identified the connection to student achievement and parent involvement/knowledge of child's learning
- Gathered informational feedback from parents and teachers
- Reviewed grading procedures/report cards from some comparable high-performing districts around the state

Findings:

- Feedback from parents and teachers is that a standards-based report card would provide more detailed information about students' strengths and weaknesses.
- Based on informal feedback from parents at both schools, the consensus of the committee was to include a traditional grade, along with Standards information, beginning in 2nd grade.
- The standards-based report card would need to look different at each grade level. Begin transitioning to a more traditional report card in grades 5 and 6 to help with the transition into junior high.
- Based on feedback from teachers, they would like to provide more specific information about individual students and would rather type in their own comments instead of selecting ones from a generated list.
- Now is a good time to begin transitioning because of the Common Core.
- Grade level teams should identify key standards to be reported and create the report card.



- Committee liked a 4-point scale, with an “exceeding” option.
- The committee felt that the transition should happen as soon as possible.

Recommendations:

- The committee recommends that the district develop and adopt a standards-based report card format for elementary students in Kindergarten through 4th grade.
- It is recommended that traditional grades (A-F) be paired with the standards progress information beginning in 2nd grade (as we do now).
- It is recommended that there be a “transition-type” report card in grades 5 and 6. This report card would feature traditional grades, but have select/key standards progress information as well as expanded teacher comments. It was felt that as students move closer to junior-high age, that it would be beneficial for the report card to be closer to the progress reporting expectations in JH.
- It is recommended that grade level teacher committees identify the key standards on which to report at each level.
- It is recommended that the transition to a standards-based elementary report card happen as soon as possible and be tied to information about the implementation of the Common Core curriculum in communications to parents.
- It is recommended that a variety of parent communication vehicles (e-mails, parent information meetings, open house, PTO meetings, etc.) be utilized when making the transition to standards-based report cards.



OHIO HIGH SCHOOL ATHLETIC ASSOCIATION

Daniel B. Ross, Ph.D., Commissioner

El 3

TO: ALL MEMBER SCHOOL SUPERINTENDENTS

FROM: DR. DAN ROSS, COMMISSIONER

SUBJECT: RESOLUTION CARD AUTHORIZING CONTINUED MEMBERSHIP IN THE OHIO
HIGH SCHOOL ATHLETIC ASSOCIATION FOR THE 2013-2014 SCHOOL YEAR

The Ohio High School Athletic Association Constitution was revised with respect to Article 3, Membership, to make clear the obligations required to be followed in order to be a member. Article 3, Section 1, Paragraph 3, the procedure for continuing membership, requires that the Board of Education or similar governing board in a non-public school or system adopt a resolution authorizing membership for schools under its jurisdiction. Schools eligible for membership are those which include one or more grades at the 7-12 level. It is agreed that these schools will conduct their athletics in accordance with the Constitution, Bylaws, Regulations, Interpretations and Decisions of the Ohio High School Athletic Association. This resolution shall remain in effect for the school year 2013-2014.

Enclosed you will find a Board of Education Resolution Card authorizing membership that is to be signed by the President of the Board of Education or similar Governing Board and Superintendent and returned to the Ohio High School Athletic Association office in the enclosed envelope (needs stamp) no later than Wednesday, July 31, 2013. Please list the names of the high school(s) and grade 7-8 school(s) on the back of the card.

Thank you in advance for your cooperation.

DR/db
April 16, 2013
Enclosures

Once.Resolutioncardcov

OHSAA
Organization Helping Student Athletes Achieve

High School, Junior High and Elementary Handbooks

(under separate cover , also sent previously with May 21 agenda)

EKS

Social Studies Interim End of Course Exams in US History and US Government
May 2013

Background

In March 2012, the General Assembly passed and Governor Kasich signed Amended Substitute Senate Bill 165 (referred to below as S.B. 165). Included in this legislation was a requirement for local school district boards of education to adopt interim end-of-course examinations for American history and American government courses by July 1, 2013.

Under the provisions of S.B. 165 each school district board of education shall adopt interim end-of-course examinations to assess mastery of American history and American government standards as detailed in state law. Each high school of a school district shall use the interim examinations until the state superintendent of public instruction and the chancellor of the Ohio Board of Regents select end-of-course examinations in American history and American government. The selection is to be made not later than July 1, 2014. The state-selected examinations are scheduled to become operational in the spring of 2015.

Content Addressed

The interim end-of-course examinations in American history and American government shall require demonstration of mastery of the American history and American government content in the social studies standards and the historic documents identified in the legislation

The expected content is based upon the course syllabi found in *Ohio's New Learning Standards: K-12 Social Studies*. The content on the specified historic documents (*Declaration of Independence, Northwest Ordinance, United States Constitution and its Amendments with emphasis on the Bill of Rights, and the Ohio Constitution*) should be drawn from the content statements in the course syllabus for each course as found on the Ohio Department of Education web site. This would include content statements 5 – 9 in American history and content statements 6, 8 – 13 and 18 in American government.

At least 20 percent of the interim end-of-course examination in American government shall address the topics on American history and American government described in the Ohio Revised Code

Who Needs To Take It?

After July 1, 2013, any student in any grade taking American history and American government to meet graduation requirements would also take the designated interim end-of-course examination. Students taking AP US History or AP Government would not have to take this interim end of course exam if taking the corresponding AP test.

BOE Proposed Resolution

The Mariemont City School District Board of Education resolves that the district will create and administer interim end of course examinations in American History and American Government beginning with school year 2013-14. These exams will comply with all provisions set forth in Amended Substitute Senate Bill 165

46

Aides on One-Year Contracts -- 2013-14

Rebecca Anderson

Kim Arp

Sandy Blais

Cindy Carrigan

Julie Crawford

Cindy Gorman

Maura Hayskar

Philip Helbig

Sue Hendricks

Jill Jungels

Nancy Lonneman

Jane Loudermilk

Kathy Lynch

Natalie Lynch

Michael Miller

Susan Peck

Michelle Rich

Tim Woyan

CP

Retire/Rehire Personnel

Don Books (51% time)

Jane Concannon

Patti Hannahan

Lisa Churchey

Extended Days – Summer 2013

Shannon Kromer – up to 30 days

Trevor Black – 10 days

Ericka Simmons – 10 days

MARIEMONT CITY SCHOOL DISTRICT
JOB DESCRIPTION
FOR
Auxiliary Service Clerk's Responsibilities

The Ohio Department of Education "Process for Implementation of Non Public School Student Funding" as amended by Substitute House Bill 171 (effective July 1987) Section 11F, II. and Section VF outline specifically the performance duties of the Auxiliary School Clerk.

These duties are as follows:

The school district may employ clerical personnel to administer the textbook loan program whose duties shall include the following:

1. Distribution of individual textbook and textbook substitute request forms to parents and pupils.
2. Receipt of individual request forms.
3. Cataloging of individual request forms.
4. Preparation of collective summaries.
5. Preparation of public school district requisition forms.
6. Maintaining an inventory of textbooks and book substitutes.
7. Distribution of textbooks and book substitutes to pupils of parents.
8. Retrieving textbooks and book substitutes to pupils or parents.

The school district may employ clerical personnel to assist in the administration of services whose duties shall include the following:

- a. Receive requests for pupil counseling, remedial, therapeutic, handicapped, gifted, and diagnostic services from nonpublic school teachers. (Section 3317.06 (J))
- b. Secure appropriate permanent record data in regard to pupils referred for services and present same to service personnel. (Section 3317.06 (J))
- c. Schedule students for services in public school, in nonpublic schools that have no religious or sectarian affiliation, public centers, or mobile units. (Section 3317.06 (J))
- d. Accompany students to and from neutral sites when necessary to insure the safety of children receiving the services. (Section 3317.06 (J))
- e. Order, receive, catalog, and distribute materials and equipment required by service personnel. (Section 3317.06 (J))
- f. Type and file evaluations, progress reports, and test results for students who have received counseling, remediation, diagnostic, handicapped, gifted, or therapeutic services. (Section 3317.06 (J))
- g. Clerical personnel shall perform their services in the public schools, in non public schools that have no religious or sectarian affiliation, or in the public centers or mobile units where the services are provided.
(Section 3317-06 (B), (C), (D), (E), (F), (G), and (I))
- h. Assist in the administration of Auxiliary funded programs (speech and hearing, nurses, psychological services, counseling services, social work services, remedial,)

A school district may hire clerical personnel to administer the lending program whose duties shall include the following:

1. Distribute request forms.
 2. Receipt of request forms.
 3. Cataloging of request forms.
 4. Preparation of collective summaries.
 5. Preparation of public school district requisition forms.
 6. Maintaining an inventory of mathematics and science equipment and materials.
 7. Assisting students and parent representatives in the selection of COMPUTER SOFTWARE, and mathematics and science equipment and materials.
 8. Distribution of COMPUTER SOFTWARE, and mathematics and science equipment and materials from pupils or parents.
 9. Retrieving of COMPUTER SOFTWARE, and mathematics and science equipment and materials from pupils or parents.
- COMPUTER SOFTWARE, mathematics and science material and equipment clerical personnel may perform their services on the premises of the nonpublic . (Section 3317.06 (K))

Ex 10

ESY – Summer 2013

Jen Hrovat	25 hrs.	@\$35/hr
Sandy Blais	25 hrs.	@ \$17/hr

**MARIEMONT CITY SCHOOLS BOARD OF EDUCATION
MARIEMONT, OHIO
SUPERINTENDENT'S CONTRACT**

This employment contract is entered into on May 21, 2013, by and between the **Mariemont City School District Board of Education**, hereinafter called the Board, and **Steven E. Estepp**, hereinafter called the Superintendent. The Board and the Superintendent, for the consideration herein specified, agree as follows:

1. TERM OF CONTRACT

The Board, in accordance with its action as found in the minutes of its meeting held on May 21, 2013, hereby employs, and the Superintendent hereby accepts employment as Superintendent for a period commencing on the 1st day of July, 2013, and ending on the 31st day of July, 2013.

2. PROFESSIONAL CERTIFICATION

The Superintendent shall maintain and furnish to the Board evidence of his maintaining, throughout the life of this Contract, a valid and appropriate certificate to act as Superintendent of schools of the District in accordance with the laws of the State of Ohio.

3. DUTIES OF SUPERINTENDENT

The Superintendent shall familiarize himself with the District, facilities, educational programs and needs as well as the operation of the office of Superintendent in preparation for performance of the duties of Superintendent commencing on August 1, 2013, which employment the parties agree shall be governed under the terms of a separate employment contract. The Superintendent shall perform the duties specified in the laws of the State of Ohio and as set forth in the Job Description for the Superintendent as adopted by the Board, as it may be amended from time to time during the term of this contract. Such Job Description, as so amended, is hereby incorporated in this contract by reference as if fully restated herein.

4. COMPENSATION

The Board shall pay the Superintendent on a per diem basis at the rate of Five Hundred Thirty Eight and 00/100 Dollars (\$538.00) per day for each actual workday that the Superintendent works under this Agreement. In addition, the Board shall pay the Board's contribution to the State Teachers Retirement System and also pick up and pay the Superintendent's share of retirement contributions to STRS together with any additional contributions required by the pick-up provision (pick-up on the pick-up). The Board shall also provide an equal amount to the "pick up and pick up on the pick-up" to be deposited into a tax-deferred program of the Superintendent's choosing (IRC §457(b) or §403(b) plan) as employee contributions on behalf of the Superintendent. Such payments, as defined in this paragraph, shall be reported to STRS as compensation and shall be subject to Board "pick up" contributions.

The Board shall provide the Superintendent with health insurance benefits applicable to twelve-month administrative employees, in accordance with Board policy.

The Board of Education will pay the employee share of Medicare.

5. TRAVEL AND OTHER EXPENSES

The Board of Education shall reimburse the Superintendent for all actual and necessary travel and other expenses required in the performance of his official duties during the employment under this contract subject to such limitations as provided by law and by Board policy.

6. DAYS TO BE WORKED

The Superintendent shall report to work under this Agreement on all days during the month of July, 2013 in which the Board's other 260 day employees are required to report to work. The Superintendent shall devote such time and energies as are necessary to perform the duties specified in the job description. The Duties will generally be performed during normal business hours, but it is expressly agreed that the duties of this position will require the Superintendent to work during times other than normal business hours.

7. EVALUATION AND EXPIRATION

The Superintendent and Board agree that the Superintendent shall not be evaluated under this Agreement given its short duration and that this Agreement shall automatically expire upon the expiration date stated above without any Board action.

8. MOBILE COMMUNICATIONS ALLOWANCE

In order to facilitate communications between the Superintendent and his staff, to ensure a prompt administrative response to emergencies, and to better utilize the time of Superintendent while he is traveling or otherwise outside the office, the Board shall pay to Superintendent a monthly allowance of Ninety Dollars (\$90) for purposes of acquiring and maintaining a mobile telephone and/or other mobile electronic communications devices. Any equipment or services purchased by Superintendent for the purposes of this section shall be the sole property of Superintendent both during and after the term of this Contract.

9. MEDICAL EXAMINATION

Upon request of the Board, the Superintendent does hereby agree to submit to a comprehensive yearly medical examination. A statement certifying to the physical and mental competency or incompetency of the Superintendent shall be provided to the Board President, and the statement shall be treated as confidential information placed in the Superintendent's personnel file. If the medical examination report states that that Superintendent is physically or mentally incompetent to such an extent as to make the Superintendent unable to perform any or all of the duties and such incompetency is permanent, irreparable, or of such nature as to make the performance of the duties impossible, the school board may, at its option, terminate this agreement whereupon the respective duties, rights and obligations hereof shall terminate. If there is a question concerning the ability of the Superintendent to competently fulfill his duties, the Board, at its option, may require the Superintendent to undergo an independent evaluation by a physician of Board's choice at the Board's expense. Nothing contained in this Section shall prevent the

Superintendent from the utilization in accordance with Ohio law of any accumulated but unused sick leave.

10. INDEMNIFICATION

The Board agrees that it shall defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Superintendent in his individual capacity as agent and employee of the Board, provided that the incident arose while the Superintendent was acting in good faith and not manifestly outside the scope of his employment or official responsibilities. This indemnification includes all civil demands, claims, suits and legal proceedings, whether threatened or instituted, and also includes criminal legal proceedings, whether threatened or instituted, that arise from the acts or omissions of the Superintendent while acting within the scope of the Superintendent's employment with the Board, and the good faith belief that such conduct was lawful and in the best interest of the District. In no case, will individual Board Members be considered personally liable for indemnifying the Superintendent against such demands, claims, suits, actions and legal proceedings.

11. LIABILITY INSURANCE

The Board agrees to provide the Superintendent with professional liability insurance with limits as approved by the Board.

12. CONTRACT TERMINATION

This employment contract may be terminated by:

- A. Mutual agreement of the parties.
- B. Resignation, retirement, disability, or death of the Superintendent.
- C. Termination by the Board in accordance with the laws of Ohio.
- D. Failure of the Superintendent to maintain a valid Superintendent's certificate.

13. AMENDMENTS

The Board and Superintendent may mutually agree to amend this contract during its term with any amendment becoming a part of this contract. Any such amendment shall not be construed as a new contract, or an extension of the existing contract.

14. SAVINGS CLAUSE

If any provisions of this Contract are declared invalid or unenforceable by legislation action or judicial ruling, and such action or ruling is deemed applicable during the term of this Contract, such provisions shall be severed from this Contract and the remaining terms shall continue in full force and effect. If any such invalid or unenforceable provision relates to a payment or benefit quantifiable in monetary terms, the Board shall pay to Superintendent additional compensation equal to the monetary value of such lost payment or benefit. If the lost payments or benefits would have been nontaxable to Superintendent, the amount paid by the Board under this

paragraph shall be increased by an appropriate amount to defray the additional tax liability incurred by Superintendent.

**MARIEMONT CITY SCHOOL
DISTRICT BOARD OF EDUCATION**

By: _____ Date: _____
President, Board of Education

By: _____ Date: _____
Treasurer, Board of Education

I hereby accept the employment indicated above and agree to the terms and conditions thereof.

_____ Date: _____
Steven E. Estepp

Ex. 12

MARIEMONT CITY SCHOOL DISTRICT

**FINANCIAL REPORT
APRIL 2013**

MONTHLY SUMMARY

	MONTH		YEAR TO DATE	
	FY13	FY12	FY13	FY12
BEGINNING BALANCE	8,986,838	9,145,028	4,229,879	6,602,735
RECEIPTS				
Local Sources:				
Real Estate	53,098	833,129	14,083,270	14,191,806
Public Utility Personal Property Tax	544,593	401,283	887,000	762,682
Other Local*	17,628	10,922	132,318	197,616
Total Local Sources	615,319	1,245,334	0 15,102,588	15,152,104
State Sources:				
Foundation Program	288,848	234,062	2,462,673	2,351,589
Foundation -SFSF	0	0	0	0
Restricted Grants - Ed Jobs Fund	0	0	0	0
Rollback & Homestead	0	0	879,636	891,237
Property Tax Allocation	0	0	458,430	658,560
State Public Utility Reimbursement	0	0	0	799
Other State**	28	28	280	280
Total State Sources	288,876	234,090	3,801,019	3,902,465
Transfers & Advances	0	0	3,236,366	30,606
Other Financing Sources	0	0	0	0
Total Receipts	904,195	1,479,424	22,139,973	19,085,175
EXPENDITURES				
Salaries & Wages	880,321	857,339	9,321,437	9,512,695
Fringe Benefits	298,835	303,538	2,996,444	3,026,772
Purchased Services***	346,884	239,736	3,140,422	2,329,506
Materials & Supplies	32,143	78,107	604,100	456,348
Capital Outlay	9,785	45,869	719,734	374,593
Other****	124,476	123,859	311,611	296,285
Transfers & Advances	0	299,000	831,520	899,000
Other Financing Uses	0	0	245,995	115,707
Total Expenditures	1,692,444	1,947,448	18,171,263	17,010,906
ENDING CASH BALANCE	8,198,589	8,677,004	8,198,589	8,677,004
Encumbrances	907,202	1,335,317	907,202	1,335,317
ENDING AVAILABLE BALANCE	7,291,387	7,341,687	7,291,387	7,341,687

*Investments, Fees, Rentals, Donations, Misc.

** Misc. State Revenues

***Legal, Technical, Consultants, Utilities, Repairs, Postage, Etc.

****County Auditor & Treasurer Fees, Bank Service Charges, State Auditors Charges, Membership Dues

YTD ACTUAL VS. PROJECTED

	FY13 RECEIVABLE	FYTD % RECEIVED	FY13 ACTUAL RECEIVED
Local Sources:			
Real Estate	13,367,172	105.36%	14,083,270
Public Utility Personal Property Tax	700,516	126.62%	887,000
Other Local*	229,664	57.61%	132,318
State Sources:			
Foundation Program	2,774,358	88.77%	2,462,673
Rollback & Homestead	1,702,799	51.66%	879,636
Property Tax Allocation	916,859	50.00%	458,430
Other State**	336	0.00%	280
Transfers & Advances	2,761,366	117.20%	3,236,366
Other Non Operating			
TOTAL RECEIPTS	22,453,070	98.61%	22,139,973

	FY12 EXPENDABLE	FYTD % EXPENDED	FYTD ACTUAL EXPENDED
Salaries & Wages	11,482,947	81.18%	9,321,437
Fringe Benefits	3,727,885	80.38%	2,996,444
Purchased Services***	3,489,990	89.98%	3,140,422
Materials/Supplies	708,159	85.31%	604,100
Capital Outlay	615,209	116.99%	719,734
Other****	327,200	95.24%	311,611
Transfers/Advances	448,520	185.39%	831,520
Other Financing Uses	316,200	77.80%	245,995
Duke Set Aside	350,000	0.00%	0
TOTAL EXPENDITURES	21,466,110	84.65%	18,171,263
Percentage without advance		82.33%	
% Through Year		83.34%	
FY12		79.48%	

April 2013

Date: 5/01/13

FINANCIAL SUMMARY REPORT

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MARIEMONT CITY SCHOOL DISTRICT

Fnd	Sec	Description	Beginning Balance	MTD Revenues	FYTD Revenues	MTD Expenditures	FYTD Expenditures	Current Available Balance
001	0000	GENERAL	3,967,063.62	904,195.11	22,137,740.60	1,689,946.42	18,124,156.28	7,980,647.94
001	9500	CISCO REGIONAL ACADEMY	1,431.17	.00	.00	.00	.00	1,431.17
001	9550	E-RATE FUND	76,619.30	.00	2,233.67	2,496.86	42,985.48	35,867.49
001	9600	PROJECT ACCOUNT	4,119.69	.00	.00	.00	4,119.69	.00
001	9994	GENERAL	180,645.00	.00	.00	.00	.00	180,645.00
002	0000	BOND RETIRE	665,427.46	78,748.47	1,960,580.37	15,833.30	1,398,868.43	1,227,139.40
003	0000	PERM IMPROVE	50,912.94	.00	235,578.52	.00	91,405.50	195,085.96
003	9300	TURF REPLACEMENT	5,275.00	2,500.00	2,500.00	.00	.00	7,775.00
004	0000	BUILDING FUND	8,247,932.56	.00	3,320,553.23	195,802.55	11,501,962.93	66,522.86
006	0000	FOOD SERVICE	9,614.72	16,325.44	172,371.42	21,648.56	152,783.48	29,202.66
007	9000	HIGH SCHOOL REBATE ACCOUN	14,728.77	.00	5,924.35	840.26	1,742.56	18,910.56
007	9001	SOCIAL SERVICE - GUIDANCE	8,355.04	.00	.00	.00	105.98	8,461.02
007	9002	MARIEMONT ELEMENTARY REBA	7,058.08	.00	.00	4.52	2,347.23	4,710.85
007	9004	TERRACE PARK REBATE ACCOU	2,464.84	237.00	2,194.97	.00	1,806.00	2,853.81
007	9005	MERIT	6,160.74	190.00	1,915.50	.00	1,900.00	6,176.24
007	9006	DISTRICT REBATE ACCOUNT	12,717.93	.00	8,819.35	100.00	4,778.81	16,758.47
007	9007	SCHOLARSHIP FUNDS	5,500.00	.00	3,000.00	.00	8,000.00	500.00
007	9010	MEMORIAL FUND	8,300.00	.00	.00	.00	2,000.00	6,300.00
007	9011	ART "STUDENT AID"	621.94	.00	.00	.00	43.26	578.68
007	9012	JUNIOR HIGH REBATE ACCT	4,067.88	.00	750.24	.00	2,581.50	2,236.62
007	9013	HARRIS FOUNDATION	292.01	.00	.00	.00	292.01	.00
007	9015	KORNRSKA ART PROJECT	112.67	.00	.00	.00	.00	112.67
007	9016	PS PLAYGROUND EQUIPMENT F	255.00	.00	.00	.00	255.00	.00
007	9017	DISTRICT SPECIAL PROCEEDS	14,513.74	.00	.00	.00	.00	14,513.74
007	9018	MARIEMONT LIBRARY	6,330.85	.00	.00	.00	344.97	5,985.88
007	901V	GOETZ VIDEO STUDIO	5,287.12	.00	1,100.00	.00	4,490.00	1,897.12
007	9020	COALITION FOR DRUG FREE C	1,508.48	.00	.00	.00	.00	1,508.48
008	9151	WANDA MCNEAL SCHOLARSHIP	85,551.37	286.12	287.26	.00	500.00	85,338.63
009	9101	UNIFORM SCHL SUPPLIES	26,466.39	4,498.50	35,764.50	.00	45,606.94	16,623.95
009	9103	UNIFORM SCHL SUPPLIES	123,048.81	4,613.50	41,141.66	2,885.62	92,407.12	71,783.35
009	9104	UNIFORM SCHL SUPPLIES	20,769.45	1,762.00	24,124.00	.00	32,983.81	11,909.64
009	9108	UNIFORM SCHL SUPPLIES	807.00	240.00	16,580.00	.00	20,248.00	2,861.00
009	9112	UNIFORM SCHL SUPPLIES	35,294.40	300.00	5,724.00	726.00	2,403.51	38,614.89
012	0000	ADULT EDUCATION	6,562.57	125.00	2,295.00	175.00	366.25	8,491.32
019	0000	ART CONNECTION GRANT 1998	5,803.17	.00	.00	.00	.00	5,803.17
019	9108	Terrace Park Elem Special	142.15	.00	.00	.00	.00	142.15
019	9211	HARRIS FOUNDATION	1,152.96	.00	.00	.00	1,152.96	.00
019	9223	TF OXLEY FOUNDATION	15,000.00	.00	.00	.00	15,000.00	.00
200	9000	STUDENT MANAGED ACT	689.96	.00	.00	.00	.00	689.96
200	900A	ME BUILDERS CLUB	339.27	.00	.00	.00	.00	339.27
200	900B	ART CLUB	2,754.15	.00	750.01	.00	779.57	2,724.59
200	900C	HIGH SCHOOL - STUDENT COU	2,565.43	.00	6,560.28	.00	3,997.03	5,128.68
200	900D	YEARBOOK	1,906.07	248.00	2,849.00	.00	2,308.19	2,446.88
200	900E	WARPATH - NEWSPAPER	299.33	.00	145.50	.00	234.81	210.02
200	900G	LEADERSHIP COUNCIL	933.68	.00	533.00	.00	567.83	898.85
200	900H	UNIFIED FOR UNIFAT	124.00	.00	100.00	.00	.00	224.00

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MARIE MONT CITY SCHOOL DISTRICT

Fnd	Sec	Description	Beginning Balance	MTD Revenues	FYTD Revenues	MTD Expenditures	FYTD Expenditures	Current Available Balance
200	900I	KEY CLUB	681.13	.00	2,188.92	.00	1,789.08	1,080.97
200	900J	STUDENT COUNCIL - JR HIGH	948.09	.00	22.70	269.51	511.61	459.18
200	900L	DRAMA - HIGH SCH	5,228.51	.00	.00	221.03	2,141.49	3,087.02
200	900P	HONOR SOCIETY	1,184.64	.00	1,175.00	85.00	1,085.00	1,274.64
200	900Q	DRAMA - JR HI SCH	2,478.58	.00	.00	441.12	964.52	1,514.06
200	900S	JR. HIGH YEARBOOK	2,166.36	30.00	4,370.00	3,710.92	3,710.92	2,825.44
200	900T	AFS - HIGH SCHOOL	586.64	.00	326.00	.00	182.80	729.84
200	901A	WORLD AFFAIRS CLUB	527.06	.00	117.50	.00	.00	644.56
200	901C	PAIRING CLUB	61.65	.00	.00	.00	.00	61.65
200	901D	SPIRIT CLUB	533.30	.00	792.00	.00	725.00	600.30
200	901E	STEM CLUB	146.50	.00	1,317.26	.00	.00	1,463.76
200	901F	LATIN CLUB	1,453.98	.00	8,868.61	.00	8,755.41	1,567.18
200	901G	ENVIRONMENTAL CLUB	1,726.16	.00	285.00	.00	374.59	1,636.57
200	901J	JUNIOR HIGH BAND ACCOUNT	256.28	.00	630.00	.00	.00	886.28
200	901L	JUNIOR HIGH ART CLUB	2,040.21	.00	.00	.00	.00	2,040.21
200	901N	SPANISH CLUB	339.19	.00	529.00	.00	243.32	624.87
200	901P	CHESS CLUB	1,518.01	.00	.00	.00	.00	1,518.01
200	901Q	CLASS OF 2015	523.46	.00	328.00	.00	313.09	538.37
200	901U	SHOWSTOPPERS	1,660.00	.00	4,917.57	1,768.00	4,032.76	2,544.81
200	901V	CLASS OF 2009	.00	.00	.00	1,368.00	.00	.00
200	901W	CLASS OF 2016	.00	.00	1,409.00	.00	893.20	515.80
200	901Y	BOOK CLUB	233.81	.00	149.00	.00	68.72	314.09
200	901Z	CLASS OF 2012	829.17	.00	.00	.00	100.00	729.17
200	902A	CLASS OF 2013	3,892.98	.00	1,308.81	2,050.00	3,872.54	1,329.25
200	902B	Class 2014	659.04	13,457.25	14,904.25	8,992.88	12,899.84	2,663.45
200	902D	STOCK CLUB	39.00	.00	.00	.00	.00	39.00
200	902E	DECA CLUB	.00	.00	3,556.00	290.00	1,156.00	2,400.00
300	0000	DISTRICT MANAGED ACT	1,767.79	.00	200.00	.00	.00	1,967.79
300	900C	ATHLETIC FUNDS FOR CAMP	31,827.99	418.50	19,807.05	939.00	35,559.73	16,075.31
300	900M	INSTRUMENTAL MUSIC	4,058.43	48.00	7,862.41	800.00	4,873.51	7,047.33
300	900N	ATHLETIC FUND	59,870.09	27,803.77	131,456.78	10,489.75	152,911.26	38,415.61
300	900T	HIGH SCHOOL TOURNAMENT	.00	.00	10,168.90	.00	10,168.90	.00
300	900X	HS CHORUS TRIP ACCOUNT	400.50	3,349.00	3,869.00	.75	686.75	3,582.75
300	900Y	BAND TRIP ACCOUNT	12,376.26	.00	5,730.05	.00	15,429.63	2,676.68
300	900Z	STRINGS ACTIVITIES ACCT	1,154.48	.00	330.50	.00	.00	1,484.98
300	902C	STRINGS TRIP ACCT	1,444.29	4,603.58	13,272.58	5,060.00	14,526.50	190.37
451	9202	ONE NET	.00	3,600.00	7,200.00	.00	.00	7,200.00
516	9263	IDEA Part BFlow Thru	.00	21,426.20	248,929.98	21,426.20	248,929.98	.00
524	9256	Carl Perkins	1,729.22	.00	.00	.00	.00	1,729.22
524	9264	CARL PERKINS 2012-13	.00	.00	3,150.00	100.89	429.66	2,720.34
551	9246	Title III LEP	400.61	.00	.00	.00	400.61	.00
551	9254	Title III LEP	1,066.24	.00	.00	.00	1,066.24	.00
551	9268	TITLE III LEP 2012-13	.00	.00	1,224.00	.00	466.44	757.56
572	9262	Title I 2012-13	.00	.00	64,468.89	6,996.50	72,677.98	8,209.09
587	9265	IDEA EARLY CHILDHOOD 2012	.00	.00	3,704.58	.00	3,704.58	.00
590	9266	TITLE IIA 2012-13	.00	.00	28,269.61	.00	24,977.98	3,291.63

Date: 5/01/13

FINANCIAL SUMMARY REPORT

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MARIEMONT CITY SCHOOL DISTRICT

Fnd	Sec	Description	Beginning Balance	MTD Revenues	FYTD Revenues	MTD Expenditures	FYTD Expenditures	Current Available Balance
		Grand Total All Funds	13,783,336.36	1,089,005.44	28588,955.30	1,992,381.14	32195,942.81	10176,348.93
		Total Invested Funds	.00					

MARIEMONT CITY SCHOOLS - Schedule of Investments - last updated 05/01/13

FIFTH THIRD SECURITIES											Current Month Invest Income	Total Invest Income
Settlement	Cusip	Maturity	Callable	Description	Face	Principal	Accrued	Total Spent	Coupon	Maturity/ Call		
11/5/2010	3133XUBA0	7/30/2012		FHLB	\$ 1,000,000.00	\$ 1,029,891.41	5,673.51	\$ 1,035,565.02	0.42			\$ 37,326.59
11/29/2011	3135G0FN8	11/12/2013	11/21/2012	FNMA	\$ 1,000,000.00	\$ 1,000,000.00	122.22	\$ 1,000,122.22	0.549			\$ 5,377.78
9/13/2012	62835RBB8	2/22/2013		CD	\$ 250,221.88	\$ 250,221.88	86.30	\$ 250,307.88	0.399			\$ 415.08
9/19/2012	060624MWO	9/19/2013		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	0.45			
9/26/2012	06251AYM9	9/26/2013		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	0.5			
9/19/2012	06428NFZ0	9/19/2014		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	0.85			\$ 805.82
9/19/2012	254871GH7	9/19/2014		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	0.8			\$ 991.78
10/3/2012	795450PM1	10/3/2014		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	0.85		\$ 1,059.59	\$ 1,059.59
9/19/2012	38143AE88	9/21/2015		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	1.15			\$ 1,425.68
9/19/2012	02005QS48	9/21/2015		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	1.1			\$ 1,363.70
9/21/2012	33784JML6	9/21/2015		CD	\$ 250,000.00	\$ 250,000.00		\$ 250,000.00	1.05		\$ 222.95	\$ 1,085.97
Money Market					\$ 257,114.48						2.15	104
Totals					\$ 2,257,114.48	\$ 2,000,000.00		\$ 2,000,000.00			\$ 1,284.69	\$ 48,955.99
Invest Income FYTD											\$14,079.32	

STAR OHIO					
	Month	Begin Invested	End Invested	Average Yield	Interest
2012	JULY	\$ 3,709,059.25	\$ 3,709,315.65	0.08%	256.40
	AUGUST	\$ 3,709,315.65	\$ 3,709,608.38	0.08%	\$ 292.71
	SEPTEMBER	\$ 3,709,608.38	\$ 3,709,918.14	0.10%	\$ 307.78
	OCTOBER	\$ 3,709,918.14	\$ 3,710,216.23	0.10%	\$ 300.09
	NOVEMBER	\$ 3,710,216.23	\$ 3,710,523.50	0.10%	\$ 307.27
	DECEMBER	\$ 3,710,523.50	\$ 3,710,806.64	0.08%	\$ 283.14
2013	JANUARY	\$ 3,710,806.64	\$ 2,710,978.07	0.07%	\$ 171.43
	FEBRUARY	\$ 2,710,978.07	\$ 2,711,132.81	0.07%	\$ 154.74
	MARCH	\$ 2,711,132.81	\$ 2,711,266.91	0.08%	\$ 134.10
	APRIL	\$ 2,711,266.91	\$ 2,711,385.53	0.05%	\$ 118.62
	MAY				
	JUNE				
Total Interest FYTD		\$2,326.28			

Mariemont City School District

Assumptions for Amended Financial Forecast **Fiscal Years Ending June 30, 2013 Through 2017**

RECEIPTS

Property Taxes

Property tax revenue estimates are based on information provided for the current and upcoming fiscal year from the county auditor. Actual year to date values are used for FY13 and the County Auditor's estimated values are used for FY14. An increase of one percent is factored into fiscal years 2015 through 2017 for increases in inside millage and new construction. This forecast assumes passage of an operating levy in 2014.

Personal Property Taxes

Legislation (HB66) has been passed that completely eliminates personal property taxes. This tax is currently being phased out through a reimbursement schedule which is being amended through the state budget process. The numbers in this forecast reflect the latest budget bill. It is understood that these figures most likely will change in future budget bills. This revenue loss will have a huge impact on future budgets. The phase out dollars are not reflected in this line item but are recorded in the property tax allocation category.

State Foundation

Revenue from State Foundation payments for fiscal year 2013 is based on estimates from the State Department of Education. All other years are held flat. A new funding formula is being formulated by the state which will have an impact on this line item in the future.

Property Tax Allocation

The property tax allocation is a combination of revenues from the state which give taxpayers relief. Currently, this category reflects homestead and rollback payments and personal property tax loss and exemptions.

All Other

Revenues from all other sources are based on historical patterns.

EXPENDITURES

Personal Services

The salary category reflects no increase on the base salary for FY13. Additional dollars are factored in for incremental steps, substitutes, overtime, and other miscellaneous services. This forecast does not obligate the Board of Education to grant increases. Any possible increases in future years will be dependent on economic factors and will be looked at on an annual basis. Legislation is expected to be enacted which will change the educational salary structure in Ohio. This change will impact this budget line in future years.

Benefits

The amounts for benefits are based on anticipated premiums as a member of the insurance consortium and historical data. The district is continuing to look at ways to contain costs in this category. The projections reflect a 15% employee share of premium payments. This category also includes the 14% board share paid to the retirement systems.

Purchased Services, Supplies and Other

Anticipated expenditures in these areas are based somewhat on historical patterns. The district is committed to lowering costs in these areas whenever possible.

Capital Outlay

Capital outlay expenditures are based on anticipated capital needs over the life of this forecast.

Advances and Transfers

Anticipated advances and transfers are based on projected cash flow needs.

Debt Service

This forecast includes a prior borrowing of \$1,000,000 with repayment coming from the general operating fund. It also reflects an additional prior lease/purchase of \$1,078,600 which was utilized to expedite some capital needs projects. The voters of the district approved an \$8,016,000 bond issue in March, 2000 and a \$39,800,000 bond issue in May, 2010 both of which are being retired through the Bond Retirement Fund.

**RESOLUTION ACCEPTING THE AMOUNTS AND RATES AS DETERMINED BY THE
BUDGET COMMISSION & AUTHORIZING THE NECESSARY TAX LEVIES AND
CERTIFYING THEM TO THE COUNTY AUDITOR**

Board of Education, City, Local, or Exempted

Rev. Code, Secs. 5705.34

The Board of Education of the Mariemont City School District,
Hamilton County, Ohio, met in regular session on the 21st day of
May, 2013, at the office of Mariemont Elementary School cafeteria
with the following members present: _____

Peggy Braun

Bill Flynn

Ken White

Mr. Flynn

moved the adoption of the following Resolution:

WHEREAS, This Board of Education in accordance with the provisions of law has
previously adopted a Tax Budget for the next succeeding fiscal year commencing July 1st,
20 ; and

WHEREAS, The Budget Commission of Hamilton County, Ohio, has certified its action
thereon to this Board together with an estimate by the County Auditor of the rate of each tax
necessary to be levied by this Board and what part thereof is without, and what part within the
ten-mill limitation; therefore be it

RESOLVED, By the Board of Education of the Mariemont City School District,
Hamilton County, Ohio, that the amounts and rates, as determined by the Budget Commission in
its certification, be and the same are hereby accepted; and be it further

RESOLVED, That there be and is hereby levied on the tax duplicate of said Board of
Education the rate of each tax necessary to be levied within and without the ten-mill limitation as
follows:

-Acceptance of Rates

and be it further

RESOLVED, That the Treasurer of this Board of Education be, and is hereby directed to certify a copy of this Resolution to the County Auditor of Hamilton County.

Mr. White seconded the Resolution and the roll being called upon its adoption the vote resulted as follows:

<u>Peggy Braun</u>	,	<u>yea</u>
<u>Bill Flynn</u>	,	<u>yea</u>
<u>Ken White</u>	,	<u>yea</u>
<u></u>	,	<u></u>
<u></u>	,	<u></u>
<u></u>	,	<u></u>
<u></u>	,	<u></u>

Adopted the 21st day of May, 2013

Attest:

Treasurer of the Board of Education
Hamilton County, Ohio

CERTIFICATE TO COPY

ORIGINAL ON FILE

THE STATE OF OHIO, HAMILTON COUNTY,

I, Natalie Lucas, Treasurer of the Board of Education of the
Mariemont City School District, in said County, and in whose custody the
files and records of said Council are required by the laws of the State of Ohio to be kept, do hereby
certify that the foregoing is taken and copied from the original minutes

now on file, that the foregoing has been compared by me with said original document, and that the
same is a true and correct copy thereof.

WITNESS my signature, this 21st day of May, 2013

Treasurer of the Board of Education of the

Mariemont City School District

1. A copy of this resolution must be certified to the County Auditor before the first day of March, or at such later date as may be approved by the Board of Tax Appeals.

Receipt

Adopted _____ 20 _____

Treasurer

Filed _____ 20 _____

Dusty Rhodes, Hamilton County Auditor

By: Deputy



STATE TEACHERS
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OF OHIO

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614-227-7893 (fax)
www.strsoh.org/employer

NOTIFICATION FOR EMPLOYER PICKUP OF EMPLOYEE CONTRIBUTIONS

This notification must be filed with STRS Ohio when an employer elects to pick up all or a portion of the required employee contributions stipulated in Section 3307.26, Revised Code, or when an existing employer pickup plan is amended. **Important:** A copy of the agreement or board action authorizing the pickup must be submitted with this notification.

Employer Mariemont City School District Employer no. C140

Street address 2 Warrior Way

City Cincinnati County Hamilton

Effective date of pickup is 07/01/13

Employee group covered:

School District

- ☐ Superintendent
☐ Administrator
☒ Teacher

College/University

- ☐ President
☐ Administrative faculty
☐ Teaching faculty

Employee contributions for earned compensation required under Section 3307.26, R.C., will be accounted for as follows:

Employee Contributions

Salary reduction pickup..... **CURRENT RATE**
IN EFFECT %

Pickup paid by employer in addition to regular contract salary %

Is this amount included in compensation for retirement purposes? ☐ Yes ☒ No

Total STRS Ohio contributions required under Section 3307.26, R.C. .. %

I understand that this notification will remain in effect until a notice of change or termination is filed with STRS Ohio. I also understand that all of the *guidelines listed on the reverse side* of this notification have been met or acknowledged.

Signed _____ Date _____

Title _____





STATE TEACHERS
RETIREMENT SYSTEM
OF OHIO

275 East Broad Street
Columbus, OH 43215-3771
1-888-535-4050
614-227-7893 (fax)
www.strsoh.org/employer

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Employer Mariemont City School District Employer no. C140

Street address 2 Warrior Way

City Cincinnati County Hamilton

Effective date of pickup is 07/01/13

Employee group covered:

School District

- ☐ Superintendent
☒ Administrator
☐ Teacher

College/University

- ☐ President
☐ Administrative faculty
☐ Teaching faculty

Employee contributions for earned compensation required under Section 3307.26, R.C., will be accounted for as follows:

Employee Contributions

Salary reduction pickup.....	_____ %
Pickup paid by employer in addition to regular contract salary	<u>CURRENT RATE</u> <u>IN EFFECT</u> %
<i>Is this amount included in compensation for retirement purposes?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Total STRS Ohio contributions required under Section 3307.26, R.C. ..	<u>CURRENT RATE</u> <u>IN EFFECT</u> %

I understand that this notification will remain in effect until a notice of change or termination is filed with STRS Ohio. I also understand that all of the *guidelines listed on the reverse side* of this notification have been met or acknowledged.

Signed _____ Date _____

Title _____





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NOTIFICATION FOR EMPLOYER PICKUP OF EMPLOYEE CONTRIBUTIONS

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Employer Marlinton City School District Employer no. C140

Street address 2 Warrior Way

City Cincinnati County Hamilton

Effective date of pickup is 07/01/13

Employee group covered:

School District

- ☒ Superintendent
☐ Administrator
☐ Teacher

College/University

- ☐ President
☐ Administrative faculty
☐ Teaching faculty

Employee contributions for earned compensation required under Section 3307.26, R.C., will be accounted for as follows:

Employee Contributions

Salary reduction pickup.....	_____ %
Pickup paid by employer in addition to regular contract salary	_____ %
<i>Is this amount included in compensation for retirement purposes?</i>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total STRS Ohio contributions required under Section 3307.26, R.C. ..	_____ %

I understand that this notification will remain in effect until a notice of change or termination is filed with STRS Ohio. I also understand that all of the *guidelines listed on the reverse side* of this notification have been met or acknowledged.

Signed _____ Date _____

Title _____



50-133

11/12/1

Mariemont City School District

2013-2014 Administrative Salary Schedule

Elementary Principals							
A	B	C	D	E	F	G	H
\$88,979	\$90,795	\$92,648	\$94,538	\$96,468	\$98,397	\$100,365	\$102,372
Junior High Principal							
A	B	C	D	E	F	G	H
\$91,759	\$93,595	\$95,466	\$97,376	\$99,323	\$101,310	\$103,336	\$105,403
High School Assistant Principal*							
A	B	C	D	E	F	G	H
\$85,509	\$87,254	\$89,035	\$90,852	\$92,706	\$94,598	\$96,529	\$98,499
High School Principal							
A	B	C	D	E	F	G	H
\$100,434	\$102,442	\$104,491	\$106,580	\$108,712	\$110,886	\$113,104	\$115,366
Director of Special Education (PPD)/Director of Programs and Admin. Services							
A	B	C	D	E	F	G	H
\$88,131	\$89,893	\$91,691	\$93,525	\$95,396	\$97,303	\$99,250	\$101,234

1. Advancement through the salary schedule is not automatic. The superintendent has the authority to advance an administrator one step each year based on a satisfactory evaluation.
2. Advancement of more than one step in a given year requires board approval.
3. After completion of one year on step H, the superintendent may increase the administrator's salary by up to 2% each year based upon a satisfactory evaluation.
4. The superintendent has the authority to assign initial placement on the salary schedule.

All administrators and the treasurer, superintendent, athletic director, maintenance supervisor, grounds supervisor, and network administrator will receive a monthly technology and communication stipend in the amount of \$90. This amount will be added to their salary.

Mariemont City School District

Certified Salary Schedule 2013-2014

	BA	BA+24	MA	MA+15	MA+30
0	37069	39072	41922	43371	45225
1	39032	41147	44185	45706	47634
2	40957	43261	46485	48004	50081
3	42923	45369	48783	50336	52489
4	44888	47450	51039	52678	54937
5	46852	49527	53342	55008	57345
6	48783	51640	55603	57305	59751
7	50747	53712	57900	59644	62204
8	52713	55823	60197	61979	64612
9	54637	57938	62457	64278	67057
10	56602	60014	64760	66611	69465
11	58567	62089	67020	68949	71873
12	60533	64203	69316	71246	74319
13			71617	73579	76734
18			73877	75915	79142
20			76142	78249	81550
27			78399	80588	83958

Homebound tutor hourly rate: \$25

NBC - add \$1000

Sub - \$80/day after 15 consecutive days- \$90/day

Psychologist - add 7%

For the 2013-2014 school year only, the Board of Education agrees that any certified employee who did not receive an automatic step increase for the 2013-2014 school year shall be entitled to a one-time bonus equal to two percent (2%) of the employee's base salary as specified on this salary schedule. Said payment shall be paid on or before December 1, 2013.

Unscheduled Salaries 2013-2014

Art Heagy	\$76934
Debi Yee	\$49000
Gene Stigall	\$65000
John Parker	\$37132
Josephine McKenrick	\$46000

Mariemont City School District

Classified Salary Schedule 2013-2014

Salaried Employees										
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
EXEC I	38170	39124	40079	41033	41987	42826	43667	44507	45347	46186
EXEC II	36866	38159	38709	39631	40553	41363	42175	42986	43797	44608
EXEC III	34506	35681	36147	36979	37793	38511	39242	39948	40667	41399

Hourly Employees										
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
ADM I	17.91	18.36	18.81	19.25	19.70	20.09	20.48	20.88	21.28	21.67
ADM II	17.18	17.62	18.04	18.47	18.90	19.28	19.66	20.04	20.42	20.79
ADM III	16.10	16.51	16.90	17.31	17.71	18.06	18.41	18.78	19.13	19.48
ADM IV	15.75	16.16	16.55	16.94	17.33	17.68	18.02	18.37	18.73	19.06
ADM V	14.56	14.93	15.29	15.66	16.02	16.35	16.66	16.98	17.31	17.63
ADM VI	14.41	14.78	15.14	15.49	15.86	16.17	16.50	16.81	17.13	17.44

Level	Position	Days Paid	Calendar
EXEC I	SUPT. EXECUTIVE ASST.	240+8 HOLIDAYS	M03
EXEC II	DIST. EXEC. ACCOUNTING COOR., DIST. EXEC. ADMIN. ASST.	240+8 HOLIDAYS	M03
EXEC III	EXECUTIVE ASST., GUIDANCE ADM. ASST.	240+8 HOLIDAYS	M03
ADM I	MAINTENANCE SPECIALIST, HEAD CUSTODIAN	252+8 HOLIDAYS	P02
ADM II	N/A		
ADM III	MJH GUID SECT, DISTRICT HEALTH AIDE,	196+7 HOLIDAYS	O06
	BLDG. ADM. ASST.	240+8 HOLIDAYS	M03
ADM IV	BUILDING CUSTODIAN	252+8 HOLIDAYS	PO2
ADM V	LIBRARY AIDE,	193+7 HOLIDAYS	N05
	SPECIAL EDUCATION AIDE		
ADM VI	EDUCATION AIDE, AUXILIARY SERVICES CLERK	185+7 HOLIDAYS	V08
Summer Help	\$10/hr	185+7 HOLIDAYS	V08
ADD \$550 TO YEARLY GROSS SALARY AT 15-20-25 YEAR MARK (6 HRS+/DAY EVERYDAY EMPLOYEES)			

For the 2013-2014 school year only, the Board of Education agrees that any classified employee who did not receive an automatic step increase for the 2013-2014 school year shall be entitled to a one-time bonus equal to two percent (2%) of the employee's base salary as specified on this salary schedule. Said payment shall be paid on or before December 1, 2013.

EX. 1

RESOLUTION NO. _____

**RESOLUTION TO INITIATE PROCEDURES UNDER OHIO LAW FOR THE
RETIREMENT AND REEMPLOYMENT OF CERTAIN ELIGIBLE
TEACHING EMPLOYEES**

WHEREAS, the following teaching employees ("Eligible Employees") have communicated to the Board of Education of the Mariemont City School District (the "Board") that they intend to retire from their employment with the Board and have expressed an interest and desire of being rehired following their retirement in accordance with the dates specified below:

Employee Name:	Effective Date of Retirement:	Effective Date of Rehire:
Holly Reckman	June 13, 2013	September 3, 2013
Melissa Rupe	June 13, 2013	September 3, 2013
Ann Bullar	May 31, 2013	August 22, 2013
Jim Counts	June 28, 2013	September 3, 2013

WHEREAS, the Board desires that the Eligible Employees be reemployed following their retirement as of the effective dates above; and

WHEREAS, Ohio Revised Code § 3307.353 specifically provides that the Board must follow special "public input" procedures prior to rehiring a retired employee into the same position the employee held prior to the date of his/her retirement.

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

SECTION I

Upon receipt by the Superintendent of a resignation letter from the Eligible Employees, the Board will accept the resignation of the Eligible Employees for purposes of retirement, effective as of the dates specified above.

SECTION II

The Board hereby authorizes and instructs the Treasurer to make arrangements that the public notice attached hereto and incorporated herein as Exhibit A shall appear in a newspaper of general circulation within the School District at least sixty (60) days prior to August 13, 2013 in order to provide the requisite "public notice" as prescribed by R.C. 3307.353. Said public notice shall include the names of Eligible Employees as well as their expected date of retirement and rehire.

SECTION III

In accordance with the public notice attached hereto and incorporated herein as Exhibit A, the public hearing required under Ohio Revised Code Section 3307.353 shall occur at Mariemont Elementary School, 6750 Wooster Pike, Cincinnati, OH 45227 at 6:45 p.m. on July 16, 2013.

SECTION IV

It is found and determined that all formal actions of this Board concerning or related to the adoption of this Resolution were adopted in an open meeting of this Board, and all deliberations of this Board and any of its committees that resulted in such formal actions were adopted in meetings open to the public, in compliance with all applicable requirements of the Ohio Revised Code.

_____ moved and _____ seconded the motion that the above Resolution be adopted.

Upon roll call and the adoption of the Resolution, the vote was as follows:

Yeas:

Nays:

ADOPTED this 21st day of May, 2013.

Treasurer

CERTIFICATE

The undersigned hereby certifies that the foregoing is a true and correct copy of a Resolution adopted at a meeting held on the 21st day of May, 2013, together with a true and correct extract from the minutes of said meeting to the extent pertinent to consideration and adoption of said Resolution.

Treasurer

PUBLIC NOTICE

The Board of Education of the Mariemont City School District hereby gives notice that it will hold a public meeting pursuant to the provisions of Ohio Revised Code Section 3307.353 to consider the re-employment of the following employees as superannuates to the same position from which they will retire from effective as the dates specified below:

Employee Name:	Effective Date of Retirement:	Effective Date of Rehire:
Holly Reckman	June 13, 2013	September 3, 2013
Melissa Rupe	June 13, 2013	September 3, 2013
Ann Bullar	May 31, 2013	August 22, 2013
Jim Counts	June 28, 2013	September 3, 2013

The public meeting will occur on July 16, 2013 at 6:45 p.m. at Mariemont Elementary School, 6750 Wooster Pike, Cincinnati, OH 45227. The Board provides this notice at least sixty (60) days prior to the date of re-employment and certifies that the public meeting required pursuant to Ohio law shall take place between fifteen (15) and thirty (30) days before the re-employment of the above employees as superannuates. All interested persons are invited to attend.