MINUTES OF THE DECEMBER 10, 2013 REGULAR MEETING OF THE BOARD OF EDUCATION.

THE BOARD OF EDUCATION MEETING IS VIDEOTAPED AND THE VIDEO IS AVAILABLE FOR REVIEW OR A COPY CAN BE OBTAINED BY CONTACTING THE TREASURER'S OFFICE AT THE HELEN H. ‘SUE’ OSBORN ADMINISTRATION BUILDING.

The Mentor Exempted Village Board of Education held its Regular Meeting on Tuesday, December 10, 2013 at 7:00 p.m. Mentor High School, Lecture Room A, 6477 Center Street, Mentor, Ohio. Members present: Mrs. Mary L. Bryner, Mr. Alan J. Mihok, Mr. William J. Shaw, and Mr. Andrew J. Sparacia. Mr. Thomas V. Tuttle abstained.

Mr. Shaw led the assembled in the Pledge of Allegiance.

Mr. Sparacia moved, seconded Mrs. Bryner, to approve the minutes of the regular meeting held November 19, 2013.

Roll Call: Ayes: Mr. Sparacia, Mrs. Bryner, Mr. Mihok, Mr. Shaw. Mr. Tuttle abstained.

The motion carried.

2013-12-198

At this time, Mr. Shaw stated that there would be a hearing of the public on agenda items only. There were none.

Mr. Tuttle moved, seconded by Mrs. Bryner, that the Board of Education approve the consent agenda as presented by the Superintendent.

Acceptance of gifts:

$400 from Nancy Parson of J. C. Penney Company, Inc. to the Brentmoor Elementary School Adopt a Classroom.org fund

$400 from J. W. Butche of J. C. Penney Company, Inc. to the Brentmoor Elementary School Adopt a Classroom.org fund

Musical instruments (clarinet, cornet, guitar and amplifier) from Chris and Robin Meldrum to Ridge Middle School

Approval of the following overnight/out-of-state field trips:

Mentor High School Science Olympiad Team to Wright State University, Dayton, Ohio, for Science Olympiad Competition
January 10-11, 2014

Mentor High School Science Olympiad Team to Athens, Pennsylvania, for Science Olympiad Competition
January 17-18, 2014

Approval of the Mentor disabled students attending classes in and out of the Mentor School District and non-resident students attending classes in the Mentor School District.

Roll Call: Ayes: Mr. Tuttle, Mrs. Bryner, Mr. Mihok, Mr. Sparacia, Mr. Shaw.

The motion carried.

2013-12-199

At this time Mr. William Wade, Principal Mentor High School, Mr. Jeff Cassella, Athletic Director, and Mr. Thomas Tuttle recognized Mentor High School Girls Cross Country Team in State Competition:

Bill Dennison - Head Coach

Elizabeth Gilreath Elise Hanson Peggy Magro
At this time Mr. William Wade, Mr. Jeff Cassella, and Mr. Thomas Tuttle recognized Mentor High School Boys Soccer Team as State Competition Runner-Up:

Chris Payne - Head Coach

Pepo Bojic
Ryan Brass
Nathan Carey
Jeff Davis
Colin Eedy
Eric Goldstein
Kevin Hruska

At this time Mr. William Wade, Mr. Jeff Cassella, and Mr. Andrew Sparacia recognized Mentor High School Football Team in State Competition:

Steve Trivisonno - Head Coach

Kent Berger
Ravaun Boles
Jacob Crawford
Nicholas Fillar
Brandon Fritts
Todd Green
Austin Hankins
Matthew Kobetitsch
Conner Krizanic

At this time Mr. William Wade called for a brief recess. Time: 7:15 p.m.

Mr. Shaw reconvened the meeting to regular session. Time: 7:18 p.m.

At this time Mr. William Wade presented a report on the transition process to the Greater Cleveland Conference athletic league.

Mr. Mihok moved, seconded by Mrs. Bryner that the Board of Education approve the resolution to join the Greater Cleveland Conference athletic league.

WHEREAS, it has been determined that the Mentor Exempted Village School District Board of Education wishes to join the Greater Cleveland Conference athletic league; and,
WHEREAS, the admission to the Greater Cleveland Conference athletic league shall begin with the 2015-2016 school year; and,

BE IT FURTHER RESOLVED that the Chief Financial Officer be authorized and directed to execute any and all contracts and documents necessary for the Mentor Exempted Village School District to join the Greater Cleveland Conference athletic league.

Roll Call: Ayes: Mr. Mihok, Mrs. Bryner, Mr. Sparacia, Mr. Tuttle, Mr. Shaw. The motion carried.

2013-12-200

Mrs. Bryner moved, seconded by Mr. Sparacia that the Board of Education approve the agreement with The Hiram House for the 2014 Outdoor Education for sixth grade students.

Roll Call: Ayes: Mrs. Bryner, Mr. Sparacia, Mr. Mihok, Mr. Tuttle, Mr. Shaw. The motion carried.

2013-12-201

After a second reading, Mr. Mihok moved, seconded by Mrs. Bryner that the Board of Education approve the following new and revised policies:

Policy 6.37 SUSPECTED CHILD ABUSE OR NEGLECT
The Ohio General Assembly has granted legal immunity for those persons reporting suspected cases of child abuse. Such persons must immediately report any and all suspected cases of child abuse.

A. Employees of the Board of Education who are acting in an official or professional capacity who know or have reasonable cause to suspect based on the facts that would cause a reasonable person in a similar position to suspect that a child less than eighteen (18) years of age or any mentally retarded, developmentally disabled, or physically impaired child under twenty-one (21) years of age has suffered or faces the threat of suffering a physical or mental wound, injury, disability or condition of such a nature as to reasonably indicate abuse or neglect of such child shall immediately report the knowledge or reasonable cause to suspect to the agency or officer responsible for children services functions in the county in which the child resides. Such reports shall be made forthwith by telephone or in person and shall be followed by a written report, if requested by Children’s Services. Such report shall contain:

1. The name and address of the child and his parents or person or persons having custody of such child, if known;
2. The child’s age and the nature and extent of the child’s injuries or physical neglect, including any evidence of previous injuries or physical neglect;
3. Any other information which might be helpful in establishing the cause of the injury or physical neglect; and
4. A copy of the above-listed report items shall be forwarded to the Coordinator of Related Services and building principal.

B. The building principal shall be notified immediately of any suspected child abuse or neglect. The building principal or designee will assist in the notification of proper authorities, the preparation of the written report, if required, and such other matters as may be necessary, including submission of the appropriate form to the Coordinator of Related Student Services.

C. Anyone or any hospital, institution, school, health department or agency participating in the making of such reports, or anyone participating in a judicial proceeding resulting from such report shall be immune from any civil or criminal liability that might otherwise be incurred or imposed as a result of such actions.

Each person employed by the Board to work as a nurse, teacher, counselor, school psychologist or administrator shall complete at least four (4) hours of in-service training in the prevention of child abuse, violence, and including human trafficking content; and substance abuse; the promotion of positive youth development, school safety and violence prevention within two (2) years of commencing employment with the school district and every five (5) years thereafter. The in-service training shall incorporate training on the Board Policy on Harassment, Intimidation, and Bullying.

In the course of conducting child abuse investigations and in the absence of a court order or subpoena directing otherwise, a school district administrator shall be present for any interviews conducted by county children services officials and/or municipal or county peace officers while under the supervision of the school.

Policy 6.46 **RESTRAINT AND SECLUSION**

The Board requires the implementation of an evidence-based, school-wide stem or framework of non-aversive Positive Behavior Intervention and Supports ("PBIS") by its employees to address inappropriate behavior by District students. As part of this framework, the District’s educational environments shall be structured to greatly reduce, and in most cases eliminate, the need to use the techniques of restraint or seclusion on District students. The PBIS prevention-oriented framework applies to all students, all staff, and in all settings.

Physical restraint and/or seclusion may only be used by trained District employees, and only when the dangerous behavior of a student creates an immediate risk of physical harm to the student or others and no alternative safe and effective intervention strategy is possible. Further, those techniques must be used in a manner that is age and developmentally appropriate. District employees shall utilize physical restraint and seclusion only in a manner that protects the safety of all children and adults within the
District. Practices that do not adhere to the standards and requirements set forth in this policy are prohibited.

DEFINITIONS

**Aversive Behavioral Interventions:** 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:** 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.

**Mechanical Restraint:**

A. Any method of restricting a student’s freedom of movement, physical activity, or normal use of the student’s body by using an appliance or device manufactured for this purpose; but

B. Does not mean a device used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purpose for which the device was designed and, if applicable, prescribed, including:

1. Restraints for medical immobilization;
2. 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
3. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

**Parent:**

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 O.A.C. §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 a child.

**Physical Escort:** 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:** the use of physical contact in a way that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, body, or head freely. Such term 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:

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

A. A school-wide systematic approach to embed evidence-based practices 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; and

B. Encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

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

Seclusion: 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 Personnel: teacher, principal, counselor, social worker, school resource officer, teacher’s aide, psychologist, bus driver, or other District staff members who interact directly with students.

Timeout: a behavior intervention in which a 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.

PROHIBITED PRACTICES

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

A. Prone restraint as defined in Executive Order 2009-13S;

B. Corporal punishment;

C. Child endangerment as defined in O.R.C. §2919.22;

D. Seclusion or restraint of preschool students in violation of the provisions of O.A.C. §3301-37-10(D);

E. The deprivation of basic needs;

F. Restraint that unduly risks serious harm or needless pain to the student, including 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 respiration in any way;
2. Pinning down with knees to torso, head and/or neck;
3. Using pressure points, pain compliance and joint manipulation techniques;
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 a student to another student or to a fixed object.

G. Mechanical or chemical restraints (which does not include devices used by trained school 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 medication administered as prescribed by a licensed physician);  

H. Aversive behavioral interventions; or

I. Seclusion of students in a locked room.
MENTOR EXEMPTED VILLAGE SCHOOL DISTRICT

MENTOR HIGH SCHOOL LECTURE ROOM A December 10, 2013

RESTRAINT

District employees are expressly prohibited from using the emergency safety intervention techniques of “prone restraint” (physical or mechanical restraint while the student is in the face down position), physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student’s primary mode of communication.

Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate.

Employees authorized to use to use the technique of physical restraint must:

A. Be appropriately trained to protect the care, welfare, dignity and safety of the student;
B. Continually observe the student in restraint or seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
C. Use verbal strategies and de-escalation techniques in an effort to help the student regain control;
D. Immediately remove the student from physical restraint when the risk of physical harm to himself/herself or others has dissipated;
E. Conduct a debriefing with all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs; and
F. Complete all required reports and document staff observations of the student.

If a student repeatedly engages in dangerous behavior that leads to instances of restraint, the District shall conduct a functional behavioral assessment to identify the student’s needs and more effective ways to address those needs. If necessary, the functional behavioral assessment will be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

SECLUSION

Seclusion is a last resort safety intervention that provides an opportunity for the student to regain self-control. Seclusion may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible. Seclusion shall never be used as a punishment or to force compliance, and should only be used in a manner that is age and developmentally appropriate.

A room or area used for seclusion shall provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student. The room or area used for seclusion shall never be locked.

Seclusion shall not be used for:

A. 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 PBIS and crisis prevention and intervention; or
G. As a means to coerce, retaliate, or in a manner that endangers a student.

Staff using the technique of seclusion must:

A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
B. Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
C. Use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
D. Remove the student when the immediate risk of physical harm to self or others has dissipated;
E. Conduct a de-briefing, including all involved staff, to evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs; and

F. Complete all required reports and document their observation of the student.

If a student repeatedly engages in dangerous behavior that leads to instances of seclusion, the school district shall conduct a functional behavioral assessment to identify the student’s needs and more effective ways of addressing those needs. If necessary, a functional assessment will be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

TRAINING AND PROFESSIONAL DEVELOPMENT

All student personnel shall be trained annually on the Ohio Department of Education’s policies regarding PBIS and restraint and seclusion, O.A.C. §3301-35-15, and this policy. Such training shall be kept current in accordance with the requirements of the provider of the training. The District shall maintain written and electronic documentation on such training, which shall include a list of all employees who have participated in the training. Further, an adequate number of employees in each building in the District shall be trained in crisis management and de-escalation techniques.

REQUIRED DATA AND REPORTING

Each use of seclusion or restraint shall be documented in writing and immediately reported to building administration and the parents of the student restrained or secluded. A copy of the report shall be made available to the parent or guardian within twenty-four (24) hours, and the school shall maintain a copy of the report in the student’s file.

MONITORING AND COMPLIANCE

Parents of District students may submit written complaints to the Superintendent regarding an incident of restraint or seclusion. Upon receipt of such complaint, the Superintendent shall initiate an investigation of the incident, and shall respond to the parent’s complaint, in writing, within thirty (30) days of receiving the parent’s complaint.

This policy shall be made available to the parents of District students on an annual basis and an electronic version of it shall be posted on the District’s website.

Policy 7.05 REMEDIATION/INTERVENTION PROGRAM FOR READING SKILLS

The Board of Education shall provide instruction, intervention, and/or remediation services to students reading below grade level as established by Ohio law pursuant to the Third-Grade Reading Guarantee. A reading diagnostic assessment shall be given by September 30 of each year for students in kindergarten through third grade.

A. Any student enrolled in kindergarten to third grade who is identified as reading below grade level shall be provided with intensive reading instruction, regular diagnostic assessments, and intervention services.

1. The intervention services shall include:
   a. Research-based reading strategies that have been shown to be successful in improving reading among low-performing readers; and
   b. Instruction targeted at the student’s identified reading deficiencies.

2. Within sixty (60) days after receiving the student’s results on the diagnostic assessment, the District shall develop a reading improvement and monitoring plan. The student’s parent or guardian and classroom teacher shall be involved in developing the plan. The plan shall include all of the following:
   a. Identification of the student’s specific reading deficiencies;
b. A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;

c. Opportunities for the student’s parent or guardian to be involved in the instructional services and support provided;

d. A process for monitoring the extent to which the student receives the instructional services and support;

e. A reading curriculum during regular school hours that does all of the following:

   i. Assists the student to read at grade level;

   ii. Provides scientifically based and reliable assessment; and

   iii. Provides initial and ongoing analysis of the student’s reading progress.

f. A statement that, unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.

The plan shall further include the student’s completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment.

3. Each student entering the third grade for the first time on or after July 1, 2013 who is on a reading improvement and monitoring plan or who has been retained by the Third Grade Reading Guarantee shall be assigned a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

a. The teacher holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable.

b. The teacher has completed a master's degree program with a major in reading.

c. The teacher rated “most effective” for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the state board under division (B)(2) of section 3319.112 of the Revised Code.

d. The teacher was rated “above expected value added,” which means most effective in reading instruction, as determined by criteria established by the ODE, for the most recent, consecutive two years.

e. The teacher has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction, as approved by the state board.

f. The teacher holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

A student described in Division 3, above, who enters third grade for the first time on or after July 1, 2013, may be assigned to a teacher with less than one (1) year of teaching experience provided he/she meets one or more of the criteria described above and the teacher is assigned a teacher mentor who meets the above described qualifications.

A student described in Division 3 of this section who enters third grade for the first time on or after July 1, 2013, but prior to July 1, 2016, may be assigned to a teacher who holds an alternative credential approved by
the ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department.

Beginning on July 1, 2014, the alternative credentials and training described in this policy shall be aligned with the reading competencies adopted by the state board of education under section 3301.077 of the Revised Code.

A student who enters third grade for the first time on or after July 1, 2013, may receive reading intervention or remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology under Chapter 4753. of the Revised Code and a professional pupil services license as a school speech-language pathologist issued by the state board of education.

A teacher, other than a student’s teacher of record, may provide any services required in furtherance of this policy, so long as that other teacher is qualified under Division 3 of this policy and the teacher of record and the school principal agree to the assignment. Any such assignment shall be documented in the student's reading improvement and monitoring plan.

B. Any student who is promoted to fourth grade despite having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided in fourth grade with intensive reading instruction and intervention services. The reading instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

C. Any student who is retained in third grade for having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided with the following:

1. Intense remediation services until the student is able to read at grade level. The remediation services shall include intensive interventions in reading that address the student’s identified reading deficiencies. The interventions shall include not less than ninety minutes of reading instruction and any of the following:
   a. Small group instruction;
   b. Reduced teacher-student ratios;
   c. More frequent progress monitoring;
   d. Tutoring or mentoring;
   e. Transition classes containing third and fourth grade students;
   f. Extended school day, week, or year; or
   g. Summer reading camps;

2. A high-performing teacher, as determined by the teacher’s student performance data, when available, and performance reviews; and

3. The opportunity for mid-year promotion upon demonstrating compliance with District policy.

Students may receive applicable services from one or more providers other than the District, subject to approval by the District or the ODE. If a student participates in remediation services and demonstrates reading proficiency in accordance with ODE standards prior to the start of fourth grade, the student shall be promoted to fourth grade.
D. Any summer remediation services provided by the District shall meet the following conditions:

1. The remediation methods shall be based on reliable educational research.
2. Testing shall be conducted before and after students participate in the program to facilitate monitoring results of the remediation services.
3. The parents of participating students are involved in programming decisions.

E. Any intervention or remediation services provided to students reading below grade level shall include intensive, explicit, and systematic instruction.

F. Each applicable diagnostic assessment shall be administered to any student who transfers into the District or to a different school within the District if each applicable diagnostic assessment was not administered by the district or school the student previously attended in the current school year, within thirty (30) days after the date of transfer. If the District cannot determine whether the student has taken any applicable diagnostic assessment in the current school year, the District may administer the diagnostic assessment to the student.

G. A teacher may teach reading to any student who is an English language learner and has been in the United States for three years or less, or to a student who has an IEP if that teacher holds an alternative credential approved by the ODE or has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the ODE. Beginning on July 1, 2014, such alternative credentials and training shall be aligned with the reading competencies adopted by the state board of education under section 3301.077 of the Revised Code.

The Superintendent or designee shall report information to ODE in the prescribed manner.

This policy is to be updated annually.

Policy 7.12 HOME EDUCATION and HOME INSTRUCTION

This Board Policy applies to those students who are “home instructed” pursuant to O.R.C. §3313.5312, and students who are defined as “home education” students pursuant to O.A.C. §3313-34-01. In both circumstances, these students are usually not already enrolled in the District, even on a part-time basis, as they are being taught at home, typically by a parent or guardian. This Policy does not apply to students defined as “home instruction” students pursuant to O.R.C. §3323.12, which are children with a disability who are unable to attend school, even with the help of special transportation. Such children are already enrolled in school, but are being taught at home.

HOME EDUCATION/HOME INSTRUCTION

Enrollment

The District shall enroll or re-enroll students who have been home educated/home instructed without discrimination or prejudice. Home educated/home instruction students may not elect to be enrolled as part-time students.

Grade Placement

Home instruction/home education students seeking admission into the District may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

A. Grades K-8

Based on a review of the competency examination (if required), the most recent annual academic assessment report, and other home education records and evaluation information, the Superintendent will place the student in the grade level requested in accordance with O.R.C. §3319.01. If the student experiences
any academic problems, school personnel shall request a parental meeting to review placement and any other options.

B. Grades 9-12

Based on a review of the competency examination (if required), the most recent annual academic assessment report, and other home education records and evaluation information, the Superintendent will tentatively place the student in the grade level requested in accordance with O.R.C. §3319.01, pending final determination of credits earned.

Permanent grade placement will be determined by the Superintendent in accordance with O.R.C. §3319.01, upon review of a competency evaluation (if required), transcripts, final determination of course credits earned, and/or the results of any nationally normed, standardized achievement tests taken by the student, and a conference with the student and/or parent(s).

Approval of Credits

Credit will be granted for any course appearing on a transcript from a correspondence school recognized and accepted by the District.

In the absence of an official transcript, credit will be granted upon the student’s passing a comprehensive final exam from the previous school year for each specific course.

The District will be responsible for providing, administering, and scoring the exam(s).

Class Rank

The grade point average (GPA) of home education students who re-enroll in the District after the ninth grade will be based on years of attendance in the high school only and will necessitate a special notation or manual removal from class ranking list. Such students will not be eligible for honors status distinctions such as the National Honors Society or an Honors Diploma.

Graduation

To be eligible for graduation, the student must meet the conditions of this policy, as outlined above, and meet all other graduation requirements of the District and the State of Ohio.

Access to District Materials and Services

A. The District may provide educational textbooks, materials, supplemental materials, or supplies with non-enrolled students.

B. Home educated students are not eligible for technology services provided by the District – i.e., Internet accounts, etc. (“acceptable use” agreement).

C. Requests for services mandated by an active IEP must be made by a parent/guardian to the Superintendent or his/her designee. The student should be enrolled and counted in the District’s ADM. An IEP conference should be held to write the details of the delivery service (time, place, etc.) and describe the educational plan for home education. A special excuse from Compulsory Attendance Laws from the Superintendent would have to be created.

D. Home educated students do not qualify for auxiliary services.

E. Testing, for purposes of academic assessment, as required by this Board Policy to enroll a student into the proper grade within the District, shall occur at a District facility at the same time as enrolled students. Such testing expenses shall be borne by the District. Any independent test administration will be at the expense of the parent.

It is the parent’s responsibility to request testing dates and places from District administration.

Extracurricular Activities
A home instruction/home education student, who would otherwise be assigned to the District, and who is being taught at home pursuant to OAC §3301-34-01 shall be afforded the opportunity to participate in any extracurricular activity offered by the District at the school to which the student would be assigned, as determined by the Superintendent under O.R.C. §3319.01, based on the student's age and academic performance.

The Superintendent may afford a home instruction/home education student who is not entitled to attend school in the District the opportunity to participate in any extracurricular activity offered by the District, if the district to which the home instruction/home education student is entitled to attend does not offer that extracurricular activity.

A home instruction/home education student must be of appropriate age and grade level, as determined by the Superintendent, to participate in any extracurricular activity. Further, a home instruction/home education student must fulfill the same nonacademic and financial requirements as any other participant, and must fulfill either of the following academic requirements:

1. If the student received home instruction/home education in the preceding grading period, the student shall meet any academic requirements established by the state board of education for the continuation of home instruction/home education.

2. If the student did not receive home instruction/home education in the preceding grading period, the student’s academic performance during the preceding grading period must have met all academic standards for eligibility to participate in the program established by the District.

Eligibility for a student who leaves a school district mid-year for home instruction/home education shall be determined based on an interim academic assessment issued by the district in which the student was enrolled based on the student’s work while enrolled in that district.

Any student who commences home instruction/home education after the beginning of a school year and who is, at the time home instruction/home education commences, ineligible to participate in an extracurricular activity due to failure to meet academic standards or any other requirements of the District shall not participate in the extracurricular activity until the student meets the academic requirements established by the state board of education for continuation of home instruction/home education as verified by the Superintendent. No student shall be eligible to participate in extracurricular activities in the same semester in which the student was determined ineligible.

Policy 7.17 EXTRACURRICULAR ACTIVITIES

The Board of Education believes that student activities at school are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board believes that school citizenship, as reflected in student activities, is a measure of the achievement of important school goals. The Board recognizes that the greatest values to be derived from both curricular and extracurricular student school activities occur when such activities are developed and encouraged through participation among, or the knowledge of, the student body, interested members in the community, and school staff.

The Board further believes that any program of student activities should:

A. Require all student participation to be on a voluntary basis;

B. Require that student activity funds should be used for purposes which benefit the student body of the school;

C. Require that the management of student activity funds be the responsibility of the Chief Financial Officer with assistance from school system administration; and

D. Permit the formation of student clubs, and other student groups organized to promote or pursue specialized athletic, social service, and social activities.
Each year the Board shall sponsor extracurricular activities recommended by the Superintendent. It will provide facilities and equipment, when and as appropriate, and arrange for advisors to supervise the planning and conduct of the activities. Advisors will be recommended to the Board for approval.

The Superintendent shall ensure that the planning, conduct, and evaluation of all extracurricular activities are in compliance with equal opportunity law and Board policies.

Professional staff members may be employed as advisors by means of a supplemental contract based on the recommendation of the Superintendent and subject to the approval of the Board.

**District-Sanctioned Activities**

In addition to extracurricular activities it sponsors, the Board may, from time to time, choose to permit certain activities which are not part of the regular extracurricular program of the District but which can benefit those students who wish to participate. Although permitting an activity, the Board:

A. Will not assume any responsibility for its planning, conduct, or evaluation;
B. Will not provide any funds or other resources;

The Board may make facilities available in accordance with its policy governing the use of school facilities.

No organization may use the name of the District or any other name which would associate the activity with the District without the consent of the Board. Requests for such consent must be submitted to the Superintendent and receive his/her recommendation prior to consideration by the Board.

**Loss of Instructional Time**

Approved student activities that require the loss of instructional time shall be kept to a minimum. District personnel shall not schedule activities at times that interfere with classroom instruction unless it is reasonably necessary. The Superintendent or designee may approve such activities if in his/her judgment:

A. The benefits of the activity cannot be obtained within the scheduled instructional program.
B. The activity contributes to the development of important skills or interests of the students involved.
C. The total length of time does not impair the curricular achievement of the students involved.
D. The students are given the opportunity and the responsibility for making up work.
E. The experiences cannot be obtained outside of regular school hours.

The Superintendent or designee shall review and may approve requests for student participation in activities scheduled during the school day by organizations and agencies other than those of the Board. Consideration shall be given to the activity as it relates to the learning experiences of students.

Pursuant to O.R.C. §3301.60, the District shall facilitate the opportunity for students who are children of military families who have transferred from another state (the “sending state”) to be included in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

**Participation of Chartered or Nonchartered Nonpublic School Students**

If a student enrolled in a chartered or nonchartered nonpublic school would otherwise be entitled to attend school in the District pursuant to O.R.C. §§3313.64 or 3313.65, the Superintendent shall afford such student the opportunity to participate in those extracurricular activities that the student’s chartered or nonchartered nonpublic school
Mentor Exempted Village School District

Mentor High School Lecture Room A December 10, 2013

does not offer. The opportunity to participate shall be offered at the District school to which the student would otherwise be assigned by the Superintendent under O.R.C. §§3319.01 during the school year.

The Superintendent may afford any student enrolled in a nonpublic school, and who is not entitled to attend school in the District under O.R.C. §§3313.64 or 3313.65, the opportunity to participate in an extracurricular activity offered by the District, if both of the following apply:

(1) The nonpublic school in which the student is enrolled does not offer the extracurricular activity; and

(2) The extracurricular activity is not interscholastic athletics or interscholastic contests or competition in music, drama, or forensics.

A chartered or nonchartered nonpublic school student afforded the opportunity to participate in any of the District’s extracurricular activities must be of the appropriate age and grade level, as determined by the Superintendent, for the school that offers the extracurricular activity. Chartered or nonchartered nonpublic school students must fulfill the same academic, nonacademic, and financial requirements as any other participant in the District’s extracurricular activities.

Roll Call: Ayes: Mr. Mihok, Mrs. Bryner, Mr. Sparacia, Mr. Tuttle, Mr. Shaw.
The motion carried.

2013-12-202

Mr. Mihok moved, seconded by Mr. Tuttle that the Board of Education approve the certified/licensed, classified, non-contractual compensation and supplemental contracts as follows:

CERTIFIED/LICENSED

Appointments for the 2013-2014 School Year Recommended

Crowe, Jason will serve as Interim Career Technical Education Coordinator for Mentor High School and the LakeShore Compact. Mr. Crowe’s contract will remain the same during the 2013-2014 School Year. Effective 12-02-13

Grodek, Tom will serve as Interim Assistant Principal for Memorial Middle School for the remainder of the 2013-2014 School Year. Mr. Grodek will be placed at Step 1 (MA.15/1.19 Index) of the Middle School Assistant Principal Salary Schedule. Effective 12-02-13

Change in Assignment for the 2013-2014 School Year Recommended

Edwards, Bradley will serve as Interim Instructional Coach at Mentor High School for the remainder of the 2013-2014 School Year. Mr. Edwards’s contract will remain the same. Effective 01-06-13

Change in Classification/Salary for the 2013-2014 School Year Recommended

Ford, Lisa A to A.15
Horvath, Tom B.15 to A

Leave of Absence for the 2013-2014 School Year Recommended

Effective
Beckwith, Meredith – Intervention Specialist/Garfield (Medical) 10-01-13
Bernini, Hallie – Grade 1 Teacher/Rice (Medical) 11-27-13
Bernini, Hallie – Grade 1 Teacher/Rice (Parental) 01-08-14
Waggoner, Shannelle – Grade 4 Teacher/Hopkins (Medical) 11-26-13

Temporary Employees (e.g. substitute teachers and tutors) for the 2013-2014 School Year Recommended

Hallett, Kristina
Stratman, Angela
MTA MONETARY RECOGNITION PROGRAM

It is recommended that the MTA Monetary Recognition Program for the 2013-2014 school year be approved.

A. **The Comprehensive Program.**

1. **Description of the Comprehensive Program.** The Comprehensive program contains four (4) distinct performance categories that are added up to determine each Teacher's eligibility for a payment. The four categories are: Student Achievement, Teacher Performance, Attendance, and Community Involvement. The Comprehensive score is the sum of the individual scores in each of the four categories. Scoring is calculated as follows:

   a. **Student Achievement.** Student Achievement scores are based on District Value Added as reported by the Ohio Department of Education. If the District makes value added for the 2012-2013 school year on its 2013-2014 report card, then all Teachers will receive 30 points. If the District fails to make value added, the District shall not make any payment under the Comprehensive Program to any Teachers.

   b. **Teacher Performance.** Teacher Performance scores are based on each Teacher's final designation in his or her 2013-2014 evaluation. A Teacher who has a final evaluation score designation below 2.5 is not eligible for a Comprehensive Program salary payment. A final evaluation designation of 2.5 or above is converted to points by multiplying the final designation by 10. For example, if the final evaluation designation is 3.7, the score is 37 points. A maximum of 40 points is available under the Teacher Performance category.

   c. **Attendance.** Attendance scores are based on each Teacher's attendance during the 2013-2014 school year. A Teacher must miss nine (9) or fewer work days to be eligible for any points based on attendance. Each Teacher can obtain a maximum of ten (10) points for attendance. Perfect attendance scores ten (10) points. One (1) point is deducted for every absence. For example, a Teacher who misses one (1) day during the 2013-2014 school year receives nine (9) points. A Teacher who misses three (3) days during the 2013-2014 school year receives seven (7) points. Partial absences are deducted on a proportional basis. All absences count for the Attendance score, unless excepted under Section C.

   d. **Community Involvement.**

   i. "Community Involvement" scores count the number of hours of approved Community Involvement activities the Teacher attends during the 2013-2014 school year. For each completed hour of Community Involvement activities, a Teacher receives one (1) point, to a maximum of 20 points if he or she attains twenty (20) or more Community Involvement hours during the 2013-2014 school year. However, a Teacher may not accrue more than of five (5) Community Involvement points in any category.
Mentor Exempted Village School District

Mentor High School Lecture Room A                        December 10,              2013

ii. Categories for Community Involvement hours include representing the District at: a) sporting events, b) cultural (arts) events, c) after hours meetings, d) community events such as PTA or parades, and e) student support meetings. To count as Community Involvement hours, the Teacher's building Faculty Council must have approved the particular activity in advance and must have and submitted it to the District’s HR department.

iii. No Teacher will obtain Community Involvement credit for activities the Teacher is already being paid to perform (such as supplementals) or work done during the contracted day.

2. Payment Amount. The "Comprehensive" category program amount is a total of $200,000. Comprehensive-eligible Teachers are those Teachers who receive 84 points and above. A single share of the $200,000 Comprehensive payment is the quotient obtained by dividing 200,000 by the number of Comprehensive-eligible Teachers. All eligible Teachers will receive the same share.

If the district does not make value added for the 2012-2013 school year as described in Section A (1) (a), then the money for the Comprehensive Program ($200,000) is rolled over into the 2014-2015 school year.

B. The Individual Performance Program. Three (3) separate smaller category payments are available as the Individual Performance Program. Within each Individual Performance Program category, the total payment will be divided equally among the eligible Teachers in that category for the 2013-2014 school year. The category payments are:

- Attendance - $50,000
- Teacher Performance- $50,000
- Community Involvement- $50,000

1. Attendance. To be eligible for the Individual Performance Program Attendance payment, a Teacher must be absent four (4) days or fewer for the 2013-2014 school year. All absences count against a Teacher, unless excepted under Section C.

2. Teacher Performance. To be eligible for the Individual Performance Program Teacher Performance payment, a Teacher must have obtained a total of 30 points according to Section A (1) (b). All Teachers reaching the 30-point threshold share in the Individual Performance Program Teacher Performance Payment.

3. Community Involvement. To be eligible for the Individual Community Involvement Program Teacher Performance payment, a Teacher must have obtained a total of 20 points according to Section A (1) (d).

C. Attendance Rules. When counting absences in both the Attendance aspect of the Comprehensive Program (Section A (1) (c)) and the Individual Performance Program Attendance payment (Section B (1)), leaves that have been approved by the District as FMLA-qualifying, religious-need leaves, and any leaves approved by the District as ADA accommodations are not counted against the Teacher's attendance. Donations made by Teachers to the sick leave bank do not count as use of sick leave by the Teachers donating the days.

D. Deductions and Base Salary Component. The Board shall deduct the cost of the Board's share of retirement payments, Medicare Payments and Worker's compensation premiums from all payments to Teachers under the Monetary Recognition Program. This reduced amount is the amount to be paid to the eligible Teacher after further payroll deductions under Section G below and added to each recipient's personal base salary for future years.
E. Part-Time and Job Share. Teachers on a job sharing arrangement are treated individually for eligibility, but any payment amount is reduced to one-half of a regular share. Similarly, payment for Teachers who teach on a part-time basis is paid in proportion to the Teachers percent of full-time.

F. Payroll Deductions. All resulting payments are subject to the usual payroll deductions for the Teacher’s share of retirement, Medicare, taxes and any other usual applicable payroll deductions.

G. Payment Dates. The Board shall make all payments on or before July 1, 2014.

H. Duration. The subcommittee shall reconvene at the end of the 2013-2014 school year to recommend criteria for the 2014-2015 school year. That recommendation shall be taken to the membership for ratification and the school board for approval.

<table>
<thead>
<tr>
<th>Teacher Compensation</th>
<th>Individual Pools of Money</th>
<th>Comprehensive and Top Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95% = less than 10 days</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Days missed minus one</td>
<td>10 days out=O</td>
</tr>
<tr>
<td></td>
<td>point</td>
<td></td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>Final Designation</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Accomplished and Proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Value-Added</td>
<td>District Value-Added Above</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>or Met</td>
<td>First year only,</td>
</tr>
<tr>
<td>Building Community</td>
<td>Teacher log</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Contractual obligations and supplemental positions do not count
* Not to exceed 5 hours in any one category

Top Performing $50,000 95 points or higher Starting Year2 once baseline data has been collected.  
For Year2: *Cap on Top Performing award (min./max.)
*Once amounts have been awarded, any monies remaining will default to the Comprehensive category adding to the total available.

<table>
<thead>
<tr>
<th></th>
<th>$150,000 84 points or higher included in the pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>$50,000 4 days or less absent included in the pool</td>
</tr>
<tr>
<td>Attendance</td>
<td>$50,000 3.0 or higher included in the pool</td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>$50,000 20 hours completed included in the pool</td>
</tr>
<tr>
<td>Student Performance</td>
<td>$50,000 May 1st due date to turn in log.</td>
</tr>
<tr>
<td>Community</td>
<td>$50,000 2012-2013 baseline data=17</td>
</tr>
</tbody>
</table>

May 1st due date to turn in log.
Mentor Exempted Village School District

Mentor High School Lecture Room A December 10, 2013

CLASSIFIED

Appointment for the 2013-2014 School Year Recommended

Timperio, Victoria will be hired as an HQ Classroom Assistant at Rice Elementary. Ms. Timperio will be placed at Step 1 of the HQ Classroom Assistant Salary Schedule. Effective 12-04-13

Reclassifications for the 2013-2014 School Year Recommended

Parker, Jason will have a change in assignment from 8 month Groundskeeper to 12 month Groundskeeper at the Service Building. Mr. Parker will be placed at Step 1 of the 12 month Groundskeeper Salary Schedule. Effective 10-14-13

Such, Peggy will have a change in assigned hours as HQ Classroom Assistant at Memorial Middle School from 6.5 to 6.75 hours per day. Effective 11-18-13

Whitaker, Donna will have a change in assigned hours as HQ Classroom Assistant at Memorial Middle School from 6.5 to 6.75 hours per day. Effective 11-18-13

Resignation for the 2013-2014 School Year Recommended

Effective Hommel, Sue – Bus Operator/Transportation (Retirement) 12-01-13

Temporary Employees (e.g., substitute classroom assistant, bus assistant, custodian, educational assistant, food service worker, library assistant, secretary, We Care instructor) for the 2013-2014 School Year Recommended

Burgett, Ashley
Caruso, James
Guynn, Patricia
Miles, Karyn
Nelson, Meredith
Vitko, Nacole
Vlach, Wendy

Long-Term
Gibson, Robin
Prall, Christine

SUPPLEMENTAL CONTRACTS

Supplemental Contracts for the 2013-2014 School Year Recommended

ADDITIONS:

<table>
<thead>
<tr>
<th>Mentor High School</th>
<th>Tennis – Boys Assistant Coach</th>
<th>0.07 x base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saywell, Mackenzie</td>
<td>Swimming – Assistant Coach</td>
<td>0.10 x base</td>
</tr>
<tr>
<td>Caimi, Lauren</td>
<td>Swimming – Assistant Coach</td>
<td>0.11 x base</td>
</tr>
</tbody>
</table>

Roll Call: Ayes: Mr. Mihok, Mr. Sparacia, Mr. Tuttle, Mrs. Bryner, Mr. Shaw. The motion carried. 2013-12-203

At this time Mr. Shaw appointed Mrs. Mary L. Bryner as President Pro-Tem for the January 14, 2014 Organizational meeting.

Mr. Sparacia moved, seconded by Mr. Tuttle that the Board of Education approve the January 14, 2014 meetings:

6:30 p.m. Organizational Meeting
6:45 p.m. Tax Budget Meeting
7:00 p.m. Regular Meeting

Roll Call: Ayes: Mr. Sparacia, Mr. Tuttle, Mrs. Bryner, Mr. Mihok, Mr. Shaw. The motion carried. 2013-12-204
At this time Mr. Tuttle presented the legislative report.

Mr. Tuttle moved, seconded Mr. Shaw by that the Board of Education approve the resolution recognizing outgoing Board members.

WHEREAS, Alan J. Mihok was appointed to the Board of Education at the February 9, 2004 Board of Education meeting and has served continuously as a member of the Board of Education through the end of the current term December 31, 2013; and

WHEREAS, Andrew J. Sparacia was appointed to the Board of Education on March 24, 2004 for a term that expired December 31, 2007 and was reappointed to the Board of Education on August 23, 2011 for a term that expires December 31, 2013; and

WHEREAS, Mr. Mihok and Mr. Sparacia came forward in a time of fiscal crisis to offer their business and financial experiences and knowledge; and

WHEREAS, Mr. Mihok and Mr. Sparacia were instrumental in guiding the school district to the second fastest recovery from fiscal emergency in State of Ohio history; and

WHEREAS, Mr. Mihok and Mr. Sparacia have consistently dedicated themselves to providing the students of the school district the highest quality public education.

NOW THEREFORE BE IT, AND IT IS, HEREBY RESOLVED that the Mentor Exempted Village School District Board of Education recognize and commend Alan J. Mihok and Andrew J. Sparacia for distinguished service to the Board of Education, the school district’s communities, and the students of the Mentor Public School District.

Roll Call: Ayes: Mr. Tuttle, Mr. Shaw, Mrs. Bryner, Mr. Mihok. Mr. Sparacia abstained.

The motion carried.

Mr. Shaw, Mr. Matthew J. Miller, Superintendent, and Mr. Daniel L. Wilson, Chief Financial Officer, commended Mr. Mihok and Mr. Sparacia for their service to the Board of Education.

Mr. Mihok moved, seconded by Mrs. Bryner that the Board of Education approve the November 2013 financial statements as presented by the Chief Financial Officer.

Roll Call: Ayes: Mr. Mihok, Mrs. Bryner, Mr. Sparacia, Mr. Tuttle, Mr. Shaw.

The motion carried.

Mrs. Bryner moved, seconded by Mr. Tuttle that the Board of Education ratify the November 2013 investment portfolio as presented:
## INVESTMENT INVENTORY

**AS OF November 30, 2013**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>AMOUNT</th>
<th>DATE OF INITIALLY INVESTED</th>
<th>MATURITY DATE</th>
<th>RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Merit</td>
<td>$6,602,394.64</td>
<td>2/12/2013</td>
<td>OPEN</td>
<td>0.100%</td>
</tr>
<tr>
<td>JP Morgan #1618944845</td>
<td>130,570.35</td>
<td>01/27/00</td>
<td>OPEN</td>
<td>0.090%</td>
</tr>
<tr>
<td>JP Morgan #936438860</td>
<td>87,024.51</td>
<td>03/01/11</td>
<td>OPEN</td>
<td>0.000%</td>
</tr>
<tr>
<td>Dollar Bank #2672209929</td>
<td>1,315,659.81</td>
<td>08/10/11</td>
<td>OPEN</td>
<td>0.100%</td>
</tr>
<tr>
<td>Huntington #01662160387</td>
<td>12,445,056.37</td>
<td>03/10/09</td>
<td>OPEN</td>
<td>0.050%</td>
</tr>
<tr>
<td>Lake National CKG #1257</td>
<td>183,614.50</td>
<td>03/26/10</td>
<td>OPEN</td>
<td>0.200%</td>
</tr>
<tr>
<td>Lake National CKG #6075</td>
<td>20.75</td>
<td>11/30/10</td>
<td>OPEN</td>
<td>0.200%</td>
</tr>
<tr>
<td>Morgan Stanley-Smith Barney</td>
<td>2,497,375.00</td>
<td>06/14/13</td>
<td>12/11/13</td>
<td>0.213%</td>
</tr>
<tr>
<td>Lake National Bank</td>
<td>2,684,869.56</td>
<td>06/13/13</td>
<td>12/13/13</td>
<td>0.250%</td>
</tr>
<tr>
<td>Dollar Bank</td>
<td>5,100,740.11</td>
<td>06/21/13</td>
<td>12/20/13</td>
<td>0.070%</td>
</tr>
<tr>
<td>Huntington Capital Corp.</td>
<td>4,994,725.00</td>
<td>07/18/13</td>
<td>01/14/14</td>
<td>0.214%</td>
</tr>
<tr>
<td>First Merit CD</td>
<td>5,000,000.00</td>
<td>07/18/13</td>
<td>01/14/14</td>
<td>0.200%</td>
</tr>
<tr>
<td>Huntington CDARS</td>
<td>3,000,000.00</td>
<td>01/17/13</td>
<td>01/16/14</td>
<td>0.350%</td>
</tr>
<tr>
<td>Lake National Bank CDARS</td>
<td>1,116,635.69</td>
<td>05/23/13</td>
<td>02/20/14</td>
<td>0.280%</td>
</tr>
<tr>
<td>Huntington CDARS</td>
<td>5,000,000.00</td>
<td>03/07/13</td>
<td>03/06/14</td>
<td>0.350%</td>
</tr>
<tr>
<td>Huntington CDARS</td>
<td>5,000,000.00</td>
<td>04/11/13</td>
<td>04/11/14</td>
<td>0.350%</td>
</tr>
<tr>
<td>Huntington CDARS</td>
<td>10,000,000.00</td>
<td>08/29/13</td>
<td>08/28/14</td>
<td>0.400%</td>
</tr>
<tr>
<td>TriState CDARS</td>
<td>2,000,000.00</td>
<td>08/29/13</td>
<td>08/28/14</td>
<td>0.400%</td>
</tr>
<tr>
<td>TriState CDARS</td>
<td>5,000,000.00</td>
<td>09/05/13</td>
<td>09/04/14</td>
<td>0.400%</td>
</tr>
<tr>
<td>Huntington CDARS</td>
<td>1,000,000.00</td>
<td>10/31/13</td>
<td>10/30/14</td>
<td>0.300%</td>
</tr>
</tbody>
</table>

**TOTAL** 73,158,686.29

---

**Roll Call:** Ayes: Mrs. Bryner, Mr. Tuttle, Mr. Mihok, Mr. Sparacia, Mr. Shaw. The motion carried.

### 2013-12-207

Mr. Mihok moved, seconded by Mrs. Bryner that the Board of Education approve the November 2013 appropriation modifications as follows:

WHEREAS, the Mentor Exempted Village School District Board of Education adopted 2013-2014 annual appropriations on September 10, 2013; and,

WHEREAS, the Chief Financial Officer has determined the need for line item appropriation modifications; and,

NOW, THEREFORE BE IT RESOLVED, that the following appropriation and modifications be approved:

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-0000</td>
<td>From 1100</td>
<td>500</td>
<td>Materials &amp; Supplies</td>
<td>$ 70.00</td>
</tr>
<tr>
<td></td>
<td>To 1100</td>
<td>400</td>
<td>Purchased Services</td>
<td>$ 70.00</td>
</tr>
</tbody>
</table>

**Reason:** To adjust budget to cover expenses for meetings and travel at Ridge Middle School.

---

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-0000</td>
<td>From 1100</td>
<td>500</td>
<td>Supplies &amp; Materials</td>
<td>$26,232.15</td>
</tr>
<tr>
<td></td>
<td>To 1100</td>
<td>600</td>
<td>Capital Outlay</td>
<td>$26,232.15</td>
</tr>
</tbody>
</table>
Mentor Exempted Village School District

Mentor High School Lecture Room A                       December 10,              2013

Reason: To adjust budget to purchase furniture for the Blended Learning Center.

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-0000</td>
<td>From 1100</td>
<td>600</td>
<td>Capital Outlay</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td></td>
<td>To 1100</td>
<td>500</td>
<td>Materials &amp; Supplies</td>
<td>$ 1,000.00</td>
</tr>
</tbody>
</table>

Reason: To adjust budget to purchase wrestling mats at the high school.

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-0000</td>
<td>From 1100</td>
<td>600</td>
<td>Capital Outlay</td>
<td>$ 605.00</td>
</tr>
<tr>
<td></td>
<td>To 1100</td>
<td>500</td>
<td>Materials &amp; Supplies</td>
<td>$ 605.00</td>
</tr>
</tbody>
</table>

Reason: To adjust budget to purchase office supplies at Memorial.

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-0000</td>
<td>From 2300</td>
<td>400</td>
<td>Purchased Services</td>
<td>$ 21,724.00</td>
</tr>
<tr>
<td></td>
<td>To 2300</td>
<td>600</td>
<td>Capital Outlay</td>
<td>$ 21,724.00</td>
</tr>
</tbody>
</table>

Reason: Reallocate budget for substitute salaries and benefits

<table>
<thead>
<tr>
<th>Garfield Principal Account 018-9211</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>001-0000</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Reason: Reallocate budget for Public Performance Site License

<table>
<thead>
<tr>
<th>Fairfax Student Council 200-9150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>200-9150</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Reason: Reallocate budget for competition entry fees

<table>
<thead>
<tr>
<th>Memorial Cardinal Challenge 200-9626</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>200-9626</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Reason: Reallocate budget for track meet entry fees

Roll Call: Ayes: Mr. Mihok, Mrs. Bryner, Mr. Sparacia, Mr. Tuttle, Mr. Shaw. The motion carried.

2013-12-208

Mr. Mihok moved, seconded by Mr. Tuttle that the Board of Education approve the following resolution of supplemental appropriations:

WHEREAS, the Mentor Exempted Village School District Board of Education either have received additional monies, have additional cash available or anticipate receiving additional monies during the 2013-2014 fiscal year;

WHEREAS, the Mentor Exempted Village School District Board of Education on September 10, 2013 adopted permanent appropriations for the 2013-2014 fiscal year which did not include this increase;

NOW, THEREFORE, BE IT RESOLVED, that the Mentor Exempted Village School District Board of Education amend its previously adopted appropriation accounts as follows:

<table>
<thead>
<tr>
<th>Bellflower Corporate Sponsor 018-9204</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
</tr>
<tr>
<td>018-9204</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shore Principal Account 018-9552</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
</tr>
<tr>
<td>018-9552</td>
</tr>
</tbody>
</table>
BE IT FURTHER RESOLVED, that the Treasurer of this Board of Education be directed to certify a copy of this resolution to the Lake County Auditor.

WHEREAS, the Mentor Exempted Village School District Board of Education has been notified by the State of Ohio of a subsidy payment to the Network Connectivity account in the amount of $12,600.00;

WHEREAS, the Mentor Exempted Village School District Board of Education on September 10, 2013 adopted annual appropriations for the 2013-2014 fiscal year which did not include this increase:

NOW, THEREFORE, BE IT RESOLVED, That the Mentor Exempted Village School District Board of Education amend its previously adopted appropriation accounts as follows:

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Increase</th>
<th>Total Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2900</td>
<td>600</td>
<td>Capital Outlay</td>
<td>$12,600.00</td>
<td>$12,600.00</td>
</tr>
</tbody>
</table>

BE IT FURTHER RESOLVED, That the Treasurer of this Board of Education be directed to certify a copy of this resolution to the Lake County Auditor.

WHEREAS, the Mentor Exempted Village School District Board of Education has been notified by the Ohio Department of Education of an increase to the LEP, Title III Grant in the amount of $1,839.39;

WHEREAS, the Mentor Exempted Village School District Board of Education on September 10, 2013 adopted annual appropriations for the 2013-2014 fiscal year which did not include this increase:

NOW, THEREFORE, BE IT RESOLVED, That the Mentor Exempted Village School District Board of Education amend its previously adopted appropriation accounts as follows:

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Increase</th>
<th>Budget Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200</td>
<td>600</td>
<td>Capital Outlay</td>
<td>$1,839.39</td>
<td>$1,839.39</td>
</tr>
</tbody>
</table>

BE IT FURTHER RESOLVED, That the Treasurer of this Board of Education be directed to certify a copy of this resolution to the Lake County Auditor.

Roll Call: Ayes: Mr. Mihok, Mr. Tuttle, Mrs. Bryner, Mr. Sparacia, Mr. Shaw. The motion carried.

Mr. Sparacia moved, seconded by Mr. Tuttle that the Board of Education approve the student activity purpose, goals, and budgets as follows:

WHEREAS, Ohio Revised Code 3315.062 permits a Board of Education to expend funds for student programs; and,

WHEREAS, the Auditor of State has adopted guidelines for developing policies for student activity programs; and,

WHEREAS, the Mentor Exempted Village School District Board of Education has adopted Policy 8.05 titled, “School and Non-School Student Activities Program”;

NOW THEREFORE BE IT RESOLVED, that in accordance with Ohio Revised Code, Auditor of State guidelines, and Board of Education policy, the 2013-2014 Student Activity Purpose, Goals and Budgets be approved as presented;
Mentor Exempted Village School District

Mentor High School Lecture Room A
December 10, 2013

ROE Camp FY 2015 014-9114

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Title</th>
<th>Budget Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100</td>
<td>100</td>
<td>Salaries</td>
<td>$22,000.00</td>
</tr>
<tr>
<td>1100</td>
<td>200</td>
<td>Benefits</td>
<td>$3,450.00</td>
</tr>
<tr>
<td>2100</td>
<td>100</td>
<td>Salaries</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>2100</td>
<td>200</td>
<td>Benefits</td>
<td>$605.00</td>
</tr>
<tr>
<td>2100</td>
<td>400</td>
<td>Purchased Services</td>
<td>$75,100.00</td>
</tr>
<tr>
<td>2100</td>
<td>500</td>
<td>Supplies &amp; Materials</td>
<td>$2,700.00</td>
</tr>
<tr>
<td>2100</td>
<td>800</td>
<td>Other Object</td>
<td>$3,200.00</td>
</tr>
</tbody>
</table>

$110,655.00

BE IT FURTHER RESOLVED, that the Chief Financial Officer be directed to certify a copy of this resolution to the Lake County Budget Commission.

Roll Call: Ayes: Mr. Sparacia, Mr. Tuttle, Mrs. Bryner, Mr. Mihok, Mr. Shaw.
The motion carried.

2013-12-210

Mr. Shaw announced there was no unfinished business.

At this time Mr. Shaw announced that the Board of Education would conduct a hearing of the public, an opportunity for anyone to speak to the Board on any subject. There were none.

Mr. Sparacia moved, seconded by Mr. Mihok that the Board of Education recess to executive session in accordance with Ohio Revised Code 121.22 for the performance review of the Chief Financial Officer and Superintendent. Time: 7:42 p.m.

Roll Call: Ayes: Mr. Sparacia, Mr. Mihok, Mrs. Bryner, Mr. Tuttle, Mr. Shaw.
The motion carried.

2013-12-211

Mr. Shaw reconvened the meeting to regular session at 8:43 p.m.

There being no further business to come before the Board, Mrs. Bryner moved, seconded by Mr. Mihok, that the regular meeting be adjourned.

Roll Call: Ayes: Mrs. Bryner, Mr. Mihok, Mr. Sparacia, Mr. Tuttle, Mr. Shaw.
The motion carried.

2013-12-212

The regular meeting adjourned at 8:44 p.m.

Daniel L. Wilson, Treasurer, President