



**Nordonia Hills City School District
Nordonia Board of Education Meetings
February Regular Meeting
February 22, 2021, 7:00 pm - 9:00 pm
Northfield Elementary School
9371 Olde Eight Road
Northfield, Ohio 44067**

MINUTES and DOCUMENTS

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MINUTES

**Nordonia Hills City School District
Nordonia Board of Education Meetings
February Regular Meeting
Monday, February 22, 2021, 7:00 pm - 9:00 pm
Northfield Elementary School
9371 Olde Eight Road
Northfield, Ohio 44067**

A. PRESIDENT'S REPORT

1. Roll Call
2. Pledge of Allegiance
3. Approval of Agenda

Resolution#

4. Communications:

Presentation by Nordonia PTA Council

Rob Eckenrode and Guests: Naming of Baseball Field Presentation

Dr. Deb Wallace, Zach Miley: Nordonia Crisis Incident Manual

Auditor of State Award

5. Open Forum
6. Committee Reports:

Finance Committee
OSBA Legislative Liaison
Curriculum & Instruction Liaison
Facilities Liaison
Cuyahoga Valley Career Center
Nordonia Hills Foundation Liaison
Tax Incentive Review Board
Technology and Information Systems
Special Education Liaison
NDEIC

B. SUPERINTENDENT'S RECOMMENDATIONS

1. Approve Consent Items:

Revised Board Policy (First reading) - No Action Required

1.20 Social Media

9.43 Concussions and School Athletics

Approve Donation

\$500 from the Carozza Family, donated to the Nordonia High School Baseball team for future baseball related purchases.

Resolution Declaring Transportation Impractical for Certain Identified Students

WHEREAS the student(s) identified below have been determined to be residents of this school district, and eligible for transportation services; and

WHEREAS after a careful evaluation of all available options, it has been determined that it is impractical to provide transportation for these student(s) to their selected school(s); and

WHEREAS the following factors as identified in Revised Code 3327.02 have been considered:

1. The time and distance required to provide the transportation
2. The number of pupils to be transported
3. The cost of providing transportation in terms of equipment, maintenance, personnel, and administration
4. Whether similar or equivalent service is provided to other pupils eligible for transportation
5. Whether and to what extent the additional service unavoidably disrupts current transportation schedules
6. Whether other reimbursable types of transportation are available; and

WHEREAS the option of offering payment in lieu of transportation is provided in Revised Code;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the Nordonia Hills City School District, County of Summit, State of Ohio, that:

Section 1. This Board hereby approves the declaration of impractical to transport for the identified students, and offering them payment in lieu of transportation.

Section 2. This Board finds and determines that all formal actions of this Board and any of its committees concerning and relating to the adoption of this Resolution were adopted in an open meeting of this Board or committees, and that all deliberations of this Board and any of its committees that resulted in those formal actions were in meetings open to the public, in compliance with the law.

Section 3. This Resolution shall be in full force and effect from and immediately upon its adoption.

<u>Student Name</u>	<u>School Selected</u>	<u>Parent/Guardian Name</u>
Antonette Fuhrer	Archbishop Hoban	Eryn Fuhrer
Samuel Mazzola	Archbishop Hoban	Tricia Mazzola
Logan Sanger	Seton Catholic	Brittany Sanger

Resolution#

2. Approve Contract with FieldTurf USA

Turf replacement for Nordonia High School Stadium

Resolution#

3. Approve Personnel Items:

Resolution#

a. Certified:

i. Retirement/Resignation

George Edgar, MS Science, retirement effective 6/5/2021

ii. New Appointment/Assignment:

None

iii. College Credit Plus

Matthew Beery \$1,000 (2 CCP Courses taught during 2020-21 school year)

Tracey Evans \$1,000 (2 CCP Courses taught during 2020-21 school year)

Endre Szentkiralyi \$1,000 (2 CCP Courses taught during 2020-21 school year)

iv. Long-Term Substitute

Cameron Bell (subbing for Jason Witschey, HS Technology) effective 3/3/2021-4/11/2021 (Plus additional shadow days 2/16/2021-3/2/2021 and 4/12/2021-5/7/2021).

Pamela Bina (subbing for Angela Hartman, RW Grade 1) effective 2/18/2021 to 5/5/2021. Plus 1.5 additional days prior to start of assignment.

Breanna Komara (subbing for Stephanie Fox, LE Option 2 Intervention Specialist) effective 1/13/2021 to end of 2021 school year.

v. Educational Adjustments

Elizabeth Buss From BA Step 9 \$60,838 To: BA+15 Step 9 \$63,775

Kyle Cohen From: BA+15 Step 2 \$47,621 To: BA+30 Step 2 \$49,509

Drew Hoisington From: BA+15 Step 9 \$63,775 To: MA Step 9 \$70,488

Ranzy Lardell From: MA+15 Step 18 \$87,690 To: MA+30 Step 18 \$91,466

Kathleen Pellington From: BA Step 6 \$54,544 To: BA+15 Step 6 \$56,852

Shaun Phillips From: MA Step 13 \$81,397 To: MA+15 Step 13 \$84,753

Lauren Rupprecht From: MA Step 8 \$67,761 To: MA+15 Step 8 \$70,068

vi. Home Instruction (Paid at the curriculum rate of \$29.36/hr., as needed)

Mary Bednar

vii. Curriculum

(All are paid at the curriculum rate of \$29.36/hr., unless otherwise noted.)

—IEP writing for Intervention Specialist on leave, effective 1/26/2021

Shauna Ault

Kelly Bartlett

Carly Bennett

Kristen Brennan

Jen Larcey

Andrea Novess

Kelly Shotwell

Matt Simonetta
Dan Wallace
Marlena Wright

—Youth Yoga Project, up to 19 hours each, effective January 16, 17, 23, and 24, 2021:

Anna Tolin
Jacklyn Czekaj

—CPM Training, in preparation for the 2021-22 school year, up to 20 hours:

Lauren Rupprecht

—Tutoring Services, up to 40 hours, 2 hours/week, through end of 2020-21 school year:

Brooke Gockle

—Credit Recovery Intervention After School Program at Nordonia High School, up to 40 hours:

Steve Testa
Heather Dean
Rachel Pearce
Lori Snider
Mary Bednar
Nicole Episcopo
Erica Molnar
Amie Cormell
Joe Knight
Reema Sanchez
Kristi Gunyula
Nate Loman
Shannon Blair
Heather Eckenrode
Kim Pelsoczi

—Plan and conduct Summer Learning Session (Summer School), up to 130 hours:

Jason Witschey

—Plan and Lead Tutoring for selected student(s), effective February 10, 2021 to May 28, 2021, up to 30 hours for each student:

Sara Sinclair

viii. Supplementals (based on BA/0-\$41,957)

High School Athletics:

HS Head Baseball Coach, Drew Hoisington, 15.40%, \$6,461.38
HS Asst. Varsity Baseball, Jimmy Smith, 12.00%, \$5,034.84
HS Asst. Baseball, JV, Josh Kirsey, 11.00%, \$4,615.27

HS Asst. Baseball, JV, Chris Gorta, 9.00, \$3,776.13
HS Asst. Baseball, Freshman, Jamahel Fayall, 8.00%, \$3,356.56
HS Head Boys' Tennis, Ryan Vehar, 11.50%, \$4,825.06
HS Asst. Varsity Tennis, Anne Berardinelli, 8.00%, \$3,356.56
HS Head Track Coach, Scott Barwidi, 15.5%, \$6,503.34
HS Asst. Varsity Track, Mike Martin, 12.50%, \$5,244.63
HS Asst. Varsity Track, Ron Gura, 12.50%, \$5,244.63
HS Asst. Varsity Track, Ranzy Lardell, 12.50%, \$5,244.63
HS Asst. Varsity Track, Brent Nenadal, 12.50%, \$5,244.63
HS Asst. Varsity Track, Bob Slacas, 11.00%, \$4,615.27
HS Asst. Varsity Track, Sean Sandvick, 5.50%, \$2,307.64
HS Asst. Varsity Track, Matt Beery, 5.50%, \$2,307.64
HS Asst. Varsity Track, Elle Barwidi, Volunteer
HS Asst. Varsity Track, Brenna McGrath, Volunteer
HS Head Varsity Softball, Marissa Rizzo, 14.00%, \$5,873.98
HS Asst. Varsity Softball, Sydney Mosby, 9.00%, \$3,776.13
HS Asst. Varsity Softball, JV, Sara Andrasik, 9.00%, \$3,776.13
HS Asst. Varsity Softball, Allyson Hajnosz, 9.00%, \$3,776.13
HS Asst. Varsity Softball, Ernest Shaltunuk, 4.00%, \$1,678.28
HS Asst. JV Softball, Nataly Ciocca, 9.00%, \$3,776.13

High School Non Athletic:

HS Student Council, Nate Loman, resignation effective 1/16/21

HS Student Council, Kristi Gunyula, remaining stipend, \$821.09

Middle School Athletic:

MS Head Track, Krissy Dombroski, 10.75%, \$4,510.38
MS Asst. Track, Tim McKee, 4.75%, \$1,992.96
MS Asst. Track, Jeremy Pollock, 4.75%, \$1,992.96
MS Asst. Track, Matt Spellman, 9.50%, \$3,985.92
MS Asst. Track, Matt Simonetta, 8.00%, \$3,356.56
MS Asst. Track, Justin Shank, 8.00%, \$3,356.56
MS Asst. Track, Virginia Tedor, 8.00%, \$3,356.56
MS Accommodations Coach, Kathleen Pellington, 4.00%, \$1,678.28

Elementary Non Athletic:

Grade 4 Team Leader, Hallie Eland, resignation effective 1/22/21

Grade 4 Team Leader, Kristen Finley, remaining stipend, \$981.27

b. Classified:

i. Resignation/Retirement

Maria Karlik, LV Paraprofessional, resignation effective 2/20/2021

Jayne Kobe, MS Building Interventionist, retirement effective 6/1/2021

ii. New Assignment

Ann Cook, RW Paraprofessional, 3.5 hours per day, 5 days per week, effective 2/1/2021, Step 0, \$15.83/hr.

Brittany Hyde, MS Paraprofessional, 6.0 hours per day, 5 days per week, effective 2/22/2021, Step 0, \$15.83/hr.

iii. Change of Assignment

Julianne Kaczmarek, HS Administrative Assistant, 8.0 hours per day, 5 days/week, increase from 214 to 260 days per year, effective 2/1/2021, Step 5, \$21.14/hr.

Lisa Kiger, RW Paraprofessional, increase from 3.5 to 6.0 hours per day, 5 days per week, effective 2/1/2021, Step 1, \$16.11/hr.

Sally Krempasky, from HS Paraprofessional, 4.0 hours per day to HS Administrative Assistant, 8.0 hour per day, 5 day per week, 214 days per year, effective 2/17/2021, Step 0, \$18.76/hr.

iv. Substitute

Carol Kuboff, Student Supervisor, Media Resource

v. Student Workers

Brandon Dolly, \$8.80/hr., up to 20 hours per week

4. Approve Personnel Items:

Resolution#

a. Certified:

i. Curriculum

(All are paid at the curriculum rate of \$29.36/hr., unless otherwise noted.)

—Credit Recovery Intervention After School Program at Nordonia High School, up to 40 hours:

Wendy Dunham

C. TREASURER'S RECOMMENDATIONS

1. Approve Consent Items:

Organizational Board Meeting Minutes - January 11, 2021

Regular Board Meeting Minutes - January 11, 2021

Financial Statements - January, 2021

Educational Focus - Property Tax Rates

Resolution#

2. Tax Rate Resolution

Resolution#

3. Permanent Appropriations Revision #

Resolution#

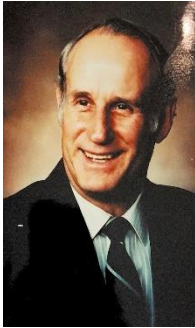
D. ADJOURNMENT

The next Regular meeting of the Board will be held on Monday, March 22, 2021, at 7 PM at Northfield Elementary School, 9374 Olde Eight Road, Northfield, Ohio 44067

Resolution#

Proposal

Naming of the Nordonia High School Varsity Baseball Field ***"The Bernie Hovan Memorial Baseball Field"***



Bernard "Bernie" Hovan – Nordonia High School Career

- Teacher and Coach for 29 years (1965 to 1994)
- Coached Baseball, Football, Wrestling and Girls' Tennis for Nordonia High School
- Beloved Coach, Teacher and Mentor to thousands of Nordonia High School Alumni

Coaching – Professional Accolades

- Greater Cleveland Baseball Coaches Association "Man of the Year" (1987)
- Northeast Ohio Baseball Coaches Association Hall of Fame (1989)
- Ohio High School Baseball Coaches Association Hall of Fame (1989)
- Nordonia Athletic Hall of Fame (1991)
- Greater Akron Baseball Hall of Fame (2019)
- Was selected as Coach to 6 Northeast Ohio High School Baseball All-Star Teams (1979 to 1985) to Travel Internationally promoting Baseball as an Olympic Sport

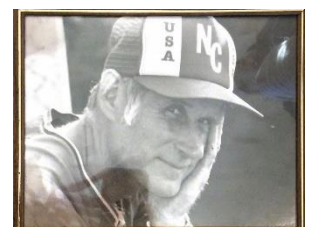
Coaching – Nordonia High School Baseball

- 350+ wins as Varsity Baseball Coach
- Throughout the decade of the 70's - Bernie built a college-grade quality, Nordonia High School varsity baseball field soliciting and organizing donations, community support and donated labor. The field included: concrete dugouts, a concession stand, a press box, guest bathrooms, tarp-covered infield, bullpen areas, fan seating, a batting cage, electronic scoreboard, and lights. The Nordonia High School varsity baseball field was host to all local, major, youth, baseball tournaments as well as high school state tournament baseball games for years throughout the 1970's, 1980's, 1990's and 2000's putting Nordonia High School on the map as a preferred location for baseball tournaments and playoff games at all levels.
- Organized and conducted annual, summer baseball camps for local youth in the surrounding areas.

Legacy

- Over \$2,600 donated in memorial by individuals to the Nordonia Hills Athletic Association that promotes youth baseball and softball in the Northfield, Macedonia and Sagamore Hills areas.
- "The Bernie Hovan Memorial Student Athlete Annual Scholarship" (\$500 annually) established for one, graduating Nordonia High School Senior.
- Over 1,000 Likes, over 200 Shares and over 225 comments from local residents and Nordonia High School alumni in favor of this proposal.

PROPOSAL – The Nordonia Hills Board of Education vote to name the Nordonia High School Varsity Baseball Field "The Bernie Hovan Memorial Field."



Nordonia Hills City Schools

Critical Incident

Response Manual

This guide was designed to enable you to respond quickly and effectively in emergency situations, though it may not cover all emergency situations.

In An Emergency, Call 911, provide your building, SOS color code (see page), person's name, and nature of emergency.



NOTICE

The information that you have requested to review or obtain is considered sensitive to the safety of the students and staff of the Nordon Hills City School District. This document outlines activities that the school district and other agencies will take in the event of emergency situations. The knowledge of how the school district and other agencies will respond to threatening situations could be of assistance to individuals or groups who intend to do harm to students or staff.

The school district will make a record of all individuals who review or obtain this information. The record of these individuals will be provided to any law enforcement agency investigating an incident involving the school district.

I hereby acknowledge the above information.


Name

Date

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District Policy on Emergency Management

Excerpt from Board of Education Policy 9.26

The Administration is directed to prepare a comprehensive emergency management plan for each school building. The plan shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety and shall consider operating changes to promote the prevention of potentially dangerous problems and circumstances. The Administration is to involve community law enforcement and safety officials, parents of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building. Remediation strategies shall be incorporated into the plan for any building where documented safety problems have occurred.

The following shall be incorporated into the plan:

- A protocol for addressing serious threats to the safety of school property, students, employees, or administrators;
- A protocol for responding to any emergency events that do occur and that compromise the safety of school property, students, employees, or administrators.

Each protocol shall include procedures deemed appropriate by the Board of Education for responding to threats and emergency events, respectively, including such things as notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance, and informing parents of affected students. Prior to the first day of the school year, the Administration shall inform each enrolled student and their parents of the parental notification procedures.

The Board shall update the emergency management plan at least once every three years and whenever a major modification to the building requires changes in the procedures outlined in the plan.

The Board shall file a copy of the current emergency management plan and building blueprint with each law enforcement agency that has jurisdiction over the school building and, upon request, the fire department that serves the political subdivision in which the school building is located. The Board shall also file a copy of the current emergency management plan and a floor plan of the building, but not a building blueprint, with the attorney general, who shall post that information on the Ohio law enforcement gateway or its successor. Additionally, the Board shall submit an electronic copy of the emergency management plan to the Ohio Department of Education (“ODE”) not less than once every three (3) years, whenever a major modification to the building requires changes in the procedures outlined in the plan, and whenever information on the emergency contact information sheet changes.

SOS Color Codes

SOS Color Codes: Each room in every building in the district has a SOS code (there is a number, a color, and a shape). This information is important to 1st responders and will speed up response time and navigation to the crisis. These codes are located over the door frame outside of the room, on the door frame inside of the room, and outside of the building on the window of a room. When communicating with a 911 dispatcher, provide the name of the building, and the shape, color and number of your room.

Exterior Door Frame and Windows



Room Number: 131 N

Shape: Triangle

Color: Green

Interior Door Frame



Room Number: 131 N

Shape: Triangle

Color: Green

Definition of a Critical Incident¹

An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions and requires additional resources.

Any event that results in serious injury or death of a student, staff member, or administrator will constitute a critical incident, regardless of the perceived capacity of the school to cope.

The incident or event may be unanticipated, imminent, or in progress. It may occur on the school property, in the local community, or out of the school area (i.e. a field trip).

Examples of Critical Incidents²

Specific critical incidents and their procedures are outlined later in this manual. Here are some general examples of potential critical incidents:

In-School

- The death of a student or member of staff through natural causes, such as illness;
- A traffic accident involving a student or staff member;
- A deliberate act of violence, such as a knifing or the use of a firearm
- A school fire or flood;
- Allegations or actual incidents of abuse against students by staff and staff against students;
- An arson attack on the school.

Out-of-School

- Deaths or injuries on school field trips;
- Tragedies involving children from many schools at public events such as athletic events;
- Civil disturbances;
- Pandemics;
- Abductions/disappearances;
- Incidents involving the murder of school children that attract the attention of national and international media over prolonged periods of time;
- Terrorism;
- A disaster in the community;
- A transport accident involving school members.

The emotional effects of disasters on children are not always immediately obvious to parents or school staff. Indeed, at times children find it difficult to confide their distress to adults as they

¹ The St. Bart's Academy Trust. (n.d.). *Critical Incident Plan*. Retrieved from <https://parkhallacademy.co.uk/wp-content/uploads/2017/10/SBAT-Critical-Incident-Plan-with-Resource-Sheets-1-1.pdf>

² The St. Bart's Academy Trust. (n.d.). *Critical Incident Plan*. Retrieved from <https://parkhallacademy.co.uk/wp-content/uploads/2017/10/SBAT-Critical-Incident-Plan-with-Resource-Sheets-1-1.pdf>

know that it will upset them. In some children the distress can last for months, even years, and may additionally affect their academic performance.

Some young people may not feel comfortable enough or be able to share their feelings and thoughts in public or with staff either because they are unable to do so or because they fear their confidence may be abused. Similarly, because many adults are not able to talk about death, bereavement, and tragedy, they may unwittingly stop children talking about similar emotional experiences.

At Nordon Hills City Schools we take all children's needs seriously, including emotional and psychological, and are committed to ensuring all children receive the help they require to explore such matters as death and significant harm or injury in an environment of trust, care, and safety. We also recognize the impact such incidents can have on the well-being of staff and parents/caregivers and will do our utmost to support any recovery needed and to work with any agencies.

Preventative and Precautionary Measures³

While no amount of planning can totally prevent accidents and problems from occurring, it is hoped that some can be prevented and the effects of others minimized by taking sensible precautionary measures. At Nordon Hills City Schools we expect that:

- Staff and students will be familiar with the school's routines for fire, tornado, and intruder drills and the movement required upon hearing the alarm;
- Staff will be familiar with the routines and procedures for dealing with emergencies (as detailed in this manual);
- Staff and students will be familiar with the school's security procedures, in particular that all visitors not wearing a visitor badge should be questioned and escorted to the school office;
- Staff organizing school trips and visits follow the guidelines and complete the necessary paperwork prior to taking such trips;
- Staff are aware of pupils with medical needs or health problems;
- Staff are aware of school policy for dealing with violence at work;
- Staff are aware that they should assess associated risks to children before carrying out a curriculum or other activity, including potential trauma triggers;
- Staff are aware they are responsible for assessing risks to themselves before undertaking an activity.

Additionally, in the event of a critical incident the priorities of those adults in charge of the school or trip will be to:

- Preserve life;
- Minimize personal injury;
- Safeguard the interests of all students and staff;
- Minimize loss and to return to normal working as quickly as possible.

³ The St. Bart's Academy Trust. (n.d.). *Critical Incident Plan*. Retrieved from <https://parkhallacademy.co.uk/wp-content/uploads/2017/10/SBAT-Critical-Incident-Plan-with-Resource-Sheets-1-1.pdf>



Special Considerations for All Critical Incidents

Cultural Considerations

As a district that is diverse in many ways, Nordon Hills City Schools will consider the cultural implications of every interaction. When considering critical incidents and the district's response to such incidents, it is vital to consider how the response will be sensitive to meeting the needs of all cultures. A culturally responsive intervention to critical incidents will increase positive outcomes.

Multiple Staff Absences

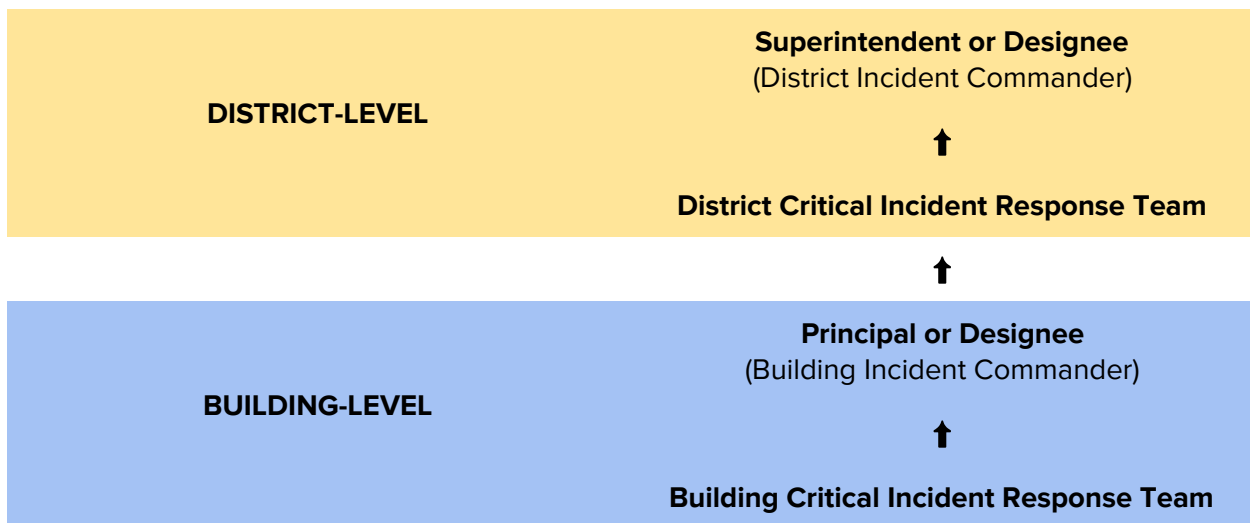
Critical incidents can often result in multiple staff absences which may impact the normal operations of the school district and further complicate the critical incident response. The district will be prepared and utilize external staffing resources to meet the staffing needs of the district with the goal of continuing normal operations as soon as practical after a critical incident.

Curriculum Impact

As a part of any critical incident response, consideration will be given to any potential curriculum modifications or adaptations to best support students and staff and continue to meet educational standards.

Critical Incident Response Teams (CIRT)

Based upon the Federal Emergency Management Agency Incident Command System, there are two command teams that are activated during a critical incident response. The District Critical Incident Response Team (D-CIRT) is composed of central office leadership and will serve as the district-level incident command. Each building will also establish a team to oversee the individual building's response to the incident, this team will be called the Building Critical Incident Response Team (B-CIRT). **The following lists are not meant to be exclusive, the incident commander reserves the right to modify these teams as needed based on the nature of the incident.**



District-Level Critical Incident Response Team

Superintendent or Designee	Serves as the District-Level Incident Commander and is responsible for the coordination and oversight of the district-level incident response. Provides direction to Building-Level Incident Commanders. Delegates to members of the D-CIRT as appropriate.
Business Manager	Responsible for coordinating logistical and business response to critical incidents. Communicates needs to building-level direct reports (Food Service, Custodial, etc.)
Pupil Services Director	Responsible for coordinating pupil services response. Responsible for activation of the Mental Health Crisis Team .
Curriculum Director	Responsible for identifying and coordinating a response to potential curriculum concerns related to critical incidents.
Technology Director	Responsible for the anticipation, identification, and response to potential technology issues related to the critical incident.
Treasurer	Responsible for coordinating any emergency financial needs related to critical incidents.

Building-Level Incident Response Team

Building Principal or Designee	Serves as the Building-Level Incident Commander and is responsible for the coordination and oversight of the building-level incident response. Reports directly to the District-Level Incident Commander and provides updates to D-CIRT as appropriate. Delegates to members of the B-CIRT as appropriate.
Associate Administrators	May be designated by the building principal to serve as incident commander, otherwise, responsible for supporting administrative needs related to the incident response.
School Counselor	Responsible for coordinating the building-level pupil services response and working directly with the Mental Health Crisis Team (if activated) to develop the mental health crisis response plan.
School Nurse or Designee	Responsible for providing insight and assisting in coordinating a response to student medical needs during a critical incident.
Head Custodian	Responsible for identifying and coordinating a response to facility related concerns related to critical incidents.
Food Service Supervisor	Responsible for identifying and coordinating a response to food-related concerns related to critical incidents.
Athletic Director (MS and HS)	Responsible for identifying and coordinating a response to potential athletic concerns related to critical incidents.

Mental Health Crisis Team Activation

The Mental Health Crisis Team is made up of mental health professionals throughout the district. The primary responsibility of the Mental Health Crisis Team is to identify and coordinate a response to student mental health needs before, during, and after a critical incident. Whether or not the Mental Health Crisis Team should be activated during a specific critical incident is defined in each individual procedure in this manual. For incidents not specifically defined throughout this manual, consultation with the Mental Health Crisis Team Coordinator is recommended.

To activate the Mental Health Crisis Team, any Incident Commander or the Pupil Services Director should contact the Mental Health Crisis Team Coordinator, who will then activate the remainder of the team.

Specific procedures related to the operations of the Mental Health Crisis Team begin on page 54 of this manual.

Important Phone Numbers

Central Office

Title	Phone	Fax	Cell
Superintendent	330-467-0587	330-468-0152	330-351-3309
Business Director	330-467-0588	330-467-3692	330-351-0007
Curr. Director	330-467-0585	330-468-0152	567-203-2950
Pupil Svs. Director	330-468-4600	330-467-3692	440-567-2990
Technology Director	330-908-6229	330-468-0152	216-410-8683
Mental Health Crisis Team Coordinator	330-908-6020	330-468-1359	216-548-4515

Buildings

Building	Phone	Fax	Custodian Cell
Central Office	330-467-0580	330-468-0152	330-801-7532
Ledgeview Elem.	330-467-0583	330-468-4647	330-801-7531
Northfield Elem.	330-467-2010	330-468-5216	330-801-7532
Rushwood Elem.	330-467-0581	330-468-5218	330-801-7558
Lee Eaton Elem.	330-467-0582	330-468-5218	330-801-7534
Middle School	330-467-0584	330-468-6719	330-801-7535
High School	330-468-4601	330-468-1359	330-801-7536

Other Staff

Title	Phone	Fax	Cell
Food Svs. Supervisor	330-468-4715	330-468-0152	216-214-9403
Operations Super.	330-908-6052	330-468-4713	216-224-0977
Transportation Super.	330-908-6156	330-908-1789	330-808-5206

Utilities

Type of Service	Company	Phone
Electric	Ohio Edison	800-633-4766
Gas	Dominion East Ohio	800-362-7557
Telephone	Windstream	330-656-8250
Water	City of Cleveland	216-664-3060

City Services

Area	Police	Fire	Emergency	Animal Control
Boston Heights	330-653-5911	330-653-5911	911	330-643-2181
Macedonia	330-468-1234	330-468-1234	911	440-232-2964
Northfield Ctr.	330-643-2181	330-467-7410	911	330-643-2181
Northfield Vill.	330-467-7112	330-467-7112	911	330-643-2181
Sagamore Hills	330-468-0900	330-468-1234	911	330-643-2181

Safety Plan Contacts

Building	Police	Fire
Ledgeview Elementary	Macedonia 330-468-1234	Macedonia 330-468-1234
Northfield Elementary	Summit County Sheriff 330-643-2147	Macedonia 330-468-1234
Rushwood Elementary	Sagamore Hills 330-468-0900	Macedonia 330-468-1234
Lee Eaton Elementary	Northfield Village 330-467-7112	Northfield Village 330-467-7112
Middle School	Summit County Sheriff 330-643-2147	Macedonia 330-468-1234
High School	Macedonia 330-468-1234	Macedonia 330-468-1234

Other Resources/Important Contacts

Company	Phone
Animal Bites	
Summit County Dog Warden	330-643-2845
Summit County Health Department	330-923-4891
American Red Cross-Disaster Services	330-535-6131
Child Guidance Family Solutions	330-425-7111
Emergency Management Agency	330-643-2558
Poison Control Center	800-872-5111
Cleveland Clinic Twinsburg ER	330-888-4176

24 Hour Hotlines

Type of Hotline	Phone
Children's Services Abuse Reporting	330-434-5437
Crisis Intervention- Child Guidance	330-762-0591
Poison Control Center	800-872-5111
Safe Landing Shelter for Boys	330-253-7632
Safe Landing Shelter for Girls	330-784-7200
Suicide Hotline	1-800-273-8255
School Safety	844-723-3764
Rape Crisis Center of Medina and Summit	877-906-7273

Where to Turn for Help

Type of Help	Phone
Drugs/Alcohol	
CHC Addiction Services	330-434-4141
Alcoholics Anonymous	330-253-8181
ADM Addiction Crisis Line	330-996-7730

Abuse/Neglect/Acts of Violence	
Children's Services Abuse Hotline	330-379-1880
Children's Services	330-379-9094
Rape Crisis Center of Summit/Medina	877-906-7273
Victim Assistance	330-376-0040
LGBTQ+ Resources	
CANAPI	330-252-1559
Mental Health	
Child Guidance and Family Solutions	330-762-0591 Akron 330-425-7111 Twinsburg
ADM Mental Health Crisis Line	330-434-9144
Sexual Health, STDs, Pregnancy, Prenatal	
Akron Health Department	330-375-2960
Planned Parenthood	330-535-2671
Summit County Health Department	330-923-4891

Media Contacts

Contact	Phone	Fax
Akron Beacon Journal	800-777-7232	330-376-9235
The News Leader	440-232-4055	440-232-8861
Cleveland.com	216-999-6000	
WKYC-TV 3	216-344-3300	216-344-3314
WEWS- TV 5	216-431-5555	216-431-3666
WJW- TV 8	216-431-8888	216-391-9559
WTAM 1100 AM	330-869-9800 ext. 252	330-869-9750
WQMX 94.9 FM	330-869-9800 ext. 252	330-869-9750
WGAR 99.5 FM	216-642-4636	216-901-8133



Critical Incident Event Protocols

Abduction or Runaway

Related Board Policies	
Definition/Details	When a student is either taken without parent/guardian permission from school premises or the student voluntarily leaves school premises with the intent of not being located.
Actions	<ol style="list-style-type: none"> 1. Building administrator will assess the situation and obtain the facts (who, what, when, why, seen by whom, identification of witnesses). 2. Call 911; identify the building, provide police with a picture, description of the child, and last known location of the child. 3. Building Administrator will activate the District Critical Incident Response Team by notifying the Superintendent or their designee. 4. Building administrator will convene the Building Critical Incident Response Team. 5. Police and a school official notifies parents/guardians via personal visit. 6. Building Incident Commander will write a detailed report (to be composed by the individual receiving initial information). The Building Incident Commander shall keep a timed log of events, phone calls, and other occurrences. 7. Building Incident Commander notifies and/or updates the staff on the current status at earliest opportunity.
Special Considerations	
Mental Health Crisis Team Activation	Recommended due to the traumatic impact a missing student may have on the school community.

Abuse and Neglect Reporting

Related Board Policies	6.35: Suspected Child Abuse or Neglect
Definition/Details	<p>Definitions of Abuse, Neglect, Child Endangering</p> <p>O.R.C. 2151.031 defines an “abused child” as one “who is the victim of sexual activity . . . is endangered . . . exhibits evidence of any injury or death inflicted other than by accidental means, or any injury or death which is at variance with the history given of it”.</p> <p>O.R.C. 2151.03 defines a “neglected child” as one “who is abandoned by their parents, guardian, or custodian . . . lacks proper parental care because of the faults or habits of their parents, guardian, or custodian . . . whose parent, guardian, or custodian, neglects or refuses to provide them with proper or necessary subsistence, education, medical or surgical care . . . or refuses to provide the special care made necessary by mental condition”.</p> <p>O.R.C. 2919.22 defining “endangering children” states that “no person, being the parent, custodian, person having custody or control, or person in loco parentis . . . shall create a substantial risk to the health or safety of such child, by violating a duty of care, protection, or support”.</p> <p>Mandated Reporter Law</p> <p>Ohio Law (O.R.C., 2151.421) requires that anytime a suspected abused or neglected child comes to the attention of school employees through the course of their official duties that a report be referred concerning the matter within twenty-four (24) hours. The key point to remember is that whenever abuse or neglect is suspected, the person who suspects must make a report. The report, which may be made orally, should be sent to either Summit County Children’s Services Board or the community’s police department and documented.</p> <p>Failure to Report</p> <p>Failure to abide by the reporting requirement could result in prosecution for a fourth degree misdemeanor. Several recent cases have imposed civil liability on persons who have failed to report.</p> <p>Immunity and Confidentiality</p> <p>Reports and information gathered can only be utilized by</p>

	<p>police and welfare authorities investigating the particular case. No other person may discover the substance of the information or the identity of the referring source. Neither civil nor criminal liability can result from bringing a matter of suspected abuse or neglect to the government's attention, even if the abuse or neglect is not later substantiated. O.R.C. 5101.2.</p>
Actions	<p>When child abuse, neglect, or endangerment is suspected by a Nordonia Hills City Schools staff member, they shall:</p> <ol style="list-style-type: none"> 1. Notify the Building Administrator 2. Notify the local police <u>if</u>: <ol style="list-style-type: none"> a. The child appears in imminent danger, b. The incident involves child sexual abuse, c. A child is in imminent danger as a result of sexual assault or detection thereof, d. There is suspicion that the child is being exploited for pornographic purposes or for prostitution, e. Severe physical abuse is apparent. 3. Notify the Children Services Board <u>if</u> the child neglect or abuse is not placing the child in imminent danger. (Cross reporting between Children Services Board and law enforcement agencies may occur). 4. Forward a written report within five (5) days to the reporting agency using the attached form (Appendix A) This shall be done as a joint effort and sent from the Building Administrator's office. A copy of the report shall be maintained in a private file in the Building Administrator's office. If the child changes buildings within the District, the report shall be transferred to the Building Administrator of the new building. If the child moves to another district, Children's Services shall be notified of the move. The report shall not be forwarded to the new district.
Special Considerations	<ol style="list-style-type: none"> 1. Failure of the Building Administrator or designee to report <u>does not</u> absolve the original observer from the legal mandate to report. <p>Parental Consent</p> <ol style="list-style-type: none"> 1. The Children Services Board has the authority to interview children at school who have been reported to them without parental consent. This is based on the direction of the interview from Children's Services. 2. An attempt to notify parents for consent prior to the



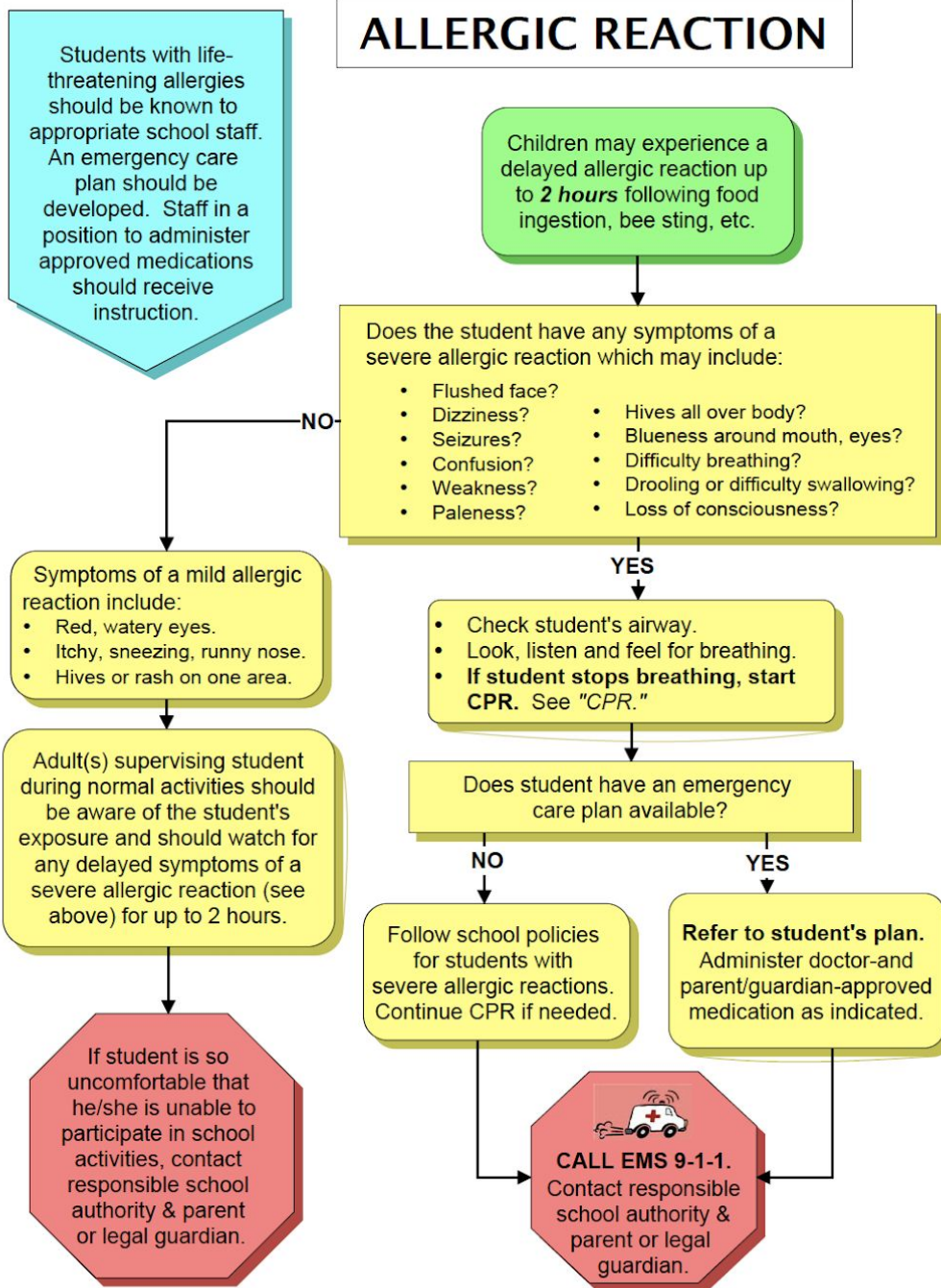
	<p>Children Services Board conducting its investigation may interfere with such an investigation and possibly violate the legal requirements of confidentiality.</p> <ol style="list-style-type: none">3. The Children Services Board caseworker has an obligation to inform the custodial parents of the investigation.4. The responsibility for interviewing the child is that of the caseworker. School personnel attend only to provide comfort to the child as a trusted adult and are included at the discretion of the caseworker.
Mental Health Crisis Team Activation	Not Recommended

Alcohol/Drug Use Suspected

Related Board Policies	3.09: Alcohol and Drug-Free Schools 6.20: Drug and Alcohol Abuse (Drug-Free Schools) and Anabolic Steroids
Definition/Details	Whenever an individual has possession of and/or smells of and/or appears under the influence of alcohol or other substances.
Actions	<ol style="list-style-type: none"> 1. Staff to identify the individual and notify the Building Administrator's office. 2. Depending on the situation, the individual will be escorted to the Building Administrator's office. 3. The Building Administrator and/or the ATOD/V Program Coordinator, the school nurse, pupil services personnel, or school resource officer will assess the student and the situation. 4. The Building Administrator will take disciplinary action as needed. 5. If the student is obviously under the influence, an assessment will be attempted to determine what and how much of the substance was ingested and medical emergency procedures will be followed, as appropriate.
Special Considerations	
Mental Health Crisis Team Activation	Not Recommended

Allergic Reaction Emergencies

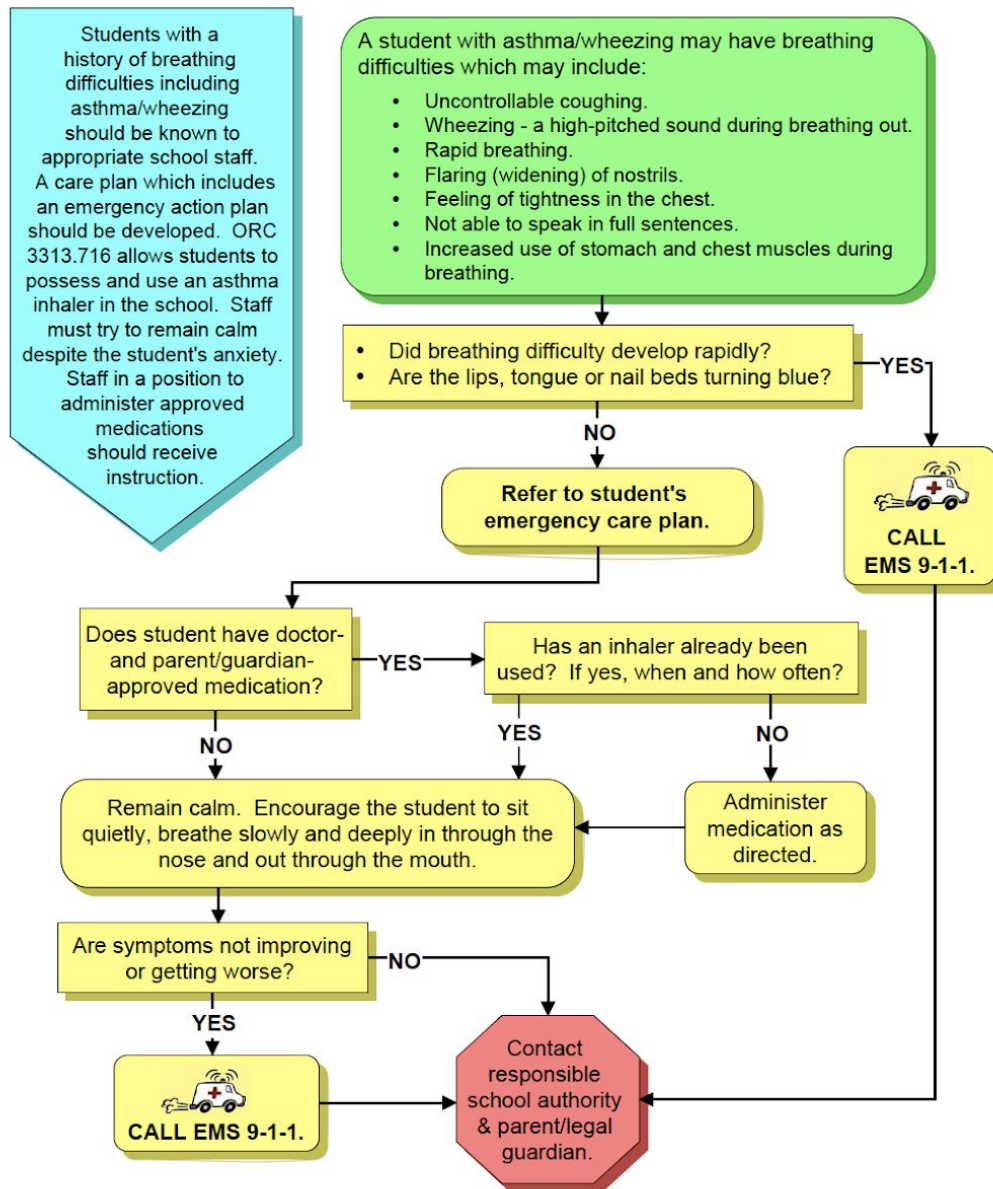
Related Board Policies	6.29: Student Health Services and First Aid 6.33: Asthma Medications and Epinephrine Auto Injectors
Definition/Details	<p>When a student or staff member experiences an allergic reaction to food, environmental factors or medication. An allergic reaction includes physical symptoms such as, but not limited to:</p> <ul style="list-style-type: none">● Rash● Itching● Scratchy Throat● Change in Voice● Racing Heart● Shortness of Breath or Difficulty Breathing● Chest Pain● Swelling of Face and/or Extremities
Actions	<ol style="list-style-type: none">1. Notify School Nurse if Available2. Follow Allergic Reaction Algorithm on the following page.
Special Considerations	Student may have emergency care plan in place.
Mental Health Crisis Team Activation	May be recommended if the emergency was witnessed by many students and/or if the emergency resulted in loss of life.



Asthma Emergencies

Related Board Policies	6.29: Student Health Services and First Aid 6.33: Asthma Medications and Epinephrine Auto Injectors
Definition/Details	<p>A student with asthma/wheezing may have breathing difficulties which may include:</p> <ul style="list-style-type: none"> • Uncontrollable coughing • Wheezing- a high pitched sound while breathing out • Rapid breathing • Flaring (widening) of nostrils • Feeling of tightness in the chest • Not able to speak in full sentences • Increased use of stomach and chest muscles during breathing
Actions	<ol style="list-style-type: none"> 1. Notify the school nurse if available. 2. Follow the Asthma-Wheezing algorithm on the next page.
Special Considerations	Student may have emergency care plan in place.
Mental Health Crisis Team Activation	May be recommended if the emergency was witnessed by many students and/or if the emergency resulted in loss of life.

ASTHMA - WHEEZING - DIFFICULTY BREATHING



Bloodborne Pathogens

Related Board Policies	9.17: Bloodborne Pathogens
Definition/Details	Bloodborne pathogens are microorganisms such as viruses or bacteria that are carried in blood and can cause disease in people.
Actions	<ol style="list-style-type: none">1. Make sure that students are safe and no one comes in contact with the blood.2. Cordon off the area and wait for the custodian to clean up the area.3. Area should be cleaned using proper blood clean-up procedures.4. Use disposable latex/vinyl gloves to handle blood.5. Make sure that the area is cleaned thoroughly using appropriate methods. Double bag any soiled materials.6. Dispose of materials used to clean up the spill appropriately. Notify the custodian to incinerate the bag.7. Wash hands thoroughly.
Special Considerations	<ul style="list-style-type: none">• All bodily fluid should be considered contaminated and should be cleaned only by trained individuals.• Health aide/nurse/administrator should be the person to deal with the injured student/staff member.• Clean up should be by a trained custodian.• Additional Information in Appendix B
Mental Health Crisis Team Activation	Not Recommended

Bomb Threat and Explosion

Related Board Policies	6.24: Dangerous Weapons in the Schools, Bomb Threats and Violent Conduct
Definition/Details	A bomb is an explosive device either present or alleged to be present in the school or on the premises which may not have exploded.
Actions	<p>Activate Building and District Critical Incident Response Teams</p> <p>Bomb Threats</p> <ol style="list-style-type: none"> 1. If a phone threat is made, obtain as many details as possible. When the caller hangs up, leave the line open. Use the Bomb Threat Call Checklist in the Appendix C. Checklist should be available by each phone. 2. Call 911, indicate building. 3. The person who received the bomb threat call should be available to speak with police. 4. If the Building Administrator decides, evacuate the building and follow bomb threat procedures. 5. Notify the Superintendent's Office at (330) 467-0587 and the Business Office at (330) 467-0588 or Central Office at (330) 467-0580. 6. Do not go any closer to the device after identifying it. Do not change any mechanical or electrical device. DO NOT COVER THE DEVICE. 7. Evacuate the building and move to a normal evacuation area/alternate safe area. Stay in the evacuation area until the Building Administrator sounds "all clear" (1,000 ft. in the opposite direction of the suspected bomb). 8. Staff should look for unusual or suspicious noises, devices, or disturbances during the evacuation. Do not touch anything. 9. If the Building Administrator or designee decides that there is a need to search the building, the search will be conducted by the police department with the assistance of the Building Administrator. <p>Bomb Explosions</p> <ol style="list-style-type: none"> 1. Determine the location and extent of explosion. 2. Call 911, indicate building.

	<ol style="list-style-type: none"> 3. Evacuate the building using fire evacuation procedures unless special conditions warrant special instructions. Example: Move to the alternate safe area (1,000 ft.). 4. Assist with injured or wounded. 5. Notify the Superintendent's Office at (330) 467-0587 or (330) 467-0580. 6. Secure the area until authorities arrive. 7. Send school safety responders to meet emergency first respondent to explain the situation. 8. If an explosion occurs prior to evacuation, students should seek cover under their desks if possible. At all times, they should cover their heads with their hands or books and assume a kneeling, facedown position on the floor, until flying debris ceases.
Special Considerations	Portable radios and cell phones must not be used during a bomb threat incident. Bomb Threat Checklists are in Appendix C.
Mental Health Crisis Team Activation	Recommended due to the potential traumatic nature of the required student response to bomb threats and explosions.

Bus Accident/Emergency

Related Board Policies	6.30: School Bus Emergency and Evacuation Procedures
Definition/Details	Any motor vehicle incident that involves a district bus.
Actions	<ol style="list-style-type: none"> 1. Driver radios Transportation Department; Transportation Department calls 911 2. Assess the condition of all passengers and advise the Transportation Department of passenger injuries. 3. Notify the Transportation Supervisor at (330) 908-6156. 4. The Transportation Department will call 911 and then contact the Business Office at (330) 467-0588. 5. The Transportation Supervisor will go to the scene of the accident with a list of assigned bus riders. They will take a camera and a portable phone to the scene. 6. The Business Director will take a portable phone to the scene. 7. The Business Director or other District Administrator on scene will determine if any students have been sent to the hospital. Find out which hospital and notify the Business Office at (330) 467-0588. 8. Determine which students are present and uninjured. Provide a list to the appropriate school and Central Office as soon as possible. The Building Administrator or designee will notify parents of uninjured students. The Building Administrator or designee will notify parents of injured students to which hospital they were sent. Central Office will send an administrator(s) to the hospital(s). 9. The Transportation Supervisor will arrange for another bus to pick up uninjured students if necessary. 10. The Business Director and Transportation Supervisor will arrange for an accident investigation and contact the District's insurance company(s).
Special Considerations	
Mental Health Crisis Team Activation	Recommended due to the potential traumatic nature of a bus accident/emergency.

Cardiac Arrest

Related Board Policies	6.29: Student Health Services and First Aid 7.19: Interscholastic Athletics
Definition/Details	Cardiac arrest is the sudden stoppage of the heart.
Actions	<ol style="list-style-type: none"> 1. Assess scene safety. <ol style="list-style-type: none"> a. Ensure accessing the affected person will not endanger your own safety. 2. Assess unresponsiveness. <ol style="list-style-type: none"> a. Verify that the victim is actually unconscious. Tap the victim on the shoulder and shout “Are you OK?” 3. Call 911 4. Send someone to get an AED 5. Perform CPR and utilize AED in accordance with your level or training or under the direction of the emergency medical dispatcher.
Special Considerations	American Heart Association and American Red Cross offer CPR and AED training for all levels of responders. The following pages outline the most current CPR and AED usage recommendations.
Mental Health Crisis Team Activation	May be recommended if the emergency was witnessed by many students and/or if the emergency resulted in loss of life.

AUTOMATIC ELECTRONIC DEFIBRILLATOR (AEDS)

AEDs are devices that help to restore a normal heart rhythm by delivering an electric shock to the heart after detecting a life-threatening irregular rhythm. AEDs are not substitutes for CPR, but are designed to increase the effectiveness of basic life support when integrated into the CPR cycle.

AEDs are safe to use for **children as young as age 1, according to the American Heart Association (AHA).*** Some AEDs are capable of delivering a “child” energy dose through smaller child pads. Use child pads/child system for children 1-8 years if available. If child system is not available, use adult AED and pads. Do not use the child pads or energy doses for adults in cardiac arrest. If your school has an AED, obtain training in its use before an emergency occurs, and follow any local school policies and manufacturer’s instructions. The location of AEDs should be known to all school personnel.

American Heart Association Guidelines for AED/CPR Integration*

- For a sudden, witnessed collapse in a child, use the AED first. Prepare AED to check heart rhythm and deliver 1 shock as necessary. Then, immediately begin 30 CPR chest compressions followed by 2 normal rescue breaths. Complete 5 cycles of CPR (30 compressions to 2 breaths). Then prompt another AED assessment and shock. Continue with cycles of 2 minutes CPR to 1 AED rhythm check.
- For unwitnessed cardiac arrest, start CPR first. Continue for 5 cycles or about 2 minutes. Then prepare the AED to check the heart rhythm and deliver a shock as needed. Continue with cycles of 2 minutes CPR to 1 AED rhythm check.

*Currents in Emergency Cardiovascular Care, American Heart Association, Winter 2005-2006.

Ohio Revised Code (ORC) References Related to AEDs

ORC 2305.235 provides immunity as to AED use.

Except in the case of willful or wanton misconduct,

- No physician shall be held liable in civil damages for injury, death, or loss to person or property for providing a prescription for an AED approved for use as a medical device by the United States Food and Drug Administration or consulting with a person regarding the use and maintenance of a defibrillator.
- No person shall be held liable in civil damages for injury, death, or loss to person or property for providing training in AE defibrillation and CPR.
- Or when there is no good faith attempt to activate an EMS system in accordance with ORC section 3701.85, no person shall be held liable in civil damages for injury, death, or loss to person or property, or held criminally liable, for performing AE defibrillation in good faith, regardless of whether the person has obtained appropriate training on how to perform AE defibrillation or successfully completed a course in CPR.

ORC 3701.85. Duties of possessor of AED; authorized use.

- A person who possesses an AED shall do all of the following:
 1. Require expected users to complete successfully a course in automated external defibrillation and CPR that is offered or approved by the AHA or another nationally recognized organization.
 2. Maintain and test the defibrillator according to the manufacturer's guidelines.
 3. Consult with a physician regarding compliance with the requirements of (1) and (2) of this section.
- A person who possesses an AED may notify an EMS organization of the location of the defibrillator.
- A person who has obtained appropriate training on how to perform AE defibrillation and has successfully completed a course in CPR may perform automated external defibrillation, regardless of whether the person is a physician, registered nurse, licensed practical nurse, or EMS provider. When AE defibrillation is not performed as part of an EMS system or at a hospital as defined in section 3727.01 of the ORC, the EMS system shall be activated as soon as possible.

AUTOMATIC EXTERNAL DEFIBRILLATORS (AEDS) FOR CHILDREN OVER 1 YEAR OF AGE & ADULTS



CPR and AEDs are to be used when a person is unresponsive or when breathing or heart beat stops.

If your school has an AED, this guideline will refresh information provided in training courses as to incorporating AED use into CPR cycles.

1. Tap or gently shake the shoulder. Shout, "Are you OK?" If person is unresponsive, shout for help and **send someone to CALL EMS and get your school's AED if available.**
2. Follow primary steps for CPR (see "CPR" for appropriate age group – infant, 1-8 years, over 8 years and adults).
3. If available, set up the AED according to the manufacturer's instructions. Turn on the AED and follow the verbal instructions provided. Incorporate AED into CPR cycles according to instructions and training method.



IF CARDIAC ARREST OR COLLAPSE WAS WITNESSED:

4. Use the AED first.
5. Prepare AED to check heart rhythm and deliver 1 shock as necessary.
6. Begin 30 CPR chest compressions followed by 2 normal rescue breaths. See age-appropriate CPR guideline.
7. Complete 5 cycles of CPR (30 chest compressions to 2 breaths at a rate of 100 compressions per minute).
8. Prompt another AED rhythm check.
9. Rhythm checks should be performed after every 2 minutes (about 5 cycles) of CPR.
10. REPEAT CYCLES OF 2 MINUTES OF CPR TO 1 AED RHYTHM CHECK UNTIL VICTIM RESPONDS OR HELP ARRIVES.



IF CARDIAC ARREST OR COLLAPSE WAS NOT WITNESSED:

4. Start CPR first. See age appropriate CPR guideline. Continue for 5 cycles or about 2 minutes of 30 chest compressions to 2 breaths at a rate of 100 compressions per minute.
5. Prepare the AED to check the heart rhythm and deliver a shock as needed.
6. REPEAT CYCLES OF 2 MINUTES OF CPR TO 1 AED RHYTHM CHECK UNTIL VICTIM RESPONDS OR HELP ARRIVES.

NOTES ON PERFORMING CPR

The American Heart Association (AHA) issued new CPR guidelines for laypersons in 2005.* Other organizations such as the American Red Cross also offer CPR training classes. If the guidance in this book differs from the instructions you were taught, follow the methods you learned in your training class. In order to perform CPR safely and effectively, skills should be practiced in the presence of a trained instructor. It is a recommendation of these guidelines that anyone in a position to care for students should be properly trained in CPR.

Current first aid, choking and CPR manuals and wall chart(s) should also be available. The American Academy of Pediatrics offers the Pediatric First Aid for Caregivers and Teachers (PedFACTS) Resource Manual and 3-in-1 First Aid, Choking, CPR Chart for sale at <http://www.aap.org>.

CHEST COMPRESSIONS

The AHA is placing more emphasis on the use of effective chest compressions in CPR. CPR chest compressions produce blood flow from the heart to the vital organs. To give effective compressions, rescuers should:

- Follow revised guidelines for hand use and placement based on age.
- Use a compression to breathing ratio of 30 compressions to 2 breaths.
- "Push hard and push fast." Compress chest at a rate of about 100 compressions per minute for all victims.
- Compress about 1/3 to 1/2 the depth of the chest for infants and children, and 1½ to 2 inches for adults.
- Allow the chest to return to its normal position between each compression.
- Use approximately equal compression and relaxation times.
- Try to limit interruptions in chest compressions.

BARRIER DEVICES

Barrier devices, to prevent the spread of infections from one person to another, can be used when performing rescue breathing. Several different types (e.g., face shields, pocket masks) exist. It is important to learn and practice using these devices in the presence of a trained CPR instructor before attempting to use them in an emergency situation. Rescue breathing technique may be affected by these devices.



CHOKING RESCUE - CHANGE IN OHIO REVISED CODE (ORC)

ORC 3313.815. Employee trained in Heimlich maneuver to be present while students served food.

- Any school district or nonpublic school that operates a food service program pursuant to section 3313.81 or 3313.813 [3313.81.3] of the ORC shall require at least one employee who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver to be present while students are being served food.
- Any nonpublic school or employee of a nonpublic school is not liable in damages in a civil action for injury, death, or loss to person or property allegedly caused by an act or omission of the nonpublic school or an employee of the nonpublic school in connection with performance of the duties required under division (A) of this section unless such act or omission was with malicious purpose, in bad faith, or in a wanton or reckless manner.

*Currents in Emergency Cardiovascular Care, American Heart Association, Winter 2005-2006.



CARDIOPULMONARY RESUSCITATION (CPR) FOR INFANTS UNDER 1 YEAR

CPR is to be used when an infant is unresponsive or when breathing or heart beat stops.

1. Gently shake infant. If no response, shout for help and send someone to call **EMS**.
2. Turn the infant onto his/her back as a unit by supporting the head and neck.
3. Lift chin up and out with one hand while pushing down on the forehead with the other to open **AIRWAY**.
4. Check for **BREATHING**. With your ear close to infant's mouth, **LOOK** at the chest for movement, **LISTEN** for sounds of breathing and **FEEL** for breath on your cheek.
5. If infant is not breathing, take a normal breath. Seal your lips tightly around his/her mouth and nose. While keeping the airway open, give 1 normal breath over 1 second and watch for chest to rise.



IF CHEST RISES WITH RESCUE BREATH (AIR GOES IN):

6. Find finger position near center of breastbone just below the nipple line. (Make sure fingers are **NOT** over the very bottom of the breastbone.)
7. Compress chest hard and fast 30 times with 2 or 3 fingers *about* 1/3 to 1/2 the depth of the infant's chest.

Use equal compression and relaxation times. Limit interruptions in chest compressions.
8. Give 2 normal breaths, each lasting 1 second. Each breath should make chest rise.
9. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL INFANT STARTS BREATHING EFFECTIVELY ON OWN OR HELP ARRIVES.
10. Call EMS after 2 minutes (5 cycles of 30 compressions to 2 rescue breaths) if not already called.



IF CHEST DOES NOT RISE WITH RESCUE BREATH (AIR DOES NOT GO IN):

6. Re-tilt head back. Try to give 2 breaths again.

IF CHEST RISES WITH RESCUE BREATH, FOLLOW LEFT COLUMN.

IF CHEST STILL DOES NOT RISE:

7. Find finger position near center of breastbone just below the nipple line. (Make sure fingers are not over the very bottom of the breastbone.)
8. Using 2 or 3 fingers, give up to 5 chest thrusts near center of breastbone. (Make sure fingers are **NOT** over the very bottom of the breastbone.)
9. Look in mouth. If foreign object is seen, remove it. Do not perform a blind finger sweep or lift the jaw or tongue.
10. REPEAT STEPS 6-9 UNTIL BREATHS GO IN, INFANT STARTS TO BREATHE ON OWN OR HELP ARRIVES.



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CARDIOPULMONARY RESUSCITATION (CPR) FOR CHILDREN 1 to 8 YEARS OF AGE

CPR is to be used when a student is unresponsive or when breathing or heart beat stops.

1. Tap or gently shake the shoulder. Shout, "Are you OK?" If child is unresponsive, shout for help and send someone to **call EMS and get your school's AED if available.**
2. Turn the child onto his/her back as a unit by supporting head and neck. If head or neck injury is suspected, DO NOT BEND OR TURN NECK.
3. Lift chin up and out with one hand while pushing down on the forehead with the other to open the **AIRWAY**.
4. Check for normal **BREATHING**. With your ear close to child's mouth, take 5-10 seconds to LOOK at the chest for movement, LISTEN for sounds of breathing and FEEL for breath on your cheek.
5. If you witnessed the child's collapse, first set up the AED and connect the pads according to the manufacturer's instructions. Incorporate use into CPR cycles according to instructions and training method. For an unwitnessed collapse, perform CPR for 2 minutes and then use AED.
6. If child is not breathing, take a normal breath. Seal your lips tightly around his/her mouth; pinch nose shut. While keeping airway open, give 1 breath over 1 second and watch for chest to rise.



IF CHEST RISES WITH RESCUE BREATH (AIR GOES IN):

7. Find hand position near center of breastbone at the nipple line. (Do **NOT** place your hand over the very bottom of the breastbone.)
8. Compress chest hard and fast 30 times with the heel of **1 or 2 hands**.* Compress about 1/3 to 1/2 depth of child's chest. Allow the chest to return to normal position between each compression.



Lift fingers to avoid pressure on ribs. Use equal compression and relaxation times. Limit interruptions in chest compressions.



9. Give 2 normal breaths, each lasting 1 second. Each breath should make the chest rise.
10. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL CHILD STARTS BREATHING ON OWN OR HELP ARRIVES.
11. Call EMS after 2 minutes (5 cycles of 30 compressions to 2 rescue breaths) if not already called.

IF CHEST DOES NOT RISE WITH RESCUE BREATH (AIR DOES NOT GO IN):

7. Re-tilt head back. Try to give 2 breaths again.

IF CHEST RISES WITH RESCUE BREATH, FOLLOW LEFT COLUMN.

IF CHEST STILL DOES NOT RISE:

8. Find hand position near center of breastbone at the nipple line. (Do **NOT** place your hand over the very bottom of the breastbone.)
9. Compress chest fast and hard 5 times with the heel of **1 or 2 hands**.* Compress about 1/3 to 1/2 depth of child's chest. Lift fingers to avoid pressure on ribs.
10. Look in mouth. If foreign object is seen, remove it. Do **NOT** perform a blind finger sweep or lift the jaw or tongue.
11. REPEAT STEPS 6-9 UNTIL BREATHS GO IN, CHILD STARTS TO BREATHE EFFECTIVELY ON OWN OR HELP ARRIVES.



***Hand positions for child CPR:**

- **1 hand:** Use heel of 1 hand only.
- **2 hands:** Use heel of 1 hand with second on top of first.

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CARDIOPULMONARY RESUSCITATION (CPR) FOR CHILDREN OVER 8 YEARS OF AGE & ADULTS

CPR is to be used when a person is unresponsive or when breathing or heart beat stops.

1. Tap or gently shake the shoulder. Shout "Are you OK?" If person is unresponsive, shout for help and send someone to **call EMS AND get your school's AED if available.**
2. Turn the person onto his/her back as a unit by supporting head and neck. If head or neck injury is suspected, **DO NOT BEND OR TURN NECK.**
3. Lift chin up and out with one hand while pushing down on the forehead with the other to open the **AIRWAY.**
4. Check for normal **BREATHING.** With your ear close to person's mouth, **LOOK** at the chest for movement, **LISTEN** for sounds of breathing and **FEEL** for breath on your cheek. Gasping in adults should be treated as *no breathing.*
5. If you witnessed the collapse, first set up the AED and connect the pads according to the manufacturer's instructions. Incorporate use into CPR cycles according to instructions and training method. For an unwitnessed collapse, perform CPR for 2 minutes and then use AED.
6. If victim is not breathing, take a normal breath, seal your lips tightly around his/her mouth; pinch nose shut. While keeping airway open, give 1 breath over 1 second and watch for chest to rise.



IF CHEST RISES WITH RESCUE BREATH (AIR GOES IN):

7. Give a second rescue breath lasting 1 second until chest rises.
8. Place heel of one hand on top of the center of breastbone. Place heel of other hand on top of the first. Interlock fingers. (Do **NOT** place your hands over the very bottom of the breastbone.)
9. Position self vertically above victim's chest and with straight arms, **compress chest hard and fast about 1½ to 2 inches 30 times in a row with both hands.** Allow the chest to return to normal position between each compression. *Lift fingers when compressing to avoid pressure on ribs.* Limit interruptions in chest compressions.
10. Give 2 normal breaths, each lasting 1 second. Each breath should make the chest rise.
11. **REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL VICTIM RESPONDS OR HELP ARRIVES.**
12. Call EMS after 2 minutes (5 cycles of 30 compressions to 2 rescue breaths) if not already called.



IF CHEST DOES NOT RISE WITH RESCUE BREATH (AIR DOES NOT GO IN):

7. Re-tilt head back. Try to give 2 breaths again.
- IF CHEST RISES WITH RESCUE BREATH, FOLLOW LEFT COLUMN.**
- IF CHEST STILL DOES NOT RISE:**
8. Place heel of one hand on top of the center of breastbone. Place heel of other hand on top of the first. Interlock fingers. (Do **NOT** place your hands over the very bottom of the breastbone.)
9. Position self vertically above person's chest and with straight arms, compress chest 30 times with both hands *about 1½ to 2 inches.* Lift fingers to avoid pressure on ribs.
10. Look in the mouth. If foreign object is seen, remove it. Do not perform a blind finger sweep or lift the jaw or tongue.
11. **REPEAT STEPS 6-9 UNTIL BREATHS GO IN, PERSON STARTS TO BREATHE EFFECTIVELY ON OWN OR HELP ARRIVES.**



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CHOKING (Conscious Victims)

Call EMS 9-1-1 after starting rescue efforts.

INFANTS UNDER 1 YEAR

Begin the following if the infant is choking and is unable to breathe. However, if the infant is coughing or crying, do **NOT** do any of the following, but call EMS, try to calm the child and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1 below.

1. Position the infant, with head slightly lower than chest, face down on your arm and support the head (support jaw; do **NOT** compress throat). 
2. Give up to 5 back slaps with the heel of hand between infant's shoulder blades.
3. If object is not coughed up, position infant face up on your forearm with head slightly lower than rest of body. 
4. With 2 or 3 fingers, give up to 5 chest thrusts near center of breastbone, just below the nipple line.
5. Open mouth and look. If foreign object is seen, sweep it out with finger.
6. Tilt head back and lift chin up and out to open the airway. Try to give 2 breaths. 
7. REPEAT STEPS 1-6 UNTIL OBJECT IS COUGHED UP OR INFANT STARTS TO BREATHE OR BECOMES UNCONSCIOUS.
8. Call EMS after 2 minutes (5 cycles of 30 compressions to 2 rescue breaths) if not already called.

IF INFANT BECOMES UNCONSCIOUS, GO TO STEP 6 OF INFANT CPR.

CHILDREN OVER 1 YEAR OF AGE & ADULTS

Begin the following if the victim is choking and unable to breathe. Ask the victim: "Are you choking?" If the victim nods yes or can't respond, help is needed. However, if the victim is coughing, crying or speaking, do **NOT** do any of the following, but call EMS, try to calm him/her and watch for worsening of symptoms. If cough becomes ineffective (loss of sound) and victim cannot speak, begin step 1 below.



1. Stand or kneel behind child with arms encircling child.
2. Place thumbside of fist against middle of abdomen just above the navel. (Do **NOT** place your hand over the very bottom of the breastbone. Grasp fist with other hand.)
3. Give up to 5 quick inward and upward abdominal thrusts.
4. REPEAT STEPS 1-2 UNTIL OBJECT IS COUGHED UP, CHILD STARTS TO BREATHE OR CHILD BECOMES UNCONSCIOUS.

IF CHILD BECOMES UNCONSCIOUS, PLACE ON BACK AND GO TO STEP 7 OF CHILD OR ADULT CPR.

FOR OBESE OR PREGNANT PERSONS:

Stand behind person and place your arms under the armpits to encircle the chest. Press with quick backward thrusts.

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Communicable Diseases

Related Board Policies	6.29: Student Health Services and First Aid 9.23: HIV/AIDS Staff and Students
Definition/Details	Communicable diseases are those diseases that are easily transmitted from person to person.
Actions	<ol style="list-style-type: none"> 1. The nurse/health aide will inform the Building Administrator. 2. If the student is in school, the student will be isolated from other students/staff while the parent is called. If the student is not in school, the nurse/health aide will explain to the parent what is necessary to allow the student to be readmitted to school. 3. The Building Administrator will be briefed by the school nurse/health aide on the recommended procedures for the particular disease. The Building Administrator will share information with staff and parents, as necessary. 4. Building Administrator will let the Superintendent know that this type of disease exists in the school. 5. The school nurse will inform the proper authorities outside of the District by phone and letter as to the communicable disease found in the school.
Special Considerations	The Summit County Health Department at (330) 923-4891 should be contacted for additional information and/or assistance.
Mental Health Crisis Team Activation	Not Recommended

COMMUNICABLE DISEASES

For more information on protecting yourself from communicable diseases, see "*Infection Control*."

A communicable disease is a disease that can be spread from one person to another. Germs (bacteria, virus, fungus, parasite) cause communicable diseases.

Chickenpox, pink eye, strep throat and influenza (flu) are just a few of the common communicable diseases that affect children. There are many more. In general, there will be little you can do for a student in school who has a communicable disease. Following are some general guidelines.

Refer to your local school's exclusion policy for ill students.

Signs of PROBABLE Illness:

- Sore throat.
- Redness, swelling, drainage of eye.
- Unusual spots/rash with fever or itching.
- Crusty, bright yellow, gummy skin sores.
- Diarrhea (more than 2 loose stools a day).
- Vomiting.
- Yellow skin or yellow "white of eye".
- Oral temperature greater than 100.0 F.
- Extreme tiredness or lethargy.
- Unusual behavior.

Contact responsible school authority & parent or legal guardian.
URGE MEDICAL CARE.

Signs of POSSIBLE Illness:

- Earache.
- Fussiness.
- Runny nose.
- Mild cough.

Monitor student for worsening of symptoms.
Contact parent/legal guardian and discuss.



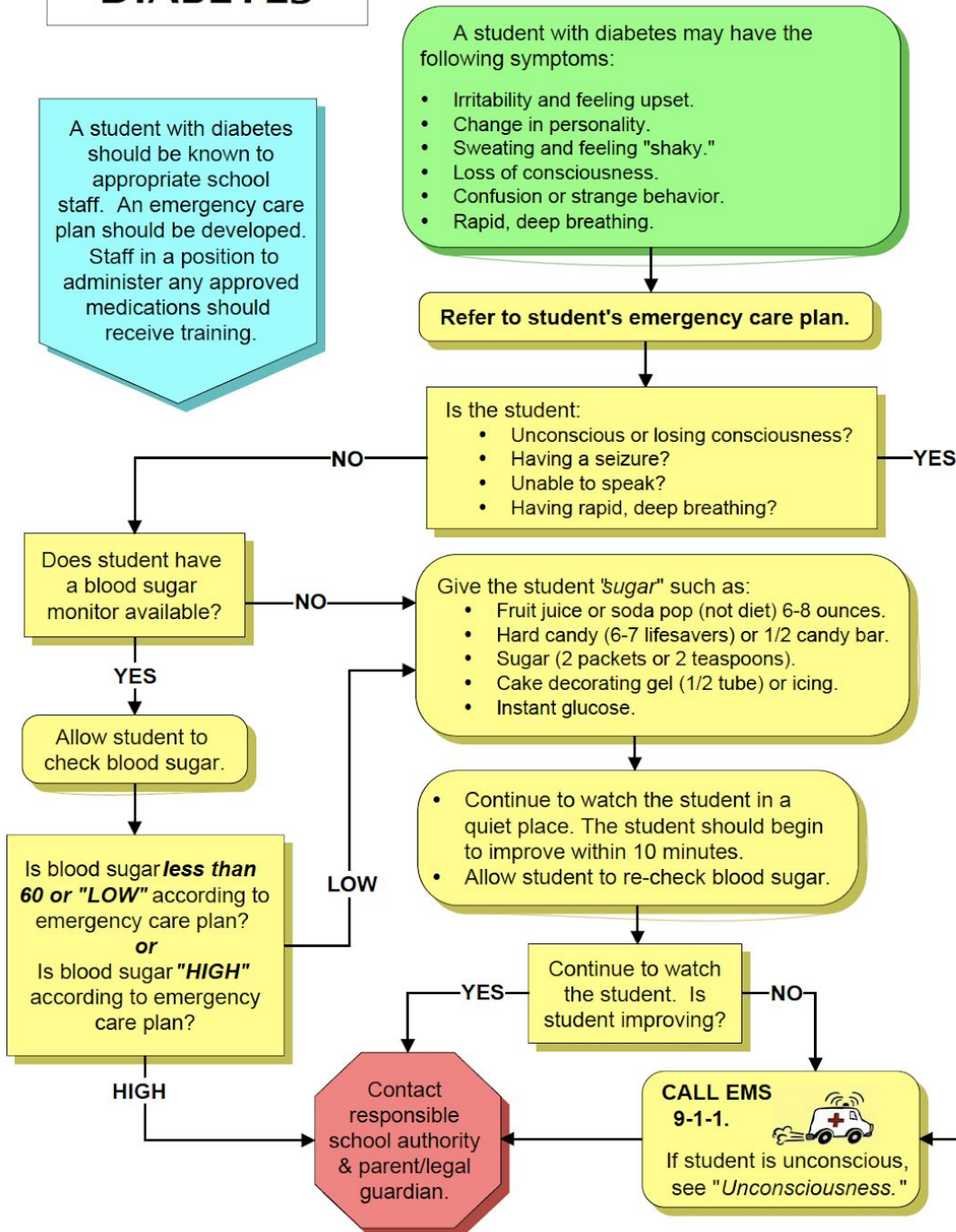
Death of Student/Staff

Related Board Policies	
Definition/Details	The death of a student or staff member in the school community can be extremely difficult and requires a community level approach to supporting surviving students and staff members.
Actions	<ol style="list-style-type: none"> 1. Building Critical Incident Response Team is activated and immediately activates the Mental Health Crisis Team. 2. District Critical Incident Response Team is activated and collaborates with the Building team to develop a response and communication plan with guidance from the Mental Health Crisis Team. 3. If appropriate, building administrator may reach out to the family for guidance on how to support surviving students and family members. 4. Develop and execute Mental Health Crisis Response Plan per procedure. 5. Refer to special considerations.
Special Considerations	<p>Suicide: Death by suicide is a special circumstance that can have profound impact on the school community. If suicide is confirmed, or suspected or rumored to be suspected, school officials should review the special considerations in Appendix D.</p> <p>Memorialization: Memorialization of a deceased individual in the school community is complicated and can have unintended consequences. Careful planning and consideration should be given to this concept. See page 57 and Appendix E for more information.</p>
Mental Health Crisis Team Activation	Recommended

Diabetic Emergencies

Related Board Policies	6.29: Student Health Services and First Aid 6.48: Diabetes Care
Definition/Details	<p>A student with diabetes should be known to appropriate school staff. An emergency care plan should be developed. A student experiencing a diabetic emergency may have the following symptoms:</p> <ul style="list-style-type: none">● Irritability and feeling upset.● Change in personality.● Sweating and feeling “shaky.”● Loss of consciousness.● Confusion or strange behavior.● Rapid, deep breathing.
Actions	<ol style="list-style-type: none">1. Notify the school nurse if available.2. Follow the Diabetes algorithm on the next page.
Special Considerations	
Mental Health Crisis Team Activation	May be recommended if the emergency was witnessed by many students and/or if the emergency resulted in loss of life.


DIABETES



Disturbances

Related Board Policies	
Definition/Details	Disturbances are defined as any organized or disorganized act by one or more students that attempts to disrupt the school day.
Actions	<p>Individual or Small Group Disturbances</p> <ol style="list-style-type: none"> 1. If the disturbance is not serious, attempt to have the involved student(s) return to their normal school routine. 2. If the disturbance could result in injury or further disruption, try to get the disruptive student(s) or their leader(s) isolated from the general student body. Notify the Building Administrator. 3. If the disturbance continues or if injury occurs, call for law enforcement assistance. 4. Notify the Superintendent at (330) 467-0587 and Central Office at (330) 467-0580. 5. Building Level Nonviolent Crisis Team members will determine the basis for the problem and take action to address those concerns. 6. The Building Administrator will determine what disciplinary action will be taken. 7. Notify parents. 8. The Superintendent is the single spokesperson for the media. <p>Large Group Disturbances</p> <ol style="list-style-type: none"> 1. Activate Building Critical Incident Response Team. 2. Building Administrator, or designee, will assign administrative security. 3. Contact police department 911, indicate building, location, SOS color code. 4. Activate District Critical Incident Response Team.
Special Considerations	
Mental Health Crisis Team Activation	May be recommended if the incident involved many students and/or resulted in injuries and/or death.

Earthquake

Related Board Policies	
Definition/Details	An earthquake is a natural disaster characterized by sudden and violent shaking of the ground, sometimes causing great destruction, as a result of movements within the earth's crust or volcanic action.
Actions	<p>During</p> <ol style="list-style-type: none"> 1. Get students under desks and away from windows. 2. In classrooms where students cannot get under desks, line up by the closest interior wall away from glass. Assume the "Tornado Safety Position."  <ol style="list-style-type: none"> 3. Once the shaking stops, evacuate the building via the fire emergency exits and gather at the designated assembly area. If there is a gas leak, pull the fire alarm. 4. Classes that are outside should get into an open area away from trees, buildings, walls and power lines. Lie down or crouch low to maintain balance. No students are to leave school grounds except as instructed. <p>After</p> <ol style="list-style-type: none"> 1. Account for all students and staff. 2. Activate the Building and District Critical Incident Response Teams. 3. Building Foreman and Maintenance Department staff should make sure that all gas, electric, and water is shut off. 4. Cooperate with police, fire, and emergency personnel. 5. Be prepared for aftershocks.
Special Considerations	
Mental Health Crisis Team Activation	Recommended due to the traumatic nature of natural disasters.

Fire

Related Board Policies	
Definition/Details	Fires within the school building.
Actions	<ol style="list-style-type: none"> 1. Pull the nearest fire alarm. 2. Evacuate the building via fire evacuation paths. <ol style="list-style-type: none"> a. Teachers should be the last individual out of the classroom. b. Windows should be closed. c. Doors should be closed but not locked. d. Students not in the classroom should reunite with their class outside of the building. e. The building administrator will assign staff to check restrooms and locker rooms for students. f. Teachers will take a class list of students and verify all students are accounted for. g. Students and staff should stand away from buildings and not in driveways. 3. Activate the Building and District Critical Incident Response Teams. 4. Teachers should report missing students to the building administrator. 5. Follow the direction of emergency personnel. 6. Building and District Critical Incident Response Teams will make decisions regarding continuation of school day, early dismissal, etc.
Special Considerations	
Mental Health Crisis Team Activation	Recommended due to the traumatic nature of fires.

Food Contamination

Related Board Policies	
Definition/Details	Suspected food contamination may be characterized by one or more student illnesses several hours after consuming alleged contaminated food. These illnesses are usually gastrointestinal in nature.
Actions	<ol style="list-style-type: none">1. Contact the Food Services Supervisor, who will proceed to the school and call the nurse, as needed.2. Contact Business Director.3. Contact the family of any students or staff affected by the contamination.4. The Business Director and Food Services Supervisor will arrange for an investigation. It may be necessary to contact the District's insurance provider and arrange for an independent investigation.5. Contact Summit County Health Department.
Special Considerations	
Mental Health Crisis Team Activation	Not Recommended

Gas Leak

Related Board Policies	
Definition/Details	Natural gas can leak from supply pipes and can be difficult to identify a source; however, any smell of natural gas should be considered a gas leak until proven otherwise.
Actions	<ol style="list-style-type: none">1. Evacuate the building by pulling the fire alarm. Avoid cell phone use.2. Move students and staff at least 1000 ft. in the opposite direction of the smell.3. Move further away if the odor is outside.4. Follow fire evacuation procedures.5. Contact Dominion East Ohio at 877-542-2630.6. Activate Building and District Critical Incident Response Teams.7. These teams will determine next steps with regard to student management (early dismissal, etc.)
Special Considerations	Do not activate or deactivate any switches or equipment. Do not re-enter the building until told to do so by the fire department.
Mental Health Crisis Team Activation	Recommended due to the potential traumatic nature of the disruption to normalcy caused by a gas leak.

Hazardous Materials

Related Board Policies	6.24: Dangerous Weapons in the Schools, Bomb Threats and Violent Conduct
Definition/Details	Hazardous materials are substances or products or articles that could pose a significant risk to health, safety or property.
Actions	<p>If a hazardous chemical release inside a building is suspected:</p> <ol style="list-style-type: none"> 1. DO NOT touch the substance. 2. Move students and staff from the affected area. 3. Call 911 and report the location of the release. 4. Be prepared to evacuate the building. 5. Follow the direction of emergency response personnel. <p>If a hazardous chemical release OUTSIDE a building is suspected:</p> <ol style="list-style-type: none"> 1. DO NOT touch the substance. 2. Keep students inside unless instructed to evacuate by emergency personnel. 3. Call 911 and report the location of the release. 4. Follow the direction of emergency response personnel.
Special Considerations	If evacuation is needed, activate the fire alarm.
Mental Health Crisis Team Activation	Recommended due to the potential traumatic nature of the disruption to normalcy caused by a hazardous materials situation.


Lockdown Procedures

Related Board Policies	
Definition/Details	In the event of a security breach (unidentified visitor, violent person in the building, etc.) where evacuation may not be the best option, the school may declare a lockdown or shelter in place.
Actions	<ol style="list-style-type: none"> 1. Call 911, provide details. 2. Announce over the PA system, "This is a lockdown." 3. Students and Staff follow ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol. 4. Offices and classrooms should be secured, blinds closed, and stay away from doors. 5. The Building Critical Incident Response Team moves to the office. 6. Building Incident Commander activates the District Critical Incident Response Team. 7. Building Incident Commander and District Incident Commander work with emergency response personnel to coordinate the safe evacuation of staff, students, and visitors and medical treatment for any injured individuals. 8. District Critical Incident Response Team will coordinate reunification and media communications.
Special Considerations	Reference Relocation/Reunification Procedures Appendix F
Mental Health Crisis Team Activation	Recommended due to the traumatic nature of a building intruder and the resulting lockdown.

Pandemics and Epidemics

Related Board Policies	
Definition/Details	A pandemic is an outbreak of disease affecting a whole country or the world; an epidemic is a disease outbreak that affects a whole community or region.
Actions	<ol style="list-style-type: none">1. Follow communicable disease protocols.2. Follow local, state and federal official guidance and orders.3. Building and District Critical Incident Response Teams should collaborate to modify the learning environment and procedures to best protect the safety of students and staff under the guidance of local, state, and federal health officials while providing a high quality education.
Special Considerations	In addition to academic services, teams should consider the impact on student and staff mental health and ensure wrap-around and whole student interventions are made available throughout the pandemic.
Mental Health Crisis Team Activation	May be recommended if pandemic results in a significant disruption to normalcy.

Tornado

Related Board Policies	
Definition/Details	<p>A tornado is a severe weather event that results in high winds that have the potential to damage structures and cause bodily harm. The National Weather Service issues Tornado Watches and Warnings:</p> <p>Tornado Watch: A Tornado Watch is issued when conditions are favorable for a tornado.</p> <p>Tornado Warning: A Tornado Warning is issued for an area when a tornado is imminent.</p>
Actions	<p>Tornado Watch</p> <ol style="list-style-type: none"> 1. Building administrators should be prepared to activate tornado warning protocols should a warning be issued. 2. Building administrators should consider cancelling outdoor activities such as recess. <p>Tornado Warning</p> <ol style="list-style-type: none"> 1. Building administrators should activate the designated tornado warning alarm for the building. 2. Staff, Students, and Visitors should move to the designated tornado safe areas and assume the tornado safe positioning.  <ol style="list-style-type: none"> 3. Building administrators should keep staff, students and visitors in safe areas until the National Weather Service cancels the tornado warning. 4. After the tornado warning, building administrators should assess for injuries to occupants and damage to the building, responding to those incidents accordingly.
Special Considerations	<p>Tornadoes can develop quickly. It may be difficult to move students, staff, and visitors from outside to inside in a rapid</p>



	manner.
Mental Health Crisis Team Activation	Recommended due to the traumatic nature of natural disasters.

Utility Outages

Related Board Policies	
Definition/Details	Loss of critical utility such as water, sewer, electricity, gas, or heating.
Actions	<ol style="list-style-type: none"> 1. Building administrator notifies operations supervisor and business director. 2. Operations supervisor contacts the utility and fire department. 3. Business director notifies the superintendent. 4. Building administrator can evacuate the building if s/he feels it is necessary. 5. Building foreman will shut off utility if needed. 6. The superintendent will determine if students can remain in school or need to be dismissed early. 7. The building administrator will notify the transportation supervisor if school is being dismissed early. 8. The superintendent and/or the business director will notify the local media outlets of a closure. 9. The superintendent will notify parents via an all-call and available social media outlets.
Special Considerations	Emergency Shutoff Locations in Appendix F
Mental Health Crisis Team Activation	Not Recommended

Weapon in the Building

Related Board Policies	6.24: Dangerous Weapons in the Schools, Bomb Threats and Violent Conduct
Definition/Details	A weapon is any item designed or used for inflicting bodily harm or physical damage.
Actions	<p>If a student or staff member is suspected of having a weapon in the building:</p> <ol style="list-style-type: none"> 1. Suspecting person should inform the building administrator. 2. Building administrator notifies the police department or school resource officer (if available). 3. Initiate Lockdown procedure. <p>If a weapon is found in the building:</p> <ol style="list-style-type: none"> 1. Do not touch or move the weapon. 2. Notify the building administrator. 3. Building administrator evacuates the immediate area surrounding the weapon and secures the location. 4. Building administrator notifies 911 and keeps the area secure until authorities arrive. <p>If a weapon is found on an individual:</p> <ol style="list-style-type: none"> 1. Do not attempt to disarm the individual. 2. Notify the building administrator. 3. Building administrator calls 911. 4. Building administrator evacuates the area surrounding the individual and isolates them, if safe to do so. 5. Initiate Lockdown procedure. 6. Building administrator can ask the individual to surrender the weapon, if they do, leave the weapon where they left it and keep the area secured until authorities arrive. 7. If the individual does not surrender the weapon, keep the area and the person safe until authorities arrive.
Special Considerations	
Mental Health Crisis Team Activation	Recommended due to the traumatic nature of fearing for one's life due to a known or perceived weapon in the building.

Weapon on the Bus

Related Board Policies	6.40: Student Conduct on School Buses
Definition/Details	A weapon is any item designed or used for inflicting bodily harm or physical damage.
Actions	<p>Driver suspects weapon on bus:</p> <ol style="list-style-type: none"> 1. Keep a close eye on the individual thought to be in possession of the weapon. 2. Do not attempt any action that could escalate the individual. 3. Remain calm. <p>If the driver is safely able to communicate via radio:</p> <ol style="list-style-type: none"> 1. Notify the transportation department of the following: <ol style="list-style-type: none"> a. Code Yellow- Fight b. Code Orange- Knife c. Code Red- Gun 2. The transportation supervisor will notify appropriate authorities to meet the bus. 3. All behavior on the bus should be dealt with following the existing student code of conduct.
Special Considerations	
Mental Health Crisis Team Activation	Recommended due to the traumatic nature of fearing for one's life due to a known or perceived weapon in the building.



Mental Health Crisis Team Procedures and Resources

Purpose

The purpose of the Mental Health Crisis Team is to identify the potential for and to plan and execute a response to the mental health needs of the school community before, during and after a critical incident.

Team Members

The Mental Health Crisis Team is led by the designated Mental Health Crisis Team Coordinator. Other members of the team include school counselors, school mental health professionals, community mental health professionals, and community faith leaders.

Activation Levels

Once the Mental Health Crisis Team Coordinator is notified of a potential critical incident, they will begin the process of notifying other members of the Mental Health Crisis Team. They will inform the others of the current activation level:

Level I: A critical incident is imminent or has already occurred that may require a mental health crisis response. Team members will develop a plan for a response if the level is increased; this plan will be submitted to the District and Building Critical Incident Response Teams for review.

Level II: A mental health crisis response is imminent. Team members will begin gathering resources and preparing for deployment.

Level III: Deployment. Team members are actively engaged in executing the mental health crisis response plan.

Mental Health Crisis Response Plan

In the development of a mental health crisis response plan, the team should consider the following elements:

- I. Critical Incident Details
 - A. What are the details surrounding the critical incident?
 - B. What buildings are affected?
 - C. Approximately how many students/staff members are affected?
 - D. What are the expected mental health responses to this incident?
 - E. What are the recommended interventions for such responses?
- II. Response Logistics
 - A. What is the expected length of deployment?
 - B. Can this response be staffed solely by the team or are external supports (community agencies) needed?
 - C. Where will services be delivered (i.e. if the building is closed for an investigation or other reasons)?
 - D. What are the dates and times the team will be deployed?

- E. Will food/beverages be provided to team members during the deployment?
- F. What strategies will be implemented to ensure the wellness of team members?
- III. Media Plan
 - A. What and how will the details of the critical incident be relayed to the community?
 - B. What additional information about the mental health crisis response should be included with other media details?
 - C. What recommendations should be made to the community (coping, memorialization, etc.).
 - D. How often will updates be provided?

Minimizing Impact⁴


Every critical incident is different and many require specific protocols to be followed. It is important for the Mental Health Crisis Team to work with the District and Building Critical Incident Response Teams to formulate a response that minimizes the overall impact of the incident. The following recommendations contain potential action items broken into four categories:

- A. Immediate Action
- B. Short-Term Action
- C. Medium-Term Action
- D. Long-Term Action

Immediate Actions- When a Critical Incident Occurs:

1. Obtain accurate information relating to the incident and relay this to the Building Administrator or designee.
2. Ensure staff have an emergency number (mobile) to contact the Building Administrator as outside lines may be jammed as a response to any incident outside of the school.
3. The Building Administrator should communicate with the parents/guardians of affected students when appropriate.
4. Critical Incident Response Teams should be activated and local authorities should be notified if appropriate.
5. Staff will be informed as early as possible.
6. Ensure any incoming calls by other parents or agencies are answered. A record of who has telephoned should be considered so the school knows who else needs to be contacted.
7. All other parents/guardians should be informed that a significant accident has occurred and the result of this may be that their student will be upset. Any parent who is distressed will be offered support and telephone numbers of agencies which can help.
8. A telephone call will be made to inform our neighboring schools that an incident of significance has occurred.
9. The Critical Incident Response Teams in concert with the Mental Health Crisis Response Team will formulate a media plant if needed. The District Incident Commander is the primary media contact.

⁴ The St. Bart's Academy Trust. (n.d.). *Critical Incident Plan*. Retrieved from <https://parkhallacademy.co.uk/wp-content/uploads/2017/10/SBAT-Critical-Incident-Plan-with-Resource-Sheet-1-1.pdf>


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10. Students will be informed of what has happened in a factual but sensitive way so as to avoid any misunderstanding. It is preferable to do this as a classroom so that students can ask any question they may have. Only facts will be shared and staff will not share any personal comments or speculations. They will be told as close to the time that parents/guardians are informed.
 11. School routines will continue (as much as possible). This is to ensure students feel secure and know there is stability in school.
 12. If the incident has resulted in a death, a member of the Mental Health Crisis Response Team will inquire about the funeral services.
 13. Creation and finalization of Mental Health Crisis Response Plan. **(With special attention to needed services, media plan [See Appendix G], and memorialization recommendations).**

Short-Term Actions

1. Ensure students receive any medical or first aid support they require and that they are physically safe from any further harm.
2. Ensure students are reunited with their families as soon as practical. If necessary, organize for families to be taken to their children.
3. Ensure all staff, teaching and non-teaching, have an opportunity to express their emotional reactions to the crisis.
4. Deploy the Mental Health Crisis Response Plan.
5. Staff need to be aware that children may show a reaction in their play and learning and that this can be a normal reaction to significant events. Staff need to make observation notes and keep careful records of any behavior that is unusual for the child. These should be shared with the parent/guardian and the school counseling department. Appropriate support will be put in place if this is required.
6. Organize a debriefing session for students and staff by an experienced person. This is to ensure:
 - a. There is clarification about what has happened,
 - b. There is an opportunity for everyone to share and talk about their reaction to what has happened,
 - c. Give reassurance,
 - d. Mobilize resources.
7. A member of the administration should contact the families of those who have been hurt or bereaved and express empathy and give support.

Medium-Term Actions

1. Make sensitive arrangements for the return to school which may include:
 - a. The possibility of part-time or flexible attendance
 - b. Preparing re-entry into the class
 - c. Ensuring the curriculum is considered
 - d. Planning for modifications to catch up on material
 - e. Organizing visits by the class teacher and friends to give confidence and clear message of a support network at school
 - f. Set up 'safe space' arrangements for any student if they feel upset or become overwhelmed by recent events

- 
2. Arrange alternative teaching if necessary (the student may have difficulties concentrating or writing and this will need to be considered by staff).
 3. Arrange support for affected staff. Staff may need to have their own needs met and the administration will contact any appropriate outside consultants or agencies to assist with this.
 4. Liaise with parents which will include the sending of bulletins, social media, or all-calls (Media Plan Appendix G). These may include what help has been put in place, a list of people who can offer further support and who to contact if parents have any further concerns about their child.
 5. Decide about attendance at funerals.
 6. Ensure staff and parents/guardians are aware of how they will be kept up to date with their child's progress in school.

Longer-Term Actions

1. A process to inform staff hired in the time after the critical incident to be oriented to the incident and the affiliated cohorts.
2. Consult and decide on whether and how to mark the anniversary of the event.
3. Plan how to deal with any legal processes, inquiries, and even news stories that may bring back distressing memories and cause temporary upset within the school.
4. Consider the concept of "cohorts". Cohorts are defined as an age-period group of students that experience the same traumatic events. For example, a second grade student death occurs, the entire second grade population of that building could be considered a cohort for this critical incident. It's important to consider how these events may affect different "cohorts" of students as they progress through their educational career.

Memorialization

The death of a student or staff member has an obvious emotional impact on survivors. It is common for the living to want to "memorialize" the deceased and will use events, imagery, and other means to do so. In the school environment, experts agree that the memorialization can have unintended consequences such as re-traumatization and triggering suicidal ideation in other students.

At Nordon Hills City Schools, we will review any staff or student death on a case-by-case basis and provide recommendations to students, staff, and community members to ensure that remembrance is done in the most appropriate and safe way for everyone. Prior to taking action, the Memorialization Subcommittee of the Mental Health Crisis Team, which consists of the Mental Health Crisis Team Coordinator, school counselor, school psychologist, building administrator, and a community member will be activated. Members will meet to review the needs of the community, the needs of the affected school, and the wishes of the affected family. The recommendations of this subcommittee will be based upon the following guiding principle of **do no harm**. *These recommendations should be released with the initial communication to the community about the death.*



Appendix

Appendix A - Nordonias Hills City Schools Suspected Child Abuse Reporting Form

Reporter

Date of Report	
Reporter Name	
Reporter Title	

Alleged Child Victim

Child Name	
DOB	
Sex	
School Attended	
Grade	

Parent/Guardian

Parent/Guardian Name	
Address (If Different from Child's)	
Phone Number	

Other Children in Home

Name	Age

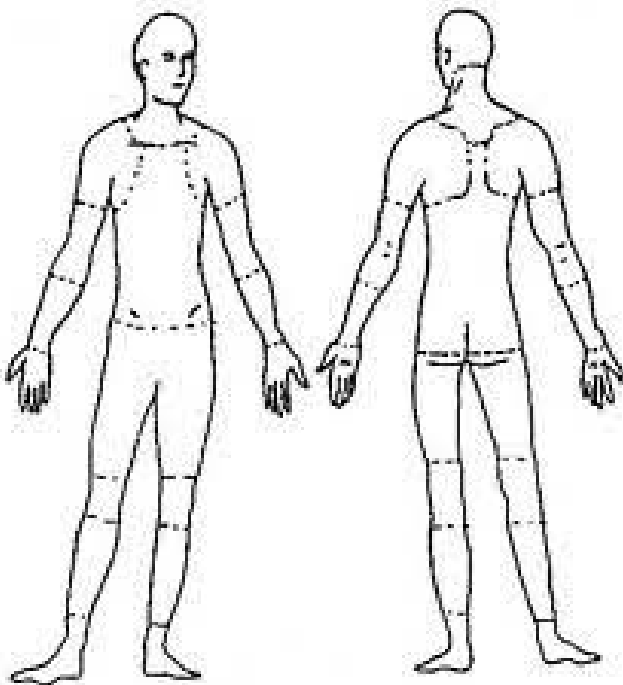
Alleged Perpetrator

Name	
Address	
Phone	

Suspected Child Abuse Form (continued)

<p>Circumstances leading to suspicion that the child is a victim of abuse and/or neglect.</p>	
--	--

Place numbers on the diagram of the body on the left to correspond to where injuries are noted and then describe them in the table on the right.



1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

<p>Other Pertinent Information</p>	
---	--

<p>Date Report Filed with Children's Services</p>	
--	--

Appendix B - Recommendation for Handling of Bodily Fluids

While HIV infection has not been transmitted through fluids such as saliva or urine, any body fluids may harbor a number of other organisms that are potentially infectious. All schools should, therefore, evaluate current procedures for handling spilled blood and body fluids to insure proper cleaning and disinfection. It is recommended that:

Surfaces soiled with blood, semen, or other fluids containing blood, should be thoroughly washed with soap and water, and then disinfected with a solution of freshly prepared household bleach and water (1/4 cup bleach per gallon of water) or any other Environmental Protection Agency (EPA) –approved disinfectant.

- Personnel cleaning the spill should wear gloves and wash hands thoroughly when finished.
- Disposable towels should be used whenever possible.
- Mops should be thoroughly rinsed in the disinfectant solution.

Other bodily fluids such as urine, feces, vomit, etc. that have no visible blood, should be contained with paper towels or other absorbent material and discarded. The surface can be cleaned with any detergent solution.

- Good sanitation practices consist of avoiding direct contact with body fluids when possible.
- Mops should be thoroughly rinsed in the detergent solution.

For an injury that results in bleeding, such as nosebleeds, cuts, lacerations, etc., the person assisting the child should wear gloves whenever possible. Direct contact with blood is, remotely, potentially infectious when there are breaks in the skin, as in severe chapping or eczema. Proper hand washing (soap and running water for 15 seconds) significantly reduces the risk of infection from contact with all potentially infectious body fluids, whether or not gloves are worn.

For questions regarding the above information contact:

OHIO DEPARTMENT OF HEALTH
Aids Activities Unit
Communicable Disease Division
P.O. Box 118
Columbus, OH 43266-0118
(614) 466-5480

Appendix C1 - Bomb Threat Checklist

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the
Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located?
(background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ Female
- ☐ Male
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking Voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:

Appendix C2 - Bomb Threat Classroom Observation

1. Upon arrival
 - a. Did I have to use my key?
 - b. Did the lock turn normally?
 - c. Was the light switch in the usual position?
 - d. Were the windows shut/locked?
2. Observations:
 - a. Any extraneous wires
 - b. Any unaccounted-for packages
 - c. Any ticking sound
 - d. Any lengths of pipe
 - e. Explosive materials, dynamite caps, sticks
 - f. Any exposed matches, matchbooks
 - g. Any wire or string attached to unknown object
3. Areas observed:
 - a. The floor
 - b. The ceiling
 - c. In the desks
 - d. In the closet
 - e. Book shelves
 - f. Boxes or supplies
 - g. Near or under steps leading to room
 - h. Waste containers
4. Any foreign object should be left alone and its exact location reported to Building Administrator.
5. Report any unusual objects or circumstances to the Building Administrator.

Room #: _____ Name of Observer: _____

Appendix C3 - Bomb Threat Building Check

Building: _____

Location

- | | | |
|-----|-----------------------|-------|
| 1. | Corridors and entries | _____ |
| 2. | Commons | _____ |
| 3. | Teachers' Lunchroom | _____ |
| 4. | Lavatories | _____ |
| 5. | Gym & Locker Room | _____ |
| 6. | Janitors' Closets | _____ |
| 7. | Boiler Room | _____ |
| 8. | Outside Perimeter | _____ |
| 9. | Kitchen | _____ |
| 10. | Hallways | _____ |
| 11. | Waste Containers | _____ |

Pertinent information about possible explosive device

Where: _____
What: _____
When: _____

Inspector Name: _____
Date: _____

Appendix D- Special Considerations for Student/Staff Suicide

Consider reviewing “After a Suicide: A Toolkit for Schools”

<https://afsp.org/after-a-suicide-a-toolkit-for-schools>

Appendix E- Additional Information on Memorialization⁵



School Crisis
Prevention and
Intervention
Training
Curriculum



WS1 Handout 21: Memorials: Special Considerations When Memorializing an Incident

When a tragedy occurs at a school, there often is a call for the creation of a memorial to remember or commemorate the loss or tragic event. Many recommendations, special considerations, and decisions will need to be made in the emotional aftermath of a school crisis. This handout highlights and addresses some key points for your memorial committee to consider when your school is faced with the challenge of designing a memorial following an incident.

The Purpose of a Memorial

Memorials are a way for students, staff, and the community to express their grief. Because they are often group events, they serve to normalize feelings. Memorials can also be learning events for children and opportunities for students to take an active role in the grieving process.

Depending on the age of your students, many of them will not have much experience, if any, with death and the grieving process. Therefore, part of the response will be to teach students about the grieving process and what to expect at memorial services, events, or activities. Children may learn about customs, rituals, and the different kinds of reactions and emotions they can expect to have themselves or see in others. Memorials will likely evoke questions from students, so they should be given time to ask questions. This will help them feel more prepared for the memorial, which may subsequently serve to reduce feelings of anxiety.

Do No Harm

A memorial should “do no harm”—memorial or gathering sites should be safe. For example, if a student has died in a car crash, do not allow students to gather and grieve at the accident site if it is beside a busy street or highway. Keep candles at the memorial site separate from stuffed animals, flowers, and letters and poems. Let students’ questions be the guide; do not force them to discuss or attend the memorial if they are not ready. Making students feel obligated to express themselves or grieve before they are ready may be doing more harm than good. Emotional numbing may be a protective factor for a child during the initial stages of grief.

Types of Memorials

When appropriate, encourage your students to express themselves by providing them with a number of choices in memorial activities. A variety of activities will increase the likelihood that individual students can choose their preferred mode of expression. Choosing to create a memorial—whether permanent, semipermanent, or temporary—is no small decision.

Permanent memorials may include a granite monument, permanent artwork, an engraved stone, or a permanent plaque (e.g., <http://www.columbinememorial.org/Welcome.asp>).

Permanent memorials require careful planning and discussion before any final decisions are made: Is there potential for retraumatization? Are there design, perception, and/or political implications? Other things to consider

434 East West Highway, Suite 42, Bethesda, MD 2814, (31) 657-27, www.nasponline.org

Memorialization (Continued)

Memorials: Special Considerations When Memorializing an Incident

are maintenance costs, memorial policies, cultural norms, time commitment, location, management of initial donations, long-term implications, and costs. One large high school district established a policy that no space or place on campus can be permanently named after a person. This district-wide policy decreases the likelihood of permanent memorials and promotes renewable or living memorials.

Semipermanent, renewable, or living memorials may include a tree planting, a memory garden, dedication of a space such as the library or gymnasium, a bench, an annual scholarship, or an annual 5K run. For semipermanent memorials, the school will want to designate how many years the memorial will remain in place.

Temporary memorials may include a nonrenewable scholarship; a temporary website or online memorial; a one-time monetary donation to charity; a message on a poster or banner; a memory book; writing an individual or group letter; keeping a journal; creating a personal song, poem, or other art project; a candlelight vigil; or an impromptu memorial site (collection of balloons, flowers, stuffed animals, and photos). Most temporary memorials are short term, can be given away as a gift or donation, or they will expire or come to an end within a year.

In most school-related deaths, it is most appropriate to create temporary memorials. Temporary memorials allow students, staff, and families to express their grief in a positive and constructive manner.

Memorial Best Practices

- Develop a school- or district-wide policy concerning memorials.
- Suggest having a written "memorial procedures" plan.
- Designate a memorial committee and committee chairperson to make decisions.
- Involve all important stakeholders (students, staff, parents, and community members).
- Be proactive in working with families and students to create appropriate memorials.
- Follow the maxim of "do no harm." Memorials should not be a source of retraumatization.
- Do not make memorial creation or attendance mandatory.

Although some literature exists regarding memorials, there is not a great deal of empirical research validating the use of memorials. In the crisis preparedness phase, it is recommended that districts develop guidelines about memorials before a crisis event takes place. The guidelines serve several purposes: (a) common definitions; (b) guidance for administrators, especially with an event that is highly emotional; and (c) consistency of implementing memorials between schools and crises.

A memorial committee may be assembled to help develop and promote memorial guidelines and policies. The committee will be responsible for making difficult and sensitive decisions. The committee will need to obtain support and consensus among the stakeholders involved. This is not always an easy task. For example, following a school shooting in Springfield, Oregon, Cathy Paine wrote: "The design and construction of a permanent memorial proved to be one of the biggest challenges of our recovery. Initially, there was a lack of funding and agreement about the details of the memorial design. A second committee was formed and the memorial was dedicated on the fifth anniversary of the shooting. The permanent memorial consists of trees, benches, a basalt pillar, and a memorial fence, which are all located in a small park near the high school."

Because memorials are group events, it is a time for people to come together and to support one another. Often memorials serve as a gathering place on important anniversaries after an event. If groups are gathering at a memorial site, the memorial committee should make school staff aware of the events so they can provide supervision; monitor student reactions and the appropriateness of the activities; and support students, staff, and community members. If memorials take place off school grounds, at least one school representative should be present, if possible.

Memorialization (Continued)

Memorials: Special Considerations When Memorializing an Incident

Memorials After a Suicide

Memorials following a suicide are particularly important to monitor. The following approaches are recommended:

- Do not make a permanent memorial following a suicide.
- Do not glorify, highlight, or accentuate the event in any way.
- Choose memorials that are temporary, nonrenewable, or in the form of a “living” memorial (e.g., monetary donation to charity or research, purchase of a suicide prevention program for students). These memorials will positively affect surviving students as opposed to glorifying the students that died by suicide, which increases the risk that others will copy the act.

Every decision made regarding memorials after a student suicide will be extremely important, because it may help prevent the death of another student. It has been estimated that 100–200 students die each year in suicide clusters. School administrators and mental health staff can help by making recommendations not to establish permanent memorials after a death by a suicide. Memorials following a suicide may glamorize death or communicate that suicide is an appropriate or desired response to stress. School staff should discourage whole-school assemblies, full-page dedications in a yearbook, establishment of a scholarship, flying a flag at half mast, or any long-term commemoration. Spontaneous memorials (balloons, flowers, pictures, and letters) should be removed or allowed for only a short time.

Having an established school policy that addresses memorials in the district, and educating students, staff, and parents, will help to alleviate potential hard feelings and resentment by those who may not understand the reasoning for this approach and may be upset by it. Addressing the requests of grieving parents is easier when administrators can refer to a school policy. Decision makers need to remember that their primary concern should be about the surviving students that are left in their care. Otherwise, saying no to a memorial can be misinterpreted as the school not caring or being insensitive.

Memorials: A List of “Dos and Don’ts”

Memorial events and activities can be healthy venues that promote emotional expression and provide a sense of hope and recovery for those who participate. This list will serve as a quick guide for school officials who will ultimately be making decisions to best support students.

DOs	DON'Ts
<p>DO designate a chairperson and/or committee to oversee current and future memorial activities.</p> <p>DO create or refer to school policies that specifically address memorial plans and procedures.</p> <p>DO provide a variety or range of memorial activities for students so they can choose their own way of expressing grief.</p>	<p>DO NOT underestimate people’s intense emotions, such as anger, sadness, or the resurfacing of past losses or traumas at memorial events.</p> <p>DO NOT pathologize normal grief reactions (consider handing out information about “common grief reactions”).</p> <p>DO NOT mandate that students attend or participate in memorial events or funeral services.</p>

Memorialization (Continued)

Memorials: Special Considerations When Memorializing an Incident

DOs	DON'Ts
<p>DO promote memorials and activities that foster a sense of hope, recovery, and positive action.</p> <p>DO educate students about memorial behavior and expectations (e.g., people may express their emotions openly at a memorial).</p> <p>DO provide a variety of age-appropriate memorial activities that reflect the student's developmental stage.</p> <p>DO give permission for students to leave a memorial event if they do not feel comfortable and suggest an alternate activity (recommended that staff supervise students that leave).</p> <p>DO provide students and staff with additional options (counseling, talking to a trusted adult) should they become overwhelmed with emotions and need additional support.</p> <p>DO disseminate facts and provide information to parents and staff about crisis reactions and adaptive and maladaptive coping responses.</p> <p>DO demonstrate awareness and sensitivity toward culturally related expressions, practices, and activities.</p> <p>DO closely supervise all memorial events to make sure they are appropriate, safe, and follow the maxim of "do no harm."</p> <p>DO monitor individuals at memorial events and make sure they are linked with or referred to mental health professionals, if needed. (Students indicating self-harm or violent intent need to be referred immediately.)</p> <p>DO promote "living" memorials that benefit others (e.g., donations for a suicide prevention program).</p>	<p>DO NOT designate permanent memorials, plaques, or pages in a yearbook for students that die by suicide.</p> <p>DO NOT glorify or accentuate any temporary memorials for a student that dies by suicide.</p> <p>DO NOT hold an assembly after the death of a student who died by suicide (to minimize glorification of the student's death).</p> <p>DO NOT close school or dismiss early to allow students and staff to attend a funeral (students and staff should be permitted to attend on an individual basis).</p> <p>DO NOT allow any form of subtle or obvious gang representation such as symbols or colors.</p> <p>DO NOT announce the death of a student over the intercom system (classroom announcements are more personal).</p> <p>DO NOT encourage funerals to be held at a school.</p> <p>DO NOT allow memorials to be placed at the entrance of a school (memorials need to be optional).</p> <p>DO NOT attempt to have the school provide all memorials (community groups may also provide venues and activities as a remembrance or commemoration of the event).</p>

Note. Adapted from *Memorial activities at school: A list of "Do's and Don'ts."* http://www.nasponline.org/resources/crisis_safety

Remembrance or commemoration T-shirts have gained in popularity but can present potential problems. Most often, school staff may not be aware of the T-shirts until multiple students are wearing the T-shirts. Questions to discuss when forming memorial policies include: (a) Will T-shirts be allowed? If not, what other alternative memorial activities can be suggested to students? (b) If no T-shirts are allowed and students violate policy, how will the administration handle the violation? Will the staff have students remove or cover the T-shirts or will they send the students home?

Memorialization (Continued)

Memorials: Special Considerations When Memorializing an Incident

(c) If T-shirts are allowed, can they be created to memorialize a student who was involved in illegal or gang activities? (d) How long is it appropriate for students to wear the shirts? (e) Can students wear them for more than a week, more than a month, or for the rest of the year? These are challenging decisions for schools and districts to make; thus the importance of developing consistent policies.

Many decisions must be made when creating a memorial following a school crisis or tragedy. It is important for school districts to proactively establish memorial policies and procedures before a crisis occurs. Establishing a committee to help guide the creation of appropriate memorials will allow students, staff, and community members an opportunity to grieve and express themselves in a manner that promotes healthy healing.

Resources

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- Heath, M. A., Bingham, R., & Dean, B. (2008). The role of memorials in helping children heal. *School Psychology Forum: Research in Practice*, 2, 17–29.
- National Association of State Mental Health Program Directors. (2010). *Preventing Suicide: A Toolkit for High Schools*. HHS Publication No. (SMA) Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.
- Paine, C. K. (2007, January). *Hope and healing: Recovery from school violence*. Paper presented at the Confronting Violence in Our Schools: Planning, Response, and Recovery symposium of the Public Entity Risk Institute. Retrieved from: https://www.riskinstitute.org/peri/images/file/Paine_HopeandHealing.pdf
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- Zenere, F. (2009, October). Suicide clusters and contagion. *Principal Leadership*, 12, 12–16.

Appendix F- Reunification Overview

Purpose

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

Responsibilities

School Incident Commander


- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Follow predetermined procedures for releasing students.
- Notify a contact person at the relocation site(s) to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the reunification site(s).
- Follow predetermined parental notification procedures such as all calls, local media channels, automated alert system, social media, etc.

Reunification Site Commander

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort the parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Mental Health Crisis Response Team Coordinator

- Collaborate with Incident Commanders to provide mental health triage and response at the reunification site.



Teachers

- Provide a list of evacuated students to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

Other Procedures

- Outline procedures for releasing students.
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.
- Store information in a secure and readily accessible location.
- Outline parental notification methods.

Appendix G - Utility Main Shutoff Locations

BUILDING	INSIDE GAS	OUTSIDE GAS	INSIDE WATER	OUTSIDE WATER	INSIDE ELECTRIC
HIGH SCHOOL	(Outside) 2ft from ground NE courtyard outside room 810 weight room	Inside gas house north drive at meter	Northwest corner in closet physical education conference room 765	At street north drive entrance meter vault Throughout vault south drive	Electric room in rear courtyard southwest corner of bldg. Outside entrance 3 switches need a key. Service disconnect electric room A (left door) 2008 key, Service disconnect electric room B (right door) phase 1 key, Service disconnect outdoor C 2008 key
LEDGEVIEW	Boiler room	Gas house on north end of bldg.	Boiler room	At street meter vault drive entrance	Switch located outside boiler room need key
LEE EATON	None	At meter in front yard east of center drive	South side of bldg. in kitchen	At street meter vault by west drive	Electric room northwest wall of new wing outside door
MIDDLE SCHOOL	None	West outside wall of bldg. along west drive, meter room	Storage room in between locker rooms gym wing in cage room B016 need key	At street meter vault front of gym	In boiler room 2 main switches
NORTHFIELD & CENTRAL OFFICE	None	In the gas house north corner of bldg.	Men's rest room in basement central office New wing D section mech room south wall coaches room	At street meter vault north of exit drive	New wing mech room in coaches office
RUSHWOOD	None	In meter room southwest side of bldg (outside, need key)	Slop room between clusters A & B	30 ft off curb southwest side of circle	Outside kitchen entrance door need key
BUS GARAGE	Mechanic's bay by southwest corner bathroom	Southwest wall at meter (outside)	Inside wash rack northwest corner	At street (same as maint bldg)	None
MAINTENANCE BUILDING	None	North wall at meter (outside)	Inside bathroom left of toilet near floor	At street (same as bus garage)	Northwest corner of 1 st bay – main bldg
PALMER HOUSE	In basement eastern most corner (storage room)	At meter next to Palmer House sign	In basement at base of steps – south wall	Basement of central office on east wall of technology room	In basement northeast corner wall
SB #3	None	None	East wall by meter	In pit by transformer	West wall inside door
STADIUM VISITORS	None	In front of Concession Stand	Concession Stand storage closet	None	Locker room storage closet
STADIUM HOME	None	Behind west wall of locker rooms outside of building	Locker room, in trainer's area small storage closet; Concession, in storage room; Restroom area, in pipe chase	None	Main electric room on south end of locker rooms
STADIUM (ALL)			Behind HS, outside of girls' locker room	Behind HS, outside of girls' locker room	

Appendix H - Media Plan

PROCEDURAL GUIDELINES

- Contact the Superintendent immediately - *In the event that the situation occurs outside of the regular school day and the Superintendent is not available, contact the Business Director.*
- Notify the Superintendent, who will then notify members of the Central Office Team and apprise them of the situation. The Central Office Staff will notify Building Administrators and Supervisors (*as required*) utilizing the building administrators preferred method of communicating with staff. Remember the Transportation Department as they are the first employees to come in contact with the students - they need to have the facts – they should receive the most current Crisis/Event Fact Sheet Prior to their routes.
- In the event of a crisis, disaster, or media event the Superintendent may convene the Media Response Team (MRT) composed of the Superintendent, Building Administrator and Central Office Leadership Team (COLT).
- The MRT will designate a single spokesperson, in most cases the Superintendent. The MRT will prepare a written statement for the media. The basis of this statement should be the Crisis/Event Fact Sheet. The Crisis/Event Fact Sheet will include all known facts about the incident including the facility or location involved, time, type, number of injured, who was involved, if families have been contacted, if the incident is under investigation and by whom, and any other pertinent information.
- The Superintendent will coordinate and handle all contact with the media including all on-site press conferences.
- The Superintendent or designee will provide accurate concise information to staff members. Staff members should refer all media inquiries, without speculation or comment to the Superintendent.
- Unless the District has a peripheral part in the crisis, the District may host a news conference on school grounds led by the Superintendent to communicate the content of the written statement. If the District has a peripheral part, a written statement may be issued via a press release.
- The Building Level Administrators are responsible for sharing age-appropriate information to students. If the event occurs during school hours, the best way to communicate is on a classroom-by-classroom basis.

Media Plan (Continued)

- The Superintendent or designee is responsible for updating key figures, including the Board, front-line managers, employee association heads, PTA presidents, mayors, police chiefs, and township trustees.
- As the situation changes, if new information needs to be communicated or if inaccurate information needs to be corrected, the Superintendent will host subsequent briefings or provide written press releases
- During a disaster or event, the media should not have free access to the building or area. The media should be directed to gather in a location away from the event. The media should not be in the school itself, particularly roaming the halls and or/surrounding the scene. The media will be required to sign in on an attendance sheet and be provided with an identification sticker.
- In the event of ongoing media presence, a media information center, ideally a place with a large meeting room with a fax machine and several telephone lines will be established. Announce with the media release the location for parents and media.
- When victims are involved, names will be withheld until the next of kin are notified.

SOCIAL MEDIA

The Board may establish an online presence through social media platforms. Many social media platforms are “interactive,” in that they permit other social media users to post comments, photos, videos, audio, or other content/data on the webpages of other users within the relevant platform. While the Board’s social media webpages may be interactive, they are not intended to serve as open public forums. Rather, the Board’s social media webpages are limited public forums, dedicated to the purpose of informing the community about the activities of the District.

In furtherance of that purpose, the Board directs the District’s Administrators to regularly monitor posts on the Board’s social media webpages for violations of the following viewpoint neutral content restrictions:

Posts on the Board’s social media webpages shall not:

1. Incite, threaten or advocate violence;
2. Harass, demean or defame other people;
3. Use obscene, profane or vulgar language;
4. Advertise commercial products or services, **unless the advertiser has received the prior written consent of the Superintendent and such advertisement conforms to the rules established in this Board Policy and in any agreement entered into by the advertiser with the Board of Education;**
5. Contain nudity or obscenity, or be otherwise harmful to minors;
6. Interfere with the functionality of the social media webpage;
7. Violate Board Policy or Administrative Guidelines;
8. Violate State or Federal laws or regulations;
9. Engage in any form of legally prohibited discrimination;
10. Contain personally identifiable student information, with the exception of “directory information,” as defined in District Board Policy;
11. Endorse actions endangering the health or safety of students;

12. Violate the intellectual property rights, privacy rights, or other rights of another person or entity;
14. Advocate, incite or produce imminent lawless or disruptive action.

District Administrators are authorized to remove posts which violate any of the above restrictions, and may ban a social media platform user from making future posts if he or she has committed one or more violations of this Policy. A user whose post has been deleted, or who has been banned from making future posts, may appeal such determination to the Superintendent (or to the Board President in the event the initial deletion decision was made by the Superintendent), whose decision shall be final.

Before posting on the Board's social media webpages, community members should consider the following information:

1. The audience for such webpages includes the children enrolled in the District. As such, a mature, civil and courteous discourse is expected.
2. Complaints about District staff members should be registered directly with the District Administration and/or the Board of Education.
3. The Board may report a post to the appropriate law enforcement agency for investigation and/or prosecution.
4. A post may constitute a public record, subject to disclosure under O.R.C. §149.43.

Rules for Online Advertising of Commercial Products or Services

The decision to permit the placement of paid online advertising of commercial products or services shall be guided by what is in the best interests of the District in its establishment of a non-public forum for commercial advertising. The purpose of permitting the advertisement of commercial products or services on the District's website and social media accounts is solely to generate revenue for District activities, and not to establish a forum for the communication of expressive speech or activity.

The content and appearance of any advertisement of commercial products or services permitted on the District's website or on any of its social media accounts must conform to Board Policy and shall be subject to the prior written approval of the District Superintendent, and the advertiser's agreement to the guidelines set forth in this Policy and/or any written advertising agreement between the Board and the advertiser. Any such advertisements may be denied on the basis of lack of advertising space, conflict with preexisting relationships/exclusivity agreements with other advertisers,

duplicative/repetitive content, conflict with the technical capabilities of the District's website or social media to display such advertising, conflict with District use of such space, and/or failure to comport with the District's mission as a public primary and secondary school district, or for any other reason determined appropriate by the Superintendent.

Without limiting the foregoing, advertisements which meet any of the following descriptions, as determined by the Superintendent, shall be prohibited:

- 1. Political in nature;**
- 2. Religious in nature;**
- 3. Promote the sale or use of alcohol, drugs, or tobacco/nicotine products;**
- 4. Promote body alteration, tattooing, and/or body piercing services;**
- 5. Promote the sale or use of products designed for use in connection with sexual activity;**
- 6. Depicts violence or sexual conduct;**
- 7. Inappropriate for the age of an audience which includes elementary school students;**
- 8. Implies the endorsement of the Board of Education if not expressly granted by written agreement of the Board of Education;**
- 9. Promotes gambling.**

Advertisers shall be charged a fee for the ability to advertise on the District's website or social media pages, as set forth under a schedule developed by the Superintendent, or as otherwise negotiated between the advertiser and the District.

Advertising space shall not be assigned or resold without the written consent of the Superintendent. Advertisements may be canceled and removed from the District's website and/or social media accounts at any time, with or without notice. All advertisers shall protect, defend, and hold harmless the Board of Education, its officers, employees, and agents from any and all claims, suits, or actions of every nature and description brought against it by reason of the advertisement.

CONCUSSIONS AND SCHOOL ATHLETICS

A student is not permitted to practice for or compete in interscholastic athletics until the student has submitted to his/her building principal, a form signed by the parent, guardian, or other person having care or charge of the student stating that the student and the parent, guardian, or other person having care or charge of the student have received the concussion and head injury information sheet, issued by the Board under O.R.C. §3707.52, a copy of which is attached to this Board policy. A completed form shall be submitted each school year (July 1 of the calendar year through June 30 of the succeeding calendar year), for each sport or other category of interscholastic athletics for or in which the student practices or competes.

An individual may only coach interscholastic athletics if he/she holds a pupil-activity program permit issued under O.R.C. §3319.303 for coaching interscholastic athletics.

An individual may not referee interscholastic athletics unless the individual holds a pupil-activity program permit issued under O.R.C. §3319.303 for coaching interscholastic athletics or presents evidence that the individual has successfully completed, within the previous three (3) years, a training program in recognizing the symptoms of concussions and head injuries or a training program authorized and required by an organization that regulates interscholastic athletic competition and conducts interscholastic athletic events.

If a student practicing for or competing in an interscholastic athletic event exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury while participating in the practice or competition, the student shall be removed from the practice or competition by either of the following:

1. The individual who is serving as the student's coach during that practice or competition;
2. An individual who is serving as a referee during that practice or competition.

If a student is removed from practice or competition because he/she exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury, the coach or referee who removed the student shall not allow the student, on the same day the student is removed, to return to that practice or competition or to participate in any other practice or competition for which the coach or referee is responsible. Thereafter, the coach or referee shall not allow the student to return to that practice or competition or to participate in any other practice or competition for which the coach or referee is responsible until both of the following conditions are satisfied:

1. The student's condition is assessed by (1) a physician; or (2) a licensed health care professional authorized by the school to assess a student for concussion and head injuries, provided that any physicians or licensed health care professionals who conduct assessments or clearances under this Board policy must meet the minimum education requirements established by their respective licensing agencies.
2. The student receives written clearance that it is safe for the student to return to practice or competition from the physician or licensed health care professional who assessed the student's condition.

The Board may authorize a licensed health care professional to make a concussion or head injury assessment or grant a clearance for purposes of this Board policy only if the professional is acting in accordance with one of the following, as applicable to the professional's authority to practice in Ohio:

1. In consultation with a physician;
2. Pursuant to the referral of a physician;
3. In collaboration with a physician;
4. Under the supervision of a physician.

A physician or licensed health care professional who makes a concussion or head injury assessment or grants a clearance may be a volunteer.

The school or any officer, director, employee, or volunteer of the school, including a coach or referee, is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from providing services or performing duties under this section, unless the act or omission constitutes willful or wanton misconduct.

LEGAL REFS: O.R.C. §3313.539

Adopted: _____

Ohio Department of Health Concussion Information Sheet

For Interscholastic Athletics

Dear Parent/Guardian and Athletes,

This information sheet is provided to assist you and your child in recognizing the signs and symptoms of a concussion. Every athlete is different and responds to a brain injury differently, so seek medical attention if you suspect your child has a concussion. Once a concussion occurs, it is very important your athlete return to normal activities slowly, so he/she does not do more damage to his/her brain.

What is a Concussion?

A concussion is an injury to the brain that may be caused by a blow, bump, or jolt to the head. Concussions may also happen after a fall or hit that jars the brain. A blow elsewhere on the body can cause a concussion even if an athlete does not hit his/her head directly. Concussions can range from mild to severe, and athletes can get a concussion even if they are wearing a helmet.

Signs and Symptoms of a Concussion

Athletes do not have to be “knocked out” to have a concussion. In fact, less than 1 out of 10 concussions result in loss of consciousness. Concussion symptoms can develop right away or up to 48 hours after the injury. Ignoring any signs or symptoms of a concussion puts your child’s health at risk!

Signs Observed by Parents of Guardians

- ◆ *Appears dazed or stunned.*
- ◆ *Is confused about assignment or position.*
- ◆ *Forgets plays.*
- ◆ *Is unsure of game, score or opponent.*
- ◆ *Moves clumsily.*
- ◆ *Answers questions slowly.*
- ◆ *Loses consciousness (even briefly).*
- ◆ *Shows behavior or personality changes (irritability, sadness, nervousness, feeling more emotional).*
- ◆ *Can't recall events before or after hit or fall.*

Symptoms Reported by Athlete

- ◆ *Any headache or “pressure” in head. (How badly it hurts does not matter.)*
- ◆ *Nausea or vomiting.*
- ◆ *Balance problems or dizziness.*
- ◆ *Double or blurry vision.*
- ◆ *Sensitivity to light and/or noise*
- ◆ *Feeling sluggish, hazy, foggy or groggy.*
- ◆ *Concentration or memory problems.*
- ◆ *Confusion.*
- ◆ *Does not “feel right.”*
- ◆ *Trouble falling asleep.*
- ◆ *Sleeping more or less than usual.*

Be Honest

Encourage your athlete to be honest with you, his/her coach and your health care provider about his/her symptoms. Many young athletes get caught up in the moment and/or feel pressured to return to sports before they are ready. It is better to miss one game than the entire season... or risk permanent damage!

Seek Medical Attention Right Away

Seeking medical attention is an important first step if you suspect or are told your child has a concussion. A qualified health care professional will be able to determine how serious the concussion is and when it is safe for your child to return to sports and other daily activities.

- ◆ *No athlete should return to activity on the same day he/she gets a concussion.*
- ◆ *Athletes should **NEVER** return to practices/games if they still have ANY symptoms.*
- ◆ *Parents and coaches should never pressure any athlete to return to play.*

The Dangers of Returning Too Soon

Returning to play too early may cause Second Impact Syndrome (SIS) or Post-Concussion Syndrome (PCS). SIS occurs when a second blow to the head happens before an athlete has completely recovered from a concussion. This second impact causes the brain to swell, possibly resulting in brain damage, paralysis, and even death. PCS can occur after a second impact. PCS can result in permanent, long-term concussion symptoms. The risk of SIS and PCS is the reason why no athlete should be allowed to participate in any physical activity before they are cleared by a qualified health care professional.

Recovery

A concussion can affect school, work, and sports. Along with coaches and teachers, the school nurse, athletic trainer, employer, and other school administrators should be aware of the athlete’s injury and their roles in helping the child recover.

During the recovery time after a concussion, physical and mental rest are required. A concussion upsets the way the brain normally works and causes it to work longer and harder to complete even simple tasks. Activities that require concentration and focus may make symptoms worse and cause the brain to heal slower. Studies show that children’s brains take several weeks to heal following a concussion.



www.healthyohioprogram.org/concussion

What is a Concussion?

1. Be sure your child gets plenty of rest and enough sleep at night – no late nights. Keep the same bedtime weekdays and weekends.
2. Encourage daytime naps or rest breaks when your child feels tired or worn-out.
3. Limit your child's activities that require a lot of thinking or concentration (including social activities, homework, video games, texting, computer, driving, job-related activities, movies, parties). These activities can slow the brain's recovery.
4. Limit your child's physical activity, especially those activities where another injury or blow to the head may occur.
5. Have your qualified health care professional check your child's symptoms at different times to help guide recovery.

Returning to School

1. Your athlete may need to initially return to school on a limited basis, for example for only half-days, at first. This should be done under the supervision of a qualified health care professional.
2. Inform teacher(s), school counselor or administrator(s) about the injury and symptoms. School personnel should be instructed to watch for:
 - a. Increased problems paying attention.
 - b. Increased problems remembering or learning new information.
 - c. Longer time needed to complete tasks or assignments.
 - d. Greater irritability and decreased ability to cope with stress.
 - e. Symptoms worsen (headache, tiredness) when doing schoolwork.
3. Be sure your child takes multiple breaks during study time and watch for worsening of symptoms.
4. If your child is still having concussion symptoms, he/she may need extra help with school-related activities. As the symptoms decrease during recovery, the extra help or supports can be removed gradually.

Resources

ODH Violence and Injury Prevention Program
www.healthyohioprogam.org/vipp/injury.aspx

Centers for Disease Control and Prevention
www.cdc.gov/Concussion

National Federation of State High School Associations
www.nfhs.org

Brain Injury Association of America
www.biausa.org/

Returning to Play

1. Returning to play is specific for each person, depending on the sport. Ohio law requires written permission from a health care provider before an athlete can return to play. Follow instructions and guidance provided by a health care professional. It is important that you, your child and your child's coach follow these instructions carefully.
2. Your child should NEVER return to play if he/she still has ANY symptoms. (Be sure that your child does not have any symptoms at rest and while doing any physical activity and/or activities that require a lot of thinking or concentration).
3. Be sure that the athletic trainer, coach and physical education teacher are aware of your child's injury and symptoms.
4. Your athlete should complete a step-by-step exercise-based progression, under the direction of a qualified healthcare professional.
5. A sample activity progression is listed below. Generally, each step should take no less than 24 hours so that your child's full recovery would take about one week once they have no symptoms at rest and with moderate exercise.*

Sample Activity Progression*

Step 1: Low levels of non-contact physical activity, provided NO SYMPTOMS return during or after activity. (Examples: walking, light jogging, and easy stationary biking for 20-30 minutes).

Step 2: Moderate, non-contact physical activity, provided NO SYMPTOMS return during or after activity. (Examples: moderate jogging, brief sprint running, moderate stationary biking, light calisthenics, and sport-specific drills without contact or collisions for 30-45 minutes).

Step 3: Heavy, non-contact physical activity, provided NO SYMPTOMS return during or after activity. (Examples: extensive sprint running, high intensity stationary biking, resistance exercise with machines and free weights, more intense non-contact sports specific drills, agility training and jumping drills for 45-60 minutes).

Step 4: Full contact in controlled practice or scrimmage.

Step 5: Full contact in game play.

*If any symptoms occur, the athlete should drop back to the previous step and try to progress again after a 24 hour rest period.



Ohio Department of Health
Violence and Injury Prevention Program
246 North High Street, 8th Floor
Columbus, OH 43215
(614) 466-2144

www.healthyohioprogam.org/concussion

Ohio Department of Health Concussion Information Sheet

For Interscholastic Athletics

I have read the Ohio Department of Health's Concussion Information Sheet and understand that I have a responsibility to report my/my child's symptoms to coaches, administrators and health care provider.

I also understand that I/my child must have no symptoms before return to play can occur.

Athlete

Date



Rev. 01.13

Athlete

Please print name

Parent/Guardian

Date

Signature

Parent/Guardian

Please print name

SALES AGREEMENT

This AGREEMENT dated February 8, 2021.

Between: **Nordonia Hills City Schools**
9370 Olde Eight Rd.
Northfield, OH 44067
Attn.: Matt Gaugler
Business Director
(the "Customer")

Tel: 330-908-6207
Email: matt.gaugler@nordoniaschools.org

And: **FieldTurf USA, Inc.**
7445 Côte-de-Liesse Road Suite 200
Montreal Quebec H4T 1G2
(the "Supplier")

Tel: (514) 340-9311
Fax: (514) 340-9374

WHEREAS Supplier wishes to sell, supply and install an artificial in-filled playing surfaces identified as **FieldTurf FTVTP Core-1** for use as an outdoor field measuring approximately 77,842 square feet to the Customer located at Nordonia High School, 9370 Olde Eight Rd., Northfield, OH 44067 (the "**Site**").

WHEREAS the Customer wishes to purchase same on the terms and conditions set out below;

NOW THEREFORE, THE PARTIES HERETO AGREE AS FOLLOWS:

1. SALE

The Supplier hereby agrees to sell, to supply and to install for the Customer who hereby agrees to purchase the Supplier's **FTVTP Core-1**, 2.5 inches thick outdoor all green artificial grass in-filled playing surfaces for use as a football and soccer field measuring approximately 77,842 square feet (the "**Product**") to be installed on a suitable existing bases at the Site.

The Sale also includes:

- a) Mobilization
- b) Construction Entrance/ Bridging Materials
- c) Removal and disposal of the existing synthetic surfacing and infill;
- d) Laser grade free-draining aggregate base;
- e) FieldTurf Vertex Prime Core 2.5", FTVTP Core-1
- f) Re-Use of existing infill
- g) CoolPlay on Elite Options
- h) Inlaid Football Numbers & Arrows
- i) Inlaid Football Has Marks
- j) Inlaid Soccer Markings
- k) Center Logo, "Knight", +/- 40ft X 42ft, 2 Color
- l) End Zone Letters, 1-2 colors, "NORDONIA" AND "KNIGHTS"

2. EQUIPMENT

The following maintenance equipment is included in the sale: None.

3. SUPPLY OF PRODUCT

The Supplier shall perform the work required by this Agreement as diligently and expeditiously as is consistent with professional standards and the orderly progress of the work and in a good and workmanlike fashion, and subject to and in accordance with the terms and conditions hereof.

The Supplier requires a minimum of twenty-one (21) days after receiving final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, Supplier further requires twenty-eight (28) days per field to install the Product subject to weather and *Force Majeure*.

This Agreement is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.

4. SITE PREPARATION WORK

The Supplier shall provide the site preparation work, which shall be limited to minor touch-ups of the base surface, the whole in accordance with the specifications provided in this Agreement. The site preparation work will be subject to the same conditions and requirements indicated in Section 8 "Installation" hereof. Notwithstanding, any work regarding the base and ensuring its planarity is specifically excluded from the Supplier's scope of work. On occasion, a base will present unique issues, once uncovered upon removal of the existing turf, which may require the import of additional materials and/or the provision of labor to remedy planarity or other deflections in the existing surface. In the event this becomes necessary at the Site, the Supplier can assist with this process at an additional cost.

5. PRICE AND PAYMENT TERMS

The purchase price for the Product fully installed, shall be **FOUR HUNDRED FOURTEEN THOUSAND SIX HUNDRED SIXTY-SEVEN DOLLARS AND 45/100 (\$414,687.45)** (the "**Purchase Price**") plus any other applicable taxes and/or any bonding costs. The Price is subject to increase if affected by a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction.

The Purchase Price shall be payable to Supplier by way of wire transfer or banker's check in accordance with the following payment schedule:

- 1.1 **Ninety percent (90%)** of the Purchase Price is due on or before July 1, 2021;
- 1.2 Remaining balance of **ten percent (10%)** upon substantial completion of the field, which shall be achieved when Customer is able to use the field for its intended purpose, even if punchlist items remain and the Certificate of Completion has not been executed by Customer.

Supplier will issue an invoice to Customer upon the occurrence of each of the events listed above, and payment of each invoice is due within ten (10) days following the date to the applicable invoice.

If this project is located in a state in which release of final payment and/or retainage is governed by statute or other applicable law, Customer shall use its best efforts to undertake all appropriate measures, including without limitation the recording of a notice of completion, so that final payment hereunder, including retainage,

if any, shall be released to Supplier without delay. In all cases, Supplier shall be entitled to receive final payment, including retainage, if any, no later than the earliest eligible date according to applicable statute or law. If the lawful payment or release is delayed through no fault of Supplier, Owner shall pay Supplier interest thereon at the rate indicated below, as of the date when payment or release first became due by law.

Supplier shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that Supplier pursues collection of payment of any past due invoice.

Any unpaid balance bears interest at a rate of ten percent (10%) per year or at the legal rate to the extent required by applicable law or statute.

6. FUNDING AND PAYMENT CONTINGENCY

Supplier's obligations provided for in this Agreement are expressly conditioned upon (1) evaluation and verification of Customer's creditworthiness and (2) ability to timely issue payment in accordance to Section 5 "Price" of this Agreement. In the event the results of such evaluation and verification aren't satisfactory to the Supplier and/or there is sufficient uncertainty to indicate that the Customer is not apt to timely issue payment to the Supplier; Supplier shall have the right to terminate this Agreement without penalty.

7. ACCEPTANCE

Upon the Supplier giving the Customer notice of completion of the work, the parties agree, acting reasonably, to mutually determine whether same conforms to the requirements of this Agreement and in the event the parties mutually determine that there are deficiencies, the Supplier will undertake to correct the deficiencies noted ("**Acceptance**");

Upon Acceptance both parties sign the Certificate of Completion in the form currently in force, a sample of which is attached hereto as **Schedule A**;

The form of Manufacturer's Limited Warranty currently in force takes effect upon the signing of the Certificate of Completion.

No use whatsoever shall be made of the field by the Customer until the Certificate of Completion is signed and delivered to Supplier. Any such use will be deemed as Acceptance of the field, triggering final payment and will automatically void any and all warranty of the work, subject to the reinstatement of the Warranty later at the discretion of the Supplier upon the signing of the Certificate of Completion and final payment.

The Customer shall prohibit use of the field if the Customer alleges said field to be incomplete or dangerous. For greater security, in the event that the Customer deems the field to be incomplete or dangerous the Customer will immediately notify its insurers of this additional risk.

8. INSTALLATION

The installation of the Product shall be performed by Supplier's designated and approved installers. The Customer agrees to allow representatives of Supplier all necessary uninterrupted access and suitable staging area to the site for purposes of installation, and inspection. All lighting and electrical supply must be operational during the installation process.

Minimum staging area required is square footage of field x 0.12 and no more than 100 feet from the field. Minimum access should be 15 feet wide by 15 feet high. A 25 foot wide by 25 foot long hard or paved surface

area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of in-fill material. Access to any field will include suitable bridging by the Customer over the field curbs from the staging area to permit suitable access to the field by low clearance vehicles.

Force Majeure. No Party shall be liable for delay or failure to perform under this Agreement if such delay or failure is due to any contingency beyond its reasonable control, including acts of God, war, explosion, fire, flood or civil disturbance or labor actions, disputes and disruptions by the employees or sub-trades of either Party hereto or delay or destruction caused by public carrier.

In addition to *Force Majeure*, the parties recognize that in certain cases severe weather while not constituting *Force Majeure* could delay the installation process of the work contemplated under this agreement.

The Supplier shall not be responsible for any acts of violence or vandalism. The Customer holds Supplier harmless and indemnifies the Supplier from vandalism and acts of violence regarding the present project.

The Customer understands that it is to its benefit and therefore undertakes to accept and store for the length of the warranty period, the remaining synthetic turf left over from the project in case of need.

9. SITE SECURITY

Adequate and reasonable security shall be provided during the installation process of Supplier's materials, products, and equipment. Vandalism of the Supplier's materials, products, and equipment shall be the sole responsibility of the Customer.

10. INFILL REUSE

To be eligible for infill reuse, the Supplier will follow the steps below to assure quality and performance is met. If the infill passes all of the Supplier's internal testing, the option of infill reuse is plausible.

- 1. Collection:** The first step is to collect some of the infill from the field. Our skilled collection team will remove infill from ~3 square feet using our infill extraction protocol and measure infill depths in several locations;
- 2. Diagnosis:** The collected infill materials will be sent to our Innovation and Performance Center to be analyzed. The testing protocol includes key considerations for the following categories:
 - Cleanliness
 - Unwanted material
 - Shock Attenuation / Gmax
 - % Fines
 - Infill Mix
 - Ability to re-install
 - Moisture Level

11. PERMITS

Although the Customer is responsible for obtaining its own permits or corporate authorizations, the Supplier will use its best efforts to assist the Customer in obtaining any local permits or corporate authorizations required.

12. ENTIRE AGREEMENT

The provisions herein contained, together with **Schedule A and B**, constitute the entire agreement between the parties and cancel all previous communications, representations and agreements whether verbal or written between the parties with respect to the subject matter hereof. Other than as provided herein Customer hereby acknowledges that it is not relying on any representations of the Supplier as to the performance of the work, except as stated expressly herein.

13. CLAIMS FOR CONSEQUENTIAL DAMAGES

The Supplier and the Customer waive claims against each other for consequential damages arising out of or relating to this Agreement. This mutual waiver is applicable, without limitation, to all consequential damages, including but not limited to:

- 12.1** damages incurred by the Customer for rental expenses, for losses of use, income, profit, financing, business and reputation, and for loss of management or employee productivity or of the services of such persons; and
- 12.2** damages incurred by the Supplier for principal office expenses including the compensation of personnel stationed there, for losses of financing, business and reputation, and for loss of profit except anticipated profit arising directly from the work under this agreement.

14. NOTICE

Supplier shall not entertain any claim for damages caused by itself or by persons for whom it is responsible unless the Customer advises the Supplier in writing of the damage-causing event, including photographs, within 7 days of the event, addressed to the project administrator as well as the contract administration of Supplier.

15. TERM OF AGREEMENT

This Agreement shall be effective as of the date and year first written above and shall remain in effect until thirty (30) days after the date on which (a) both parties sign the Certificate of Completion; and/or (b) Customer pays Supplier the full Purchase Price, whichever is later, at which time the Agreement shall terminate.

16. GOVERNING LAW AND CONSENT

The rights of the parties hereto and the provisions hereof shall be interpreted and construed according to the laws of the State of Ohio. The parties consent to the exclusive jurisdiction and venue of the court of competent jurisdiction in said State.

IN WITNESS WHEREOF the parties have duly executed this Agreement as of the date and year first above written.

FieldTurf USA, Inc.

Nordonia Hills City Schools

Per:

Name:

Title:

Per:

Name:

Title:

Attachment: Schedule A – Certificate of Completion
Schedule B – Supplier’s Pricing Proposal dated February 8, 2021

SCHEDULE A
Certificate of Completion

Certificate of Completion



This certificate will confirm that the installation of the FieldTurf product located as indicated below, has been completed to the satisfaction of the Owner.

To be completed with certified installer on site.

Field Name: _____ **School/City or Company Name:** _____

Address:			
Tel:		City:	
Fax:		State & Zip:	
Contact Name:		E-mail:	

Date of Substantial Completion:	
Sporting Activities:	

Owner Information			
Owner:		Address:	
City:		State & Zip:	
Signature:		Organization:	
Print Name:		Title:	
City:		State & Zip:	

This _____ day of _____, 201_____

Punch List: **None** ☐ **Attached** ☐ **To Follow** ☐

The Owner acknowledges that in the event that the Product is used for purposes other than the specific activities it was designed for or any other uses for which FieldTurf gives its written authorization, it being understood that FieldTurf has tested the Product for use in connection with these activities and may not have tested it for other uses, FieldTurf shall not be responsible for any and all damages incurred and any warranties registered will become null and void.

The Owner hereby acknowledges that the Product may be protected by patents worldwide.

The Owner undertakes to carry on the proper maintenance of the Product as described in the maintenance guidelines, which will accompany the Warranty.

 **Information**
(800) 724-2969
service@fieldturf.com
www.fieldturf.com

 **FieldTurf®**
A Tarkett Sports Company

THE ULTIMATE
SURFACE EXPERIENCE

Schedule B
Supplier's Pricing Proposal dated February 8, 2021



THE ULTIMATE
SURFACE EXPERIENCE

Date: February 8, 2021

To: Nordon High School (OH)
9370 Olde 8 Road
Northfield, OH
44067

From: Justin Field – Regional Sales Manager
Phone: 520-241-4118
Email: JC.Field@fieldturf.com

Subject: Nordon High School – Stadium Field

FieldTurf USA, Inc. is pleased to present the following proposal. Prices are based on the Keystone Purchasing Network (KPN) purchasing program. KPN is a buying co-op that provides predetermined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. Contract #201203-01

	Description	Quantity	Units	Unit Price	Total
	Sitework				
1	Civil Scope (Description Below)	77,842	SF	\$0.67478	<u>\$52,526.57</u>
	Subtotal Synthetic Turf Site Work				\$52,526.57
	Synthetic Turf				
2	FieldTurf Vertex Prime Core 2.5" FTVTP Core-1	77,842	SF	\$4.2200000	\$328,493.24
3	Re-use of existing infill**	77,842	SF	-\$0.58	-\$45,148.36
4	Inlaid Football Numbers & Arrows	1	EA	\$7,070.00	DONATED
5	Inlaid Football Hash Marks	1	EA	\$7,070.00	DONATED
6	Inlaid Soccer Markings	1	EA	\$7,070.00	DONATED
7	Center Logo, "Knight", +/- 40ft x 42ft, 2 Color	1	EA	\$14,140.00	\$14,140.00
8	End Zone Letters, 1-2 colors, "NORDONIA" and "KNIGHTS"	15	EA	\$1,717.00	\$25,755.00
					-
	Subtotal Synthetic Turf				\$323,239.88
	Total Project				\$375,766.45
	Voluntary Alternates				
A1	CoolPlay on Elite Options only	77,842	SF	\$0.50	\$38,921.00
	Total Alternate #1				\$38,921.00

Civil Price Includes:

- Mobilization
- Construction Entrance/ Bridging Materials
- Removal and disposal of the existing synthetic surfacing and infill;
- Laser grade free-draining aggregate base;

Civil Price does not include:

- Design services and construction documentation, including, but not limited to: conceptual drawings/preliminary design; construction drawings; storm water management; submittal reviews and processing; architectural/engineering inspections; soil borings; professional survey; and as-built drawings.
- The base upon which the FieldTurf field will be placed. FieldTurf shall not be responsible for the planarity, the stability, the porosity, nor the approval of the base upon which the FieldTurf surface will be installed, the drainage system, nor any construction or modification of existing installations around the fields.
- FieldTurf is not altering or improving the existing drainage system under the existing turf limits. No removal, milling, ponding, flooding or repairs within the existing base and drainage system are included and shall remain the responsibility of the owner.
- The supply or installation of the field edging
- Replacement or modification to the existing perimeter nailer board
- Any costs associated with necessary charges relating to the delineation of the field.
- Unless otherwise specified, does not include any G-max testing.
- The supply of manholes or clean-outs or grates, or supply of the manhole covers.
- Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price.
- Performance and Payment Bond fees
- Site security
- Small vehicle to tow FieldTurf maintenance equipment
- All applicable taxes, union labor or other labor law levies.

NOTES:

Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

- a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.
- b) Should terms be required to have payment after July 1 2020, this is acceptable with a June 2020 start date, given that a fully executed contract must be in place prior to production of the field for delivery and full balance must be paid on or before July 31, 2020.
- c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.
- d) FieldTurf requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and *force majeure*.
- e) FieldTurf requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site.

A 25 foot wide by 25 foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. FieldTurf shall not be liable for any damages to the staging area or its surface unless such damages are caused by FieldTurf's intentional misconduct or negligence.

- f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.
- g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punchlist items.
- h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.
- i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.
- j) All colors are to be chosen from FieldTurf's standard colors.
- k) The FieldTurf product carries an 8 year 3rd party insured warranty;

****** To be eligible for infill reuse, FieldTurf will follow the steps below to assure quality and performance is met. If the infill passes all our internal testing, the option of infill reuse is plausible.

- 1. Collection:** The first step is to collect some of the infill from the field. Our skilled collection team will remove infill from ~3 square feet using our infill extraction protocol and measure infill depths in several locations;
- 2. Diagnosis:** The collected infill materials will be sent to our Innovation and Performance Center to be analyzed. The testing protocol includes key considerations for the following categories:

Cleanliness

- Unwanted material

Shock Attenuation / Gmax

- % Fines

- Infill Mix

- Ability to re-install

- Moisture Level

The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The price of the base preparation is subject to increase in the event FieldTurf encounters any of the following site conditions: soil contamination; bedrock; unknown utilities; underground springs; unstable or unsuitable ground; and any concealed or unknown conditions.

Please contact Eric Fisher if you have any questions or require additional information regarding FieldTurf's SmartBuy Program by phone at 888-209-0065 ext. 246 or via e-mail at Eric.Fisher@fieldturf.com. Be sure to visit our website at www.fieldturf.com.





MINUTES

**Nordonia Hills City School District
Nordonia Board of Education Meetings
January Organizational Board Meeting
Monday, January 11, 2021, 6:00 pm - 6:30 pm
Virtual Meeting**

In Attendance

Chad Lahrmer; Judy Matlin; Liz McKinley; Tammy Strong; William Busse

A. PRESIDENT'S REPORT

1. Roll Call

2. Election of Board President for 2021

Ms. Matlin nominated Mr. Lahrmer as president.

Resolution 2021-1-11-1

Move: Judy Matlin Second: Liz McKinley Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin

No: William Busse

3. Election for Board Vice-President for 2021

Ms. Matlin nominated Mrs. McKinley as vice president.

Resolution 2021-1-11-2

Move: Judy Matlin Second: Chad Lahrmer Status: Passed

Yes: Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

No: Tammy Strong

4. Resolution Establishing the Time and Location for Meetings of the Board:

BE IT RESOLVED, by the Board of Education of the Nordonia Hills City School District, that regular meetings of the Board of Education be scheduled monthly at 7:00 PM at Northfield Elementary School. Special Meetings will be called as needed and the dates and times of the regular scheduled meetings may be changed as needed. The meetings dates are as follows:

January 11
February 22
March 22
April 26
May 24

June 21
July 19
August 30
September 27
October 25
November 22
December 20

Resolution 2021-1-11-3

Move: Liz McKinley Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

5. Resolution to Appoint Representatives and Alternates (if applicable) to the following:

Tax Incentive Review Board: Chad Lahrmer/Karen Obratil
Finance Committee: Judith Matlin/William Busse
OSBA Legislative Liaison: Liz McKinley
Curriculum & Instruction Liaison: Tammy Strong/Liz McKinley
Facilities Liaison: Chad Lahrmer/William Busse, Tammy Strong, Alternate
Nordia Hills Foundation Liaison: Chad Lahrmer/Judith Matlin
Technology and Information Liaison: Tammy Strong/Chad Lahrmer
Special Education Liaison: Judith Matlin/Liz McKinley
Nordia Diversity, Equity and Inclusion Council Liaison: Liz McKinley

Resolution 2021-1-11-4

Move: Judy Matlin Second: Liz McKinley Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

B. SUPERINTENDENT'S RECOMMENDATIONS

1. Approve Consent Items:

Resolution 2021-1-11-5

Move: Chad Lahrmer Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

a. Approve Legal Firms:

Squire Patton Boggs
Brindza, McIntyre & Seed, LLP
Pepple & Waggoner, LTD
Walter Haverfield, LLP

b. Appoint Officers:

Board Hearing Officer for suspensions for bus misconduct, student code violations and student attendance appeals: *Superintendent or Designee*

Title IX of 1972 Educational Amendments: *Business Manager, Director of Pupil Services, or Designee*

American Disabilities Act Amendments Act of 2008 (ADAAA): *Superintendent, Director Pupil Services, or Designee*

Homeless Liaison: *Director of Pupil Services*

Section 504 of Rehabilitation Act: *Director of Pupil Services*

District Records Officer: *Treasurer/CFO or Director of Pupil Services*

c. Participate in Federal Grants Program

d. Approve Non-Salary Remuneration:

The Superintendent recommends approval of non-salary remuneration to recognize those persons who make worthy contributions to this School District. The budget shall be set at \$10,000. Any District expense shall be processed through a budget line monitored by the Superintendent.

e. Authorize Superintendent to Accept Resignations:

To authorize the Superintendent, on behalf of this Board, to accept resignations which have been submitted by employees during times when this Board is not in session, subject to ratification by this Board; provided however, that upon ratification by this Board, such resignations shall be deemed effective as of the date and time of the Superintendent's acceptance. The authorization provided by this resolution shall remain in effect until withdrawn by formal action of this Board.

Resolution#

C. TREASURER'S RECOMMENDATIONS

1. Approve Consent Items:

Resolution 2021-1-11-6

Move: Judy Matlin Second: Liz McKinley Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

a. Approve Standing Authorizations

Resolution to authorize the Treasurer of the Nordonia Hills City School District to invest funds that are not needed to meet current expenditures pursuant to Section 135.09 of the Ohio Revised Code;

AND FURTHER RESOLVE under authority of Section 3313.20 O.R.C. that the Board dispense with approval of ordinary bills for purchases made under authority of the annual appropriations resolution and permit payment as seems advantageous (checks greater than \$10,000 will be reported to the Board monthly);

AND FURTHER RESOLVE to waive the reading of the minutes of the Board as authorized by Amended House Bill #424;

AND FURTHER RESOLVE to authorize the Treasurer to make appropriate modifications to the budgets as necessary during the year (the modifications will be included in the Board monthly financial reports);

AND FURTHER RESOLVE to appropriate a \$10,000 Service Fund in 2021 under authority of Section 3315.15, O.R.C., which provides for the setting aside from the General Fund of a sum not to exceed \$2.00 for each child enrolled or \$20,000, whichever is greater; such sums of month to be known as the "Service Fund" and to be used in paying the expenses of members of the Board annually incurred in the performance of their duties;

AND FURTHER RESOLVE to authorize the Treasurer to approve blanket purchase orders up to a maximum of \$10,000;

AND FURTHER RESOLVE to authorize the signature of the Treasurer, or the facsimile thereof, to be used on all checks and warrants'

AND FURTHER RESOLVE to authorize the Treasurer to request amended certificates of estimated resources from the Summit County Fiscal Office, as needed;

AND FURTHER RESOLVE to authorize the Superintendent or his designee as purchasing agent for the Nordonia Hills Schools for 2021.

b. Approve Alternate Tax Budget for Fiscal Year 2022

D. BOARD DISCUSSION

January Open Forum Topic

The Board decided to cancel the Open Forum meeting in January due to COVID.

E. ADJOURNMENT

The next regular meeting of the Board will be held on Monday, January 11, 2021 as a virtual meeting.

The Board unanimously consented to adjourn the meeting at 6:30 P.M. The President declared the motion passed.

Resolution 2021-1-11-7

Move: Judy Matlin Second: Tammy Strong Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

Chad M. Lahrmer, President

Karen E. Obratil, Treasurer/CFO



MINUTES

**Nordonia Hills City School District
Nordonia Board of Education Meetings
January Regular Board Meeting
Monday, January 11, 2021, 7:00 pm - 8:03 pm
Virtual Meeting**

In Attendance

Chad Lahrmer; Judy Matlin; Liz McKinley; Tammy Strong; William Busse

A. PRESIDENT'S REPORT

1. Roll Call
2. Pledge of Allegiance
3. Approval of Agenda

Resolution 2021-1-11-9

Move: Judy Matlin Second: Liz McKinley Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Judy Matlin, William Busse

4. Communications:

Dr. Clark: Ohio School Board Appreciation Month

5. Committee Reports:

Finance Committee
OSBA Legislative Liaison
Curriculum & Instruction Liaison
Facilities Liaison
Cuyahoga Valley Career Center
Nordonia Hills Foundation Liaison
Tax Incentive Review Board
Technology and Information Systems
Special Education Liaison
NDEIC Liaison

Mr. Virost presented the Cuyahoga Valley Career Center report.

Mrs. McKinley presented a legislative report. Quarantine research guidelines will reduce number of quarantines for our staff and students. Vaccinations for school personnel must make a commitment to the return to school or hybrid.

Waiting for actions by the Governor. HB409 exempts district from retaining students for the 2020-21 school year.

Mrs. McKinley reported on the NDEIC waiting survey results from the middle school and high school. It will guide the work to be done.

Beyond color-blind will be on Zoom - Wednesday, February 24, 2021.

Mr. Lahrmer reported on the Facilities Committee to review the football field turf. The useful life of the turf is eight years and it is now 11 years old. Quotes from two vendors. Field Turf is the vendor that did our previous turf project and is the number one supplier of turf. By adding

rubber pellets to the turf, it will reduce the heat on the field. Approximately \$60,000 has been collected from the various tournaments held at the stadium over the past 11 years. The Athletic Boosters will be sponsoring a fundraising campaign for the replacement of the synthetic turf. The life cycle of the new turf is 10 years. The replacement turf will provide a safer playing environment for our student athletes.

B. SUPERINTENDENT'S RECOMMENDATIONS

1. Approve Consent Items:

Adopt School Calendar

Adopt School Calendar for the 2022-23 school year.

Pay increase for classified substitutes due to change in State Minimum Wage.

Substitute Student Supervisor, Paraprofessional, Special Needs Aide, Food Service, and Buildings/Grounds Monitor will receive an increase from \$8.70/hr., to \$8.80/hr., due to the change in State Minimum Wage, effective 1/1/2021.

Resolution 2021-1-11-10

Move: Judy Matlin Second: Chad Lahrmer Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

2. Approve Settlement and Release Agreement for Grenig v. ADA Architects, Inc. et. al.

Resolution 2021-1-11-11

Move: Chad Lahrmer Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

3. Approve Mass Dispensing/Vaccination Sites Agreement with Summit County Public Health

Resolution 2021-1-11-12

Move: Chad Lahrmer Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

4. Approve Personnel Items:

Resolution 2021-1-11-13

Move: Chad Lahrmer Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

a. Administrative

i. Resignation/Retirement:

Karen Obratil, Treasurer/CFO, retirement effective 8/1/2021

ii. Appointment

Carol Sides-Tonsing, from LE Eaton Associate Principal to LE Principal, Step I (9), \$106,307, effective 8/1/2021 - 7/30/2024

iii. Renewal of Administrative/Supervisor Contracts

The following Administrative contracts are effective 8/1/2021-7/31/2024:

Anthony Buckler, Associate Principal
Kristen Cottrell, Elementary Principal
Carrie Hutchinson, Director of Pupil Services
Marc Kaminicki, Elementary Principal
Jacqueline O'Mara, Elementary Principal
Shon Smith, Associate Principal
Casey Wright, High School Principal

The following Supervisor contract is effective 7/1/2021 - 6/30/2024:

Susan Petonic, Food Service Supervisor

b. Certified:

i. Retirement/Resignation

Cynthia Maher, resignation effective end of 2020-21 school year

ii. New Appointment/Assignment:

None

iii. Long-Term Substitute

Megan Holland (subbing for Melissa Di Gennaro, LV Grade 3), effective 1/15/2021 - approximately 3/12/2021.

Amanda Lefeld (subbing for Angela Guzman, LE Grade 5), effective approximately 2/23/21 - end of 2020-21 school year.

iv. Home Instruction

Angela Hartman, paid at the curriculum rate of \$29.36/hr., as needed, effective 1/11/2021.

v. Curriculum

(All are paid at the curriculum rate of \$29.36/hr., unless otherwise noted.)

LE Title I Math Worker, effective 11/1/20 to 5/14/21, paid through Title I Federal Grant:

Amanda Lefeld

vi. Supplementals (based on BA/0-\$41,957

HS Athletics:

Boys' Varsity Bowling Coach, Ty Lachowsky, 6.00%, \$2,517.42

Girls' Varsity Bowling Coach, Larry Strimple, 6.75%, \$2,832.10

c. Classified:

i. Resignation/Retirement

None

ii. New Assignment

None

iii. Change of Assignment

None

iv. Temporary Assignment

Rebecca Sunday, NF Building Interventionist, increase from 4.0 hours per day to 4.5 hours per day, 5 days per week, effective until the end of the 2020-21 school year.

v. Substitute

None

C. TREASURER'S RECOMMENDATIONS

1. Approve Consent Items:

December 21, 2020 - Special Board Meeting Minutes

December 21, 2020 - Regular Board Meeting Minutes

Financial Statements - December, 2020

Financial Presentation for December 2020

Educational Focus on Property Valuations

Resolution 2021-1-11-14

Move: Chad Lahrmer Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

2. Request for Advance of Local Taxes

Resolution 2021-1-11-15

Move: Chad Lahrmer Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

D. EXECUTIVE SESSION

To discuss the employment of a public official.

The Board went into Executive Session at 7:43 P.M. and returned to the public meeting at 8:02 P.M.

Resolution 2021-1-11-16

Move: Liz McKinley Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

E. ADJOURNMENT

The next Regular meeting of the Board will be held on Monday, February 22, 2021, at 7 PM at Northfield Elementary School, 9374 Olde Eight Road, Northfield, Ohio 44067

The Board unanimously consented to adjourn the meeting at 8:03 P.M. The President declared the motion passed.

Resolution 2021-1-11-17

Move: Liz McKinley Second: Judy Matlin Status: Passed

Yes: Tammy Strong, Chad Lahrmer, Liz McKinley, Judy Matlin, William Busse

Chad M. Lahrmer, Board President

Karen E. Obratil, Treasurer/CFO

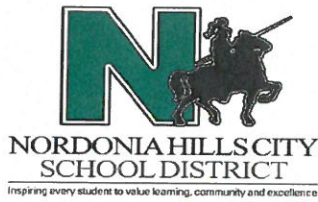
Treasurer's Note: The meeting was video recorded.



- 1 Financial Analysis
- 2 Monthly Operating Fund Report
- 3 Fiscal Year-to-Date Operating Fund Report
- 4 Revenue Analysis Report
- 5 Expenditure Analysis Report
- 6 FINSUM - Financial Summary
- 7 Approved Funds for 2020-21
- 8 Cash Reconciliation
- 9 APPSUM - Appropriation Summary
- 10 Check Register > \$9,999

District's Mission

Inspiring every student to value learning, community and excellence.



Financial Analysis Report For January, 2021

*Prepared by: Karen Obratil, Treasurer/CFO
(2/22/2021)*

General Operating Fund (001) Analysis Report for January

REVENUE: FY21 actual revenue totals \$506K compared to FY21 forecast estimate of \$440K with a positive variance of \$66K.

EXPENDITURES: FY21 actual expenditures total \$4.1M compared to FY21 forecast estimate of \$4.2M with a positive variance of \$150K. Personnel costs total \$3.3M, or 79.8% of the monthly expenditures.

Salaries total \$2.3M:

- 77.0% for certified employees
- 19.6% for classified employees
- 2.4% for supplemental pays
- 1.0% for overtime and substitutes

Benefits total \$963K:

- 60.0% for insurance benefits
- 36.4% for retirement contributions
- 3.6% for Medicare and all other benefits

Services total \$699K:

- 37.7% for pupil transportation costs (Petermann)
- 18.1% for special education services
- 13.4% for utilities
- 10.6% for pupil nursing services (Akron Childrens)
- 10.3% for repairs and rentals
- 5.4% for autism and Peterson scholarships
- 3.9% for community schools

Expenditures of \$4.1M exceed Revenue of \$506K by \$3.6M

Fiscal Year-to-Date (FYTD) Report for July to January

Revenue:

FY21 actual revenue totals \$26M compared to FY21 forecast estimate of \$25.9M with a positive variance of \$68K. Tax revenue represents 73.2% of total operating revenue.

Expenditures:

FY21 actual expenditures total \$29.7M compared to FY21 forecast estimate of \$29.8M with a variance of \$125K. Personnel costs are 73.5% of total operating expenditures.

Salaries total \$16M	75.7% for certified employees 18.6% for classified employees 4.3% for supplemental pays 1.4% for overtime, substitutes
Benefits total \$5.8M	50.0% for insurances (medical, dental, vision, life) 44.0% for retirement contributions 6.0% for Medicare and all other benefits (Workers' Comp, Unemployment and Employee Assistance program)
Services total \$5.4M	32.0% for pupil transportation costs (Petermann) 21.9% for repairs and rentals 17.6% for special education costs 6.7% for utilities 4.6% for autism and Petersen scholarships 3.5% for data processing 3.0% for community schools

Excess of Revenue under Expenditures (seven months):

FY21 Expenditures of \$29.7M exceeds Revenue of \$26M by \$3.7M.

Federal grant funds received in January totaled \$145,416.64.

State grant funds received in January totaled \$2,450 for Parent Mentor (Fund 499).

Nordonia Hills City School District

General Operating Fund* Analysis Report

for Fiscal Year Ending June 30, 2021

Prepared by: Karen Obratil, Treasurer/CFO

Board Meeting 2/22/2021

		January			
		Forecast Estimate	FY21 Actuals	Variance	FY20 Actuals
Line	REVENUE				(Informational)
1.035	Unrestricted Grants-in-Aid	337,200	447,739	110,539	493,259
1.040	Restricted Grant-in-Aid	2,458	2,458	0	2,458
1.050	Property Tax Allocation	0	0	0	0
1.060	All Other Operating Revenue	100,000	53,848	(46,152)	70,382
1.070	Total Revenue	439,658	504,045	64,387	566,099
	Other Financing Sources				
2.060	All Other Financing Sources	0	2,059	2,059	2,561
2.070	Total Other Financing Sources	0	2,059	2,059	2,561
2.080	TOTAL REVENUE + OTHER FINANCING SOURCES	439,658	506,104	66,446	568,660
	EXPENDITURES				
3.010	Personnel Services	2,305,000	2,289,470	(15,530)	2,174,417
3.020	Employees' Retirement/Insurance Benefits	975,000	962,908	(12,092)	918,850
3.030	Purchased Services	727,138	698,829	(28,309)	768,956
3.040	Supplies and Materials	133,500	48,093	(85,407)	83,937
3.050	Capital Outlay	75,000	53,697	(21,303)	42,389
4.300	Other Objects	8,500	20,861	12,361	23,426
5.040	TOTAL EXPENDITURES AND OTHER FINANCING USES	4,224,138	4,073,858	(150,280)	4,011,975
6.010	Excess Revenue (Under) Expenditures	(3,784,480)	(3,567,754)		(3,443,315)
7.010	Beginning Cash Balance	\$14,982,059	\$14,958,302		\$13,828,045
7.020	Ending Cash Balance	\$11,197,579	\$11,390,548	192,969	\$10,384,730
8.010	Outstanding Encumbrances	\$5,302,659	\$5,302,659	0	\$4,385,137

Nordonia Hills City School District

General Operating Fund* Analysis Report

for Fiscal Year Ending June 30, 2021

Prepared by: Karen Obratil, Treasurer/CFO

Board Meeting 2/22/2021		July 1, 2020 to January 31, 2021			
Line		FY21 Estimate	FY21 Actuals	Variance	FY20 Actuals
	REVENUE				
1.010	General Property Taxes (Real Estate)	17,473,790	\$17,473,790	\$0	\$13,985,543
1.020	Tangible Personal Property Taxes	1,550,973	1,550,973	0	1,337,515
1.035	Unrestricted Grants-in-Aid	2,594,507	2,645,280	50,773	3,003,352
1.040	Restricted Grant-in-Aid	17,207	17,207	0	17,208
1.050	Property Tax Allocation	2,175,036	2,175,036	0	1,941,179
1.060	All Other Operating Revenue	1,850,350	1,865,392	15,042	1,967,367
1.070	Total Revenue	25,661,863	25,727,678	65,815	22,252,164
	Other Financing Sources				
2.070	Total Other Financing Sources	254,575	256,634	2,059	132,015
2.080	TOTAL REVENUE + OTHER FINANCING SOURCES	25,916,438	25,984,312	67,874	22,384,179
	EXPENDITURES				
3.010	Personnel Services	16,020,130	16,004,600	(15,530)	15,334,724
3.020	Employees' Retirement/Insurance Benefits	5,828,960	5,816,868	(12,092)	5,572,755
3.030	Purchased Services	5,450,065	5,421,756	(28,309)	5,361,508
3.040	Supplies and Materials	1,287,712	1,207,490	(80,222)	1,254,933
3.050	Capital Outlay	765,020	763,717	(1,303)	665,816
4.300	Other Objects	399,978	412,339	12,361	401,107
4.500	Total Expenditures	29,751,865	29,626,770	(125,095)	28,590,843
	Other Financing Uses				
5.040	Total Other Financing Uses	62,528	62,528	0	62,554
5.040	TOTAL EXPENDITURES AND OTHER FINANCING USES	29,814,393	29,689,298	(125,095)	28,653,397
6.010	Excess Revenue Over/(Under) Expenditures	(3,897,955)	(3,704,986)		(6,269,218)
7.010	Beginning Cash Balance	\$15,095,534	\$15,095,534		\$16,653,949
7.020	Ending Cash Balance	\$11,197,579	\$11,390,548	\$192,969	\$10,384,731
8.010	Outstanding Encumbrances	\$5,302,659	\$5,302,659		\$4,385,137

Nordonia Hills City School District



Revenue Analysis Report - General Operating Fund Only - FY21



2020-2021	Local Revenue			State Revenue			Non-Operating*	Total Revenue
	Taxes		Other Local	Unrestricted Grants-in-Aid	Property Tax Allocation	Restricted Grants-in-Aid		
	Real Estate	Personal Property						
July	\$9,592,859	\$0	\$26,587	\$334,150	\$0	\$2,458	\$22,629	\$9,978,683
August	4,989,117	0	78,684	405,814	0	2,458	37,896	5,513,969
September	2,891,814	1,550,973	890,477	354,560	0	2,458	49,616	5,739,898
October	0	0	4,410	353,908	2,175,036	2,458	2,215	2,538,027
November	0	0	307,220	396,201	0	2,458	129,959	835,838
December	0	0	516,429	352,907	0	2,458	0	871,794
January	0	0	53,848	447,739	0	2,458	2,059	506,104
February								0
March								0
April								0
May								0
June								0
Totals	\$17,473,790	\$1,550,973	\$1,877,655	\$2,645,279	\$2,175,036	\$17,206	\$244,374	\$25,984,313
% of Total	67.25%	5.97%	7.23%	10.18%	8.37%	0.07%	0.94%	

*Non-Operating Revenue includes advances in, and refund of prior year expenditures.

ko 2/22/2021

Nordonia Hills City School District



Expenditure Analysis Report - General Operating Fund - FY21



2020/2021	Salaries	Benefits	Services	Supplies	Equipment	Dues/ Fees	Non- Operating*	Total Expenses
July	\$2,165,807	\$956,856	\$959,953	\$177,260	\$56,689	\$27,817	\$0	\$4,344,382
August	2,260,151	396,714	1,244,900	285,891	300,543	7,949	0	4,496,148
September	2,297,980	515,796	494,654	438,644	243,604	304,021	62,528	4,357,227
October	2,308,907	964,363	702,471	396,722	177,535	10,896	0	4,560,894
November	2,365,159	960,444	260,618	(95,292)	70,317	8,447	0	3,569,693
December	2,317,124	1,059,788	1,060,332	(43,829)	(138,668)	32,348	0	4,287,095
January	2,289,470	962,908	698,829	48,093	53,697	20,861	0	4,073,858
February								0
March								0
April								0
May								0
June								0
TOTALS	\$16,004,598	\$5,816,869	\$5,421,757	\$1,207,489	\$763,717	\$412,339	\$62,528	\$29,689,297
% of Total	53.91%	19.59%	18.26%	4.07%	2.57%	1.39%	0.21%	

*Non-Operating expenses include advances and transfers out.

Operating Fund includes General Fund (001)

ko 2/22/2021

Nordonia Hills City School District

January 31, 2021



FINSUM Financial Summary

ko 2/22/2021

Fund	Fund Name	Beginning Balance 7/1/2020	Monthly Receipts	Fiscal Year To Date Receipts	Monthly Expenditures	Fiscal Year To Date Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
001	General Fund	\$15,095,534.31	\$506,103.00	\$25,984,311.33	\$4,073,857.81	\$29,689,297.94	11,390,547.70	\$5,302,659.40	\$6,087,888.30
002	Bond Retirement	1,448,857.65	0.00	1,675,466.51	0.00	2,963,525.97	160,798.19	0.00	160,798.19
003	Permanent Improvement	15,024.94	0.00	64.02	0.00	0.00	15,088.96	0.00	15,088.96
004	Building Fund	231,993.95	2,850.00	2,850.00	0.00	0.00	234,843.95	0.00	234,843.95
006	Food Service	43,097.45	7,851.69	195,344.62	68,815.22	454,078.35	(215,636.28)	103,286.97	(318,923.25)
018	Public School Support	144,369.05	5,774.15	14,650.27	1,963.76	15,123.92	143,895.40	8,624.73	135,270.67
019	Other Grants	63,551.75	22,889.00	416,435.32	15,938.12	409,589.06	70,398.01	18,995.47	51,402.54
020	Special Enterprise	7,241.66	41.00	41.00	0.00	0.00	7,282.66	0.00	7,282.66
022	Unclaimed Funds	42,402.92	0.00	5,050.45	0.00	30,875.29	16,578.08	0.00	16,578.08
200	Student Managed Funds	185,358.62	4,137.94	(56,309.10)	1,395.85	26,630.98	102,418.54	14,861.79	87,556.75
300	District Managed Funds	238,720.41	6,422.00	143,957.73	14,583.02	163,321.66	219,356.48	81,696.17	137,660.31
401	Auxiliary Services	1,933.27	0.00	171,710.81	49,120.16	74,485.47	99,158.61	27,498.80	71,659.81
451	OneNet (Data Communication)	0.00	0.00	5,400.00	0.00	0.00	5,400.00	0.00	5,400.00
467	Student Wellness	39,563.03	0.00	89,298.00	9,000.00	36,000.00	92,861.03	49,000.00	43,861.03
499	Miscellaneous State Grants	167.03	2,450.00	12,556.97	2,450.00	12,452.13	271.87	12,250.00	(11,978.13)
507	Elem./Secondary Relief (ESSER)	0.00	23,853.42	23,853.42	11,164.37	23,853.42	0.00	142,546.72	(142,546.72)
510	Coronavirus Relief Fund (CRF)	0.00	0.00	191,291.18	0.00	191,291.18	0.00	0.00	0.00
516	IDEA-B	(23,848.24)	51,536.76	223,886.59	23,834.12	220,859.47	(20,821.12)	222,850.41	(243,671.53)
551	Title III - Limited English Proficiency	8,182.72	0.00	0.00	0.00	0.00	8,182.72	0.00	8,182.72
572	Title I - Disadvantaged Children	(6,070.49)	60,026.46	90,375.18	21,227.98	89,955.22	(5,650.53)	195,427.27	(201,077.80)
590	Title II-A - Improving Teacher Quality	(3,170.72)	0.00	43,488.58	6,690.53	47,587.13	(7,269.27)	0.00	(7,269.27)
599	Title IV	(2,436.81)	10,000.00	12,436.81	0.00	10,000.00	0.00	0.00	0.00
	Grand Totals (ALL Funds)	\$17,530,472.50	\$703,935.42	\$29,246,159.69	\$4,300,040.94	\$34,458,927.19	\$12,317,705.00	\$6,179,697.73	\$6,138,007.27

Nordonia Hills City School District

Approved Funds for 2020/2021

This report is a listing of all grant funds authorized and received throughout the 2020/2021 school year.

Fund	Description	Authorized Amount	Non-Public Authorized Amount	Monthly Amount Received	Amount Received FY-to-date
	<i>Other Grants</i>				
019/9924	Summit County Re-Opening	\$367,952.00			\$367,952.00
	<i>State Grants</i>				
451/9213	OneNet	\$10,800.00			\$5,400.00
467/9920	Student Wellness	\$178,948.69			\$89,298.00
499/9222	Parent Mentor	\$25,320.00		\$2,450.00	\$7,692.13
401/9220	Auxiliary Services/St. Barnabas				\$171,710.81
	Total State Funds	\$215,068.69	\$0.00	\$2,450.00	\$274,100.94
	<i>Federal Grants</i>				
507/9921	ESSER CFDA 84.425D	\$252,098.00		\$23,853.42	\$23,853.42
510/9920	Coronavirus Relief Fund #21.019	\$181,465.42			\$181,465.42
510/9820	Broadband Ohio Connectivity	\$10,000.00			\$9,828.76
516/9920	IDEA-B (Spec.Ed.) CFDA 84.027	\$242,145.68			\$50,582.12
516/9921	IDEA-B (Spec.Ed.) CFDA 84.027	\$765,365.66	\$25,915.32	\$51,536.76	\$173,304.47
572/9920	Title I CFDA 84.010	\$29,232.39	\$3,031.74		\$6,099.38
572/9921	Title I CFDA 84.010	\$284,537.54	\$4,138.73	\$60,026.46	\$84,275.80
590/9920	Title II-A CFDA 84.367	\$72,131.78			\$27,102.66
590/9921	Title II-A CFDA 84.367	\$69,126.80	\$8,452.66		\$16,385.92
599/9920	Title IV CFDA 84.424A	\$31,203.59	\$2,436.81		\$2,436.81
599/9921	Title IV CFDA 84.424A	\$20,878.55	\$1,911.75	\$10,000.00	\$10,000.00
	Total Federal Funds	\$1,958,185.41	\$45,887.01	\$145,416.64	\$585,334.76

ko 2/22/2021

Nardon Hills City School District



Cash Reconciliation



January 31, 2021

FINSUM Balance	\$12,317,705.00
-----------------------	-----------------

Bank Balance:

Huntington (Operating Account)	1,396,747.57	
Huntington (Fee Account)	73,078.14	
		1,469,825.71

Investments:

Red Tree Investment Group	10,121,016.74	
StarOhio	1,089,525.05	
		11,210,541.79

Outstanding Checks:

Less: o/s checks (Operating) eFP	(162,006.26)	
Less: o/s checks (Payroll)	(4,518.71)	
		(166,524.97)

Deposits in Transit

	136.75	
	24.00	
	47.00	
	16.60	
	74.50	
	101.33	400.18

Miscellaneous Adjustments

STRS Shortage	(81,344.41)	
Ohio taxes	(46,965.56)	
RITA	(41,820.42)	
SERS	(25,637.72)	
Ohio Deferred Comp	(2,082.50)	
SERS Pick Up	(1,788.14)	
Quarterly Taxes	(783.97)	
Akron City Taxes	(540.62)	
School District Tax	(260.65)	
Posting Adjustment	4,686.28	(196,537.71)

Bank Balance

\$12,317,705.00

Variance

0.00

Adjusted Bank Balance

12,317,705.00

2/22/2021

Nordonia Hills City School District

January 31, 2021



Appropriation Summary

ko 2/22/2021

Fund		FYTD Appropriated	Prior FY Carryover Encumbrances	FYTD Expendable	FYTD Actual Expenditures	MTD Actual Expenditures	Current Encumbrances	FYTD Unencumbered Balance	FYTD Percent Exp/Enc
001	General Fund	\$53,800,000.00	\$1,205,547.64	\$55,005,547.64	\$29,689,297.94	\$4,073,857.81	\$5,302,659.40	\$ 20,013,590.30	63.62%
002	Bond Retirement	3,231,152.37	0.00	3,231,152.37	2,963,525.97	0.00	0.00	267,626.40	91.72%
003	Permanent Improvement	12,000.00	0.00	12,000.00	0.00	0.00	0.00	12,000.00	0.00%
004	Building Fund	45,000.00	0.00	45,000.00	0.00	0.00	0.00	45,000.00	0.00%
006	Food Service	1,270,000.00	0.00	1,270,000.00	454,078.35	68,815.22	103,286.97	712,634.68	43.89%
018	Public School Support	195,000.00	2,770.00	197,770.00	15,123.92	1,963.76	8,624.73	174,021.35	12.01%
019	Other Grants	457,952.00	0.00	457,952.00	409,589.06	15,938.12	18,995.47	29,367.47	93.59%
020	Enterprise	2,425.00	0.00	2,425.00	0.00	0.00	0.00	2,425.00	0.00%
022	Unclaimed Funds	45,000.00	0.00	45,000.00	30,875.29	0.00	0.00	14,124.71	68.61%
200	Student Managed Funds	183,656.00	26,128.60	209,784.60	26,630.98	1,395.85	14,861.79	168,291.83	19.78%
300	District Managed Funds	602,180.00	0.00	602,180.00	163,321.66	14,583.02	81,696.17	357,162.17	40.69%
401	Auxiliary Services	350,000.00	1,905.77	351,905.77	74,485.47	49,120.16	27,498.80	249,921.50	28.98%
451	OneNet (Data Communication)	10,800.00	0.00	10,800.00	0.00	0.00	0.00	10,800.00	0.00%
467	Student Wellness	178,948.69	0.00	178,948.69	36,000.00	9,000.00	49,000.00	93,948.69	47.50%
499	Miscellaneous State Grants	25,000.00	171.71	25,171.71	12,452.13	2,450.00	12,250.00	469.58	98.13%
507	Elementary/Secondary Relief (ESSER)	252,098.00	0.00	252,098.00	23,853.42	11,164.37	142,546.72	85,697.86	66.01%
510	Coronavirus Relief Fund (CRF)	191,462.42	0.00	191,462.42	191,291.18	0.00	0.00	171.24	99.91%
516	IDEA-B	998,801.28	10,777.14	1,009,578.42	220,859.47	23,834.12	222,850.41	565,868.54	43.95%
572	Title I - Disadvantaged Children	318,094.27	0.00	318,094.27	89,955.22	21,227.98	195,427.27	32,711.78	89.72%
590	Title II-A - Improving Teacher Quality	147,298.58	0.00	147,298.58	47,587.13	6,690.53	0.00	99,711.45	32.31%
599	Miscellaneous Federal Grants	38,988.89	0.00	38,988.89	10,000.00	0.00	0.00	28,988.89	25.65%
Totals		\$62,355,857.50	\$1,247,300.86	\$63,603,158.36	\$34,458,927.19	\$4,300,040.94	\$6,179,697.73	\$ 22,964,533.44	63.89%

Nordonia Hills City School District



**Check Register for Checks > \$10,000
January 31, 2021**



Vendor	Amount	Fund	Description
Petermann	\$263,223.32	001	Pupil Transportation Services
State Teachers Retirement System	\$255,117.00	001	Certified Retirement contributions
Nordonia Hills City Schools	\$95,065.74	001	Foundation Deductions
			Scholarships
			\$38,008.37
			Community Schools
			\$27,050.89
			PreSchool/Summit Cty. ESC
			\$11,250.80
			Open Enrollment
			\$7,268.16
			SF-14 Tuition
			\$4,901.16
			College Credit Plus
			\$4,335.92
			SF-14H Special Ed. Tuition
			\$1,491.51
			Other Adjustments
			\$758.93
Summit County ESC	\$46,476.72	401	Auxiliary Services/Gifted/Speech/Clerk/Guidance
Harbor Education Services	\$18,225.00	516	Special Ed. Tuition
Akron Children's Hospital	\$51,895.52	001	Pupil Nursing Services
Ohio Edison	\$47,519.13	001	Electricity
Sendero Therapies	\$29,461.00	001	Occupational Therapy Services
Frost Building Maintenance	\$27,850.00	001	Installation of 70 foot flag pole
Akron Children's Hospital	\$21,928.70	001	Pupil Nursing Services
Pelligrino Music Center	\$19,947.00	001	Carehawk Paging System/HS
Ohio Edison	\$18,252.62	001	Electricity
State Teachers Retirement System	\$17,056.92	001	Retirement Pick Up
Champion Roofing & Sheet Metal	\$14,000.00	001	Roof maintenance all buildings
Universal Oil	\$12,965.16	001	Diesel Fuel
CDW-G Computer Centers	\$12,521.92	001	Spare laptops/Document cameras
Collins Equipment Corp.	\$12,060.80	001	Repair leaks in lines
Nordonia Hills City Schools	\$1,191,811.26	001/006	Payroll #2
Nordonia Hills City Schools	\$1,147,585.79	001/006	Payroll #1
Stark County ESC	\$698,827.01	001/006	Monthly insurance premiums
School Employees Retirement	\$82,050.68	001/006	Classified retirement contributions
Nordonia Hills City Schools	\$32,610.44	001/006	Board paid Medicare
Lora Hoffstetter & Counseling	\$13,250.00	001/467	Clinical counseling
Lora Hoffstetter & Counseling	\$13,250.00	001/467	Clinical counseling
Kognito Solutions	\$14,431.74	019	Resilient Together/Trauma Informed Practices
Summit County ESC	\$29,402.93	507/572	Title I Tutors/Other Tutors
			2/22/2021

General Operating Fund Analysis Report for January, 2021



NORDONIA HILLS CITY
SCHOOL DISTRICT

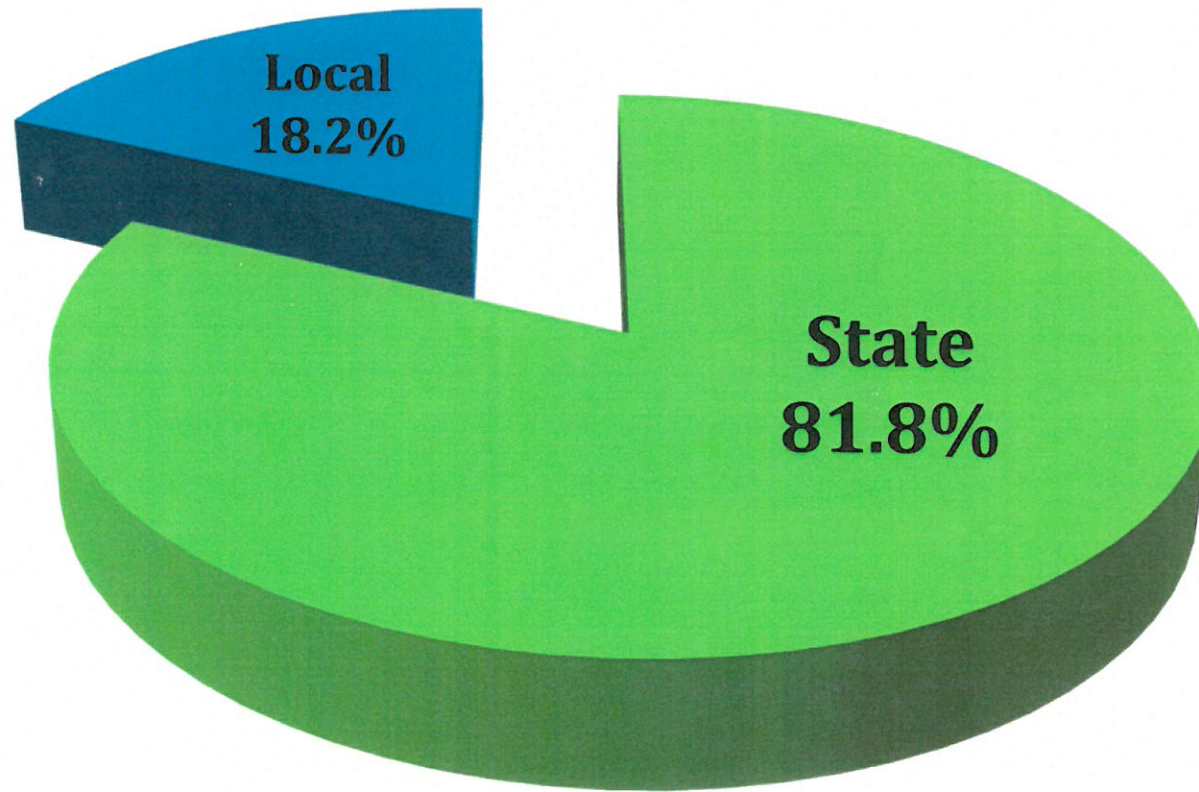
Inspiring every student to value learning, community and excellence

Prepared by: Karen Obratil, Treasurer/CFO
February 22, 2021

Revenue by the Numbers

January			
		\$	%
FY21 Forecast	FY21 Actual	Variance	Variance
\$439,658	\$506,104	\$66,446	13.13%

January Revenue = \$506K



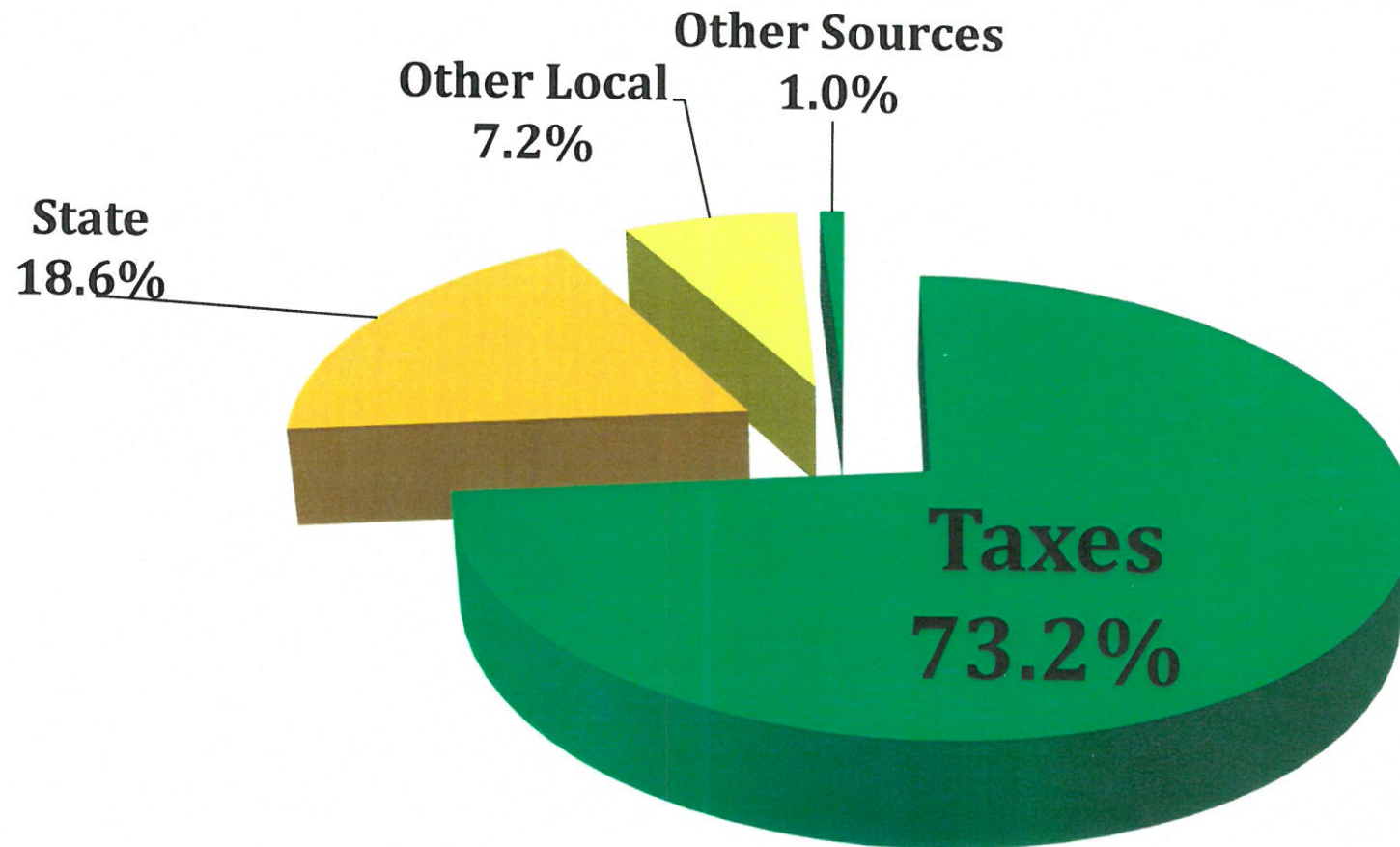
Fiscal Year to Date (FYTD)

Revenue by the Numbers

July 1, 2020 to January 31, 2021

		\$	%
FY21 Forecast	FY21 Actual	Variance	Variance
\$25,916,438	\$25,984,312	\$67,874	0.26%

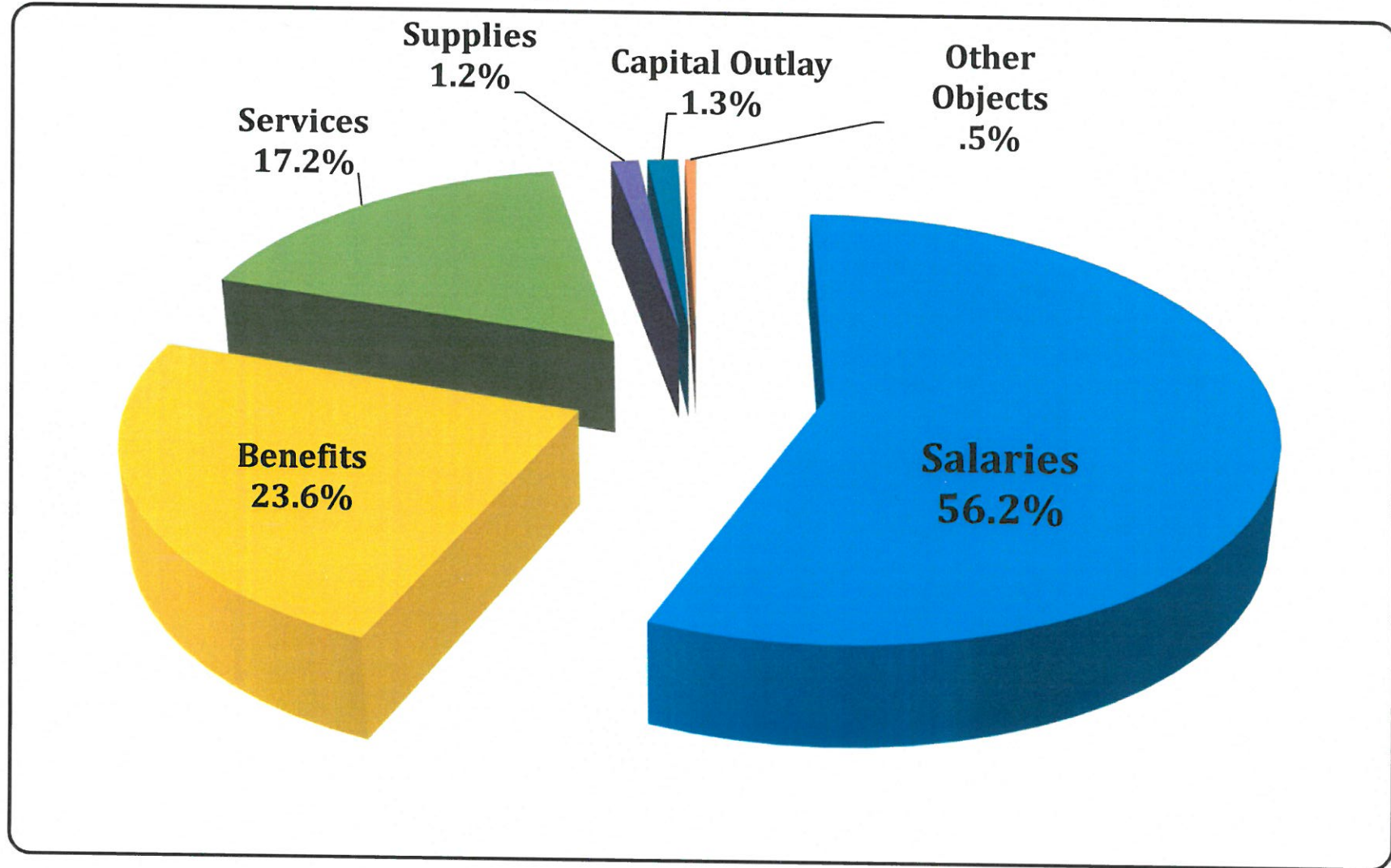
Fiscal Year to Date (FYTD) Revenue by the Numbers (\$26M)



Expenditures by the Numbers

January			
		\$	%
FY21 Forecast	FY21 Actual	Variance	Variance
\$4,224,138	\$4,073,858	(\$150,280)	-3.69%

January Expenditures = \$4.3M

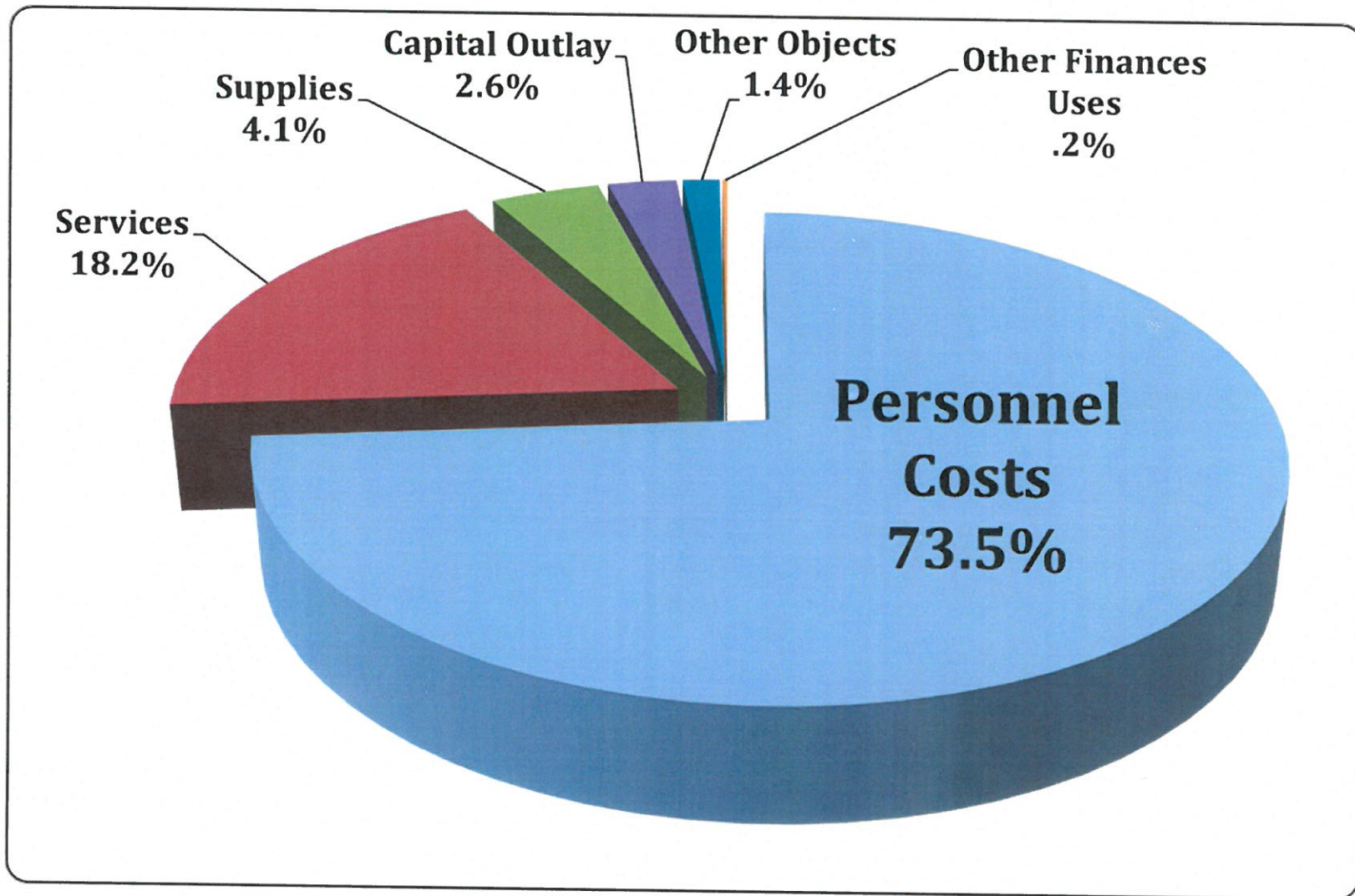


Fiscal Year to Date Expenditures by the Numbers

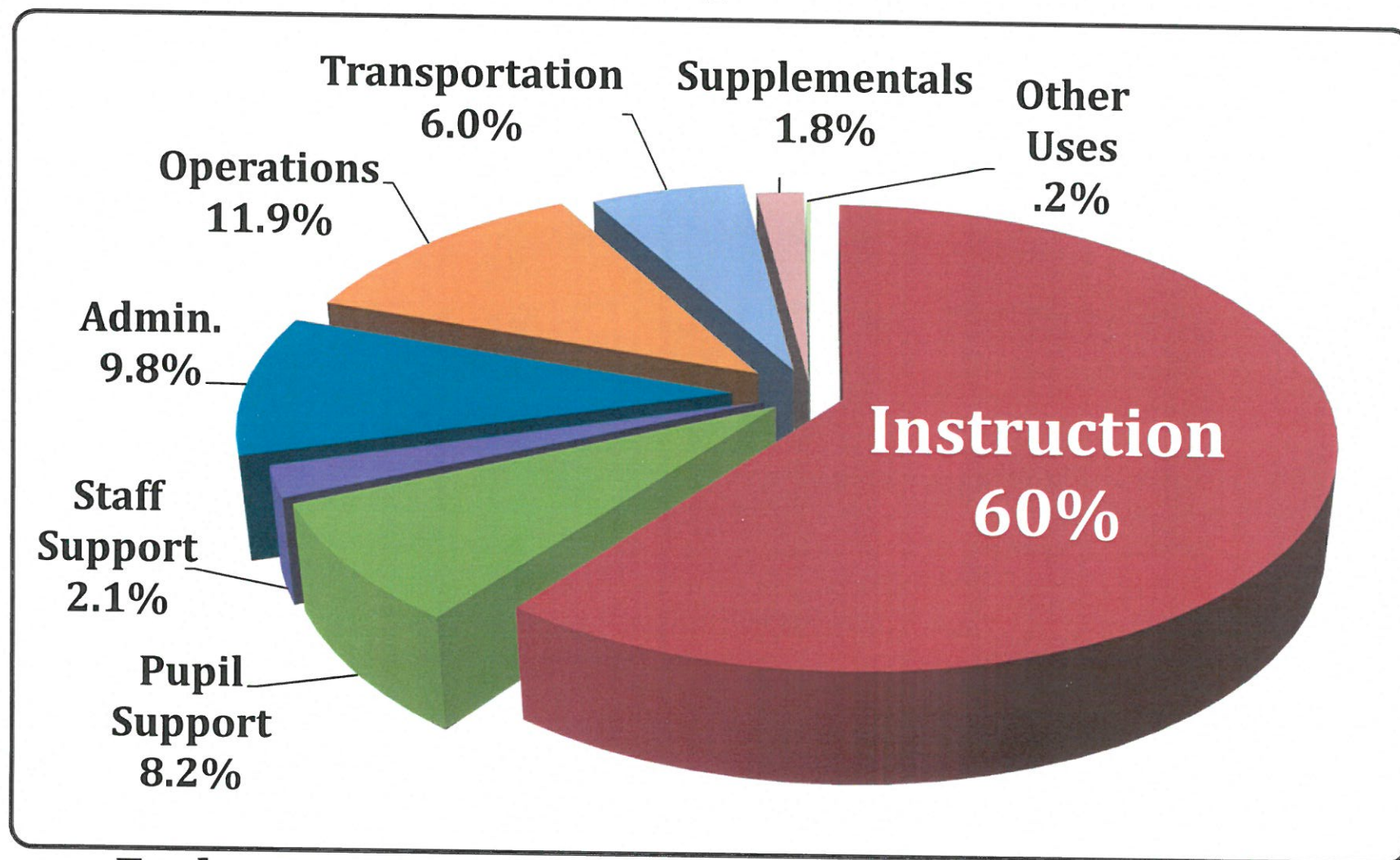
July 1 to January 31, 2021

		\$	%
FY21 Forecast	FY21 Actual	Variance	Variance
\$29,814,393	\$29,689,298	(\$125,095)	-0.42%

FYTD Expenditures - \$29.7M

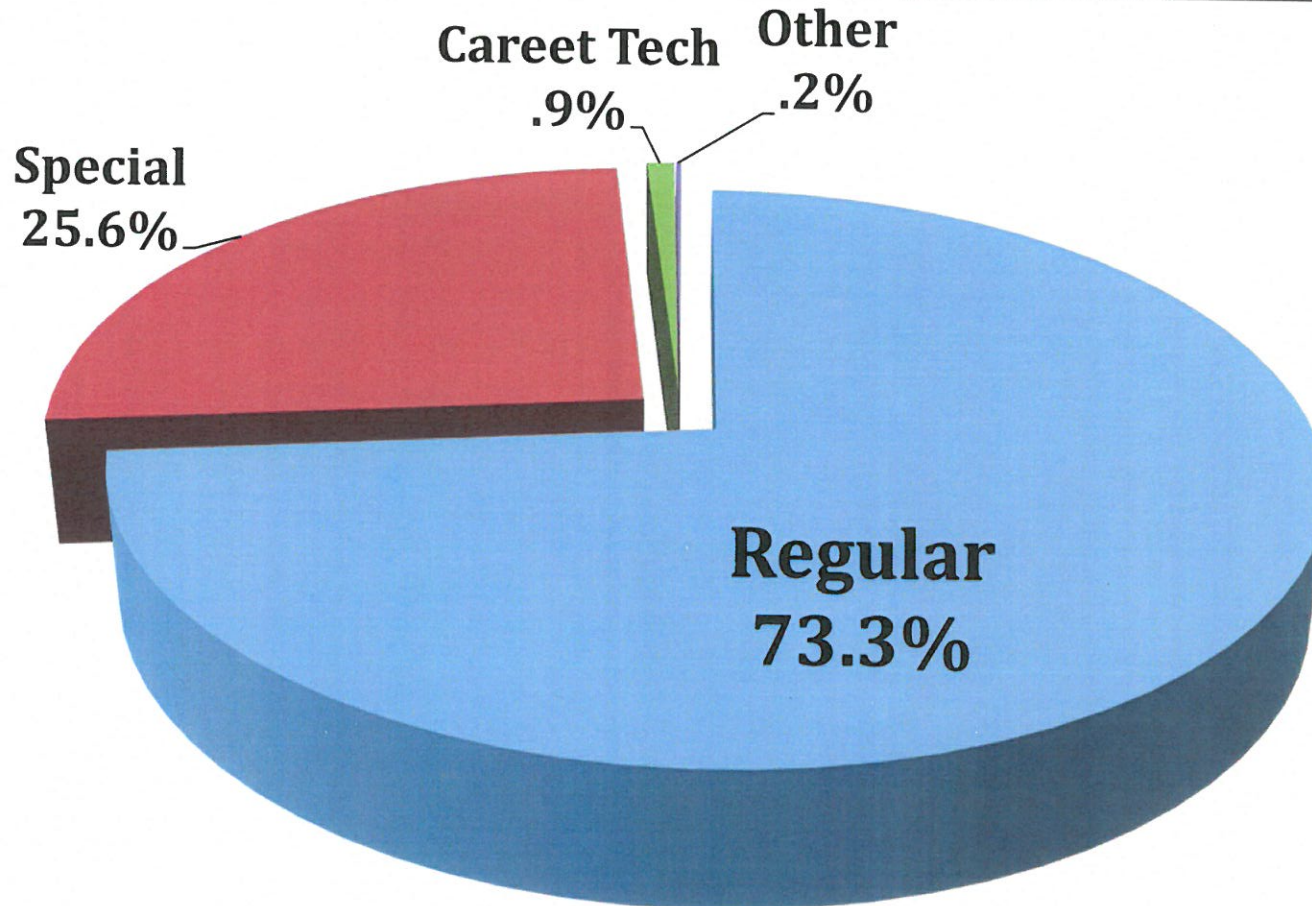


Alternate View of Expenditures = \$29.7M



Each category includes salaries, benefits, services, supplies, capital outlay and other objects.

FYTD Instruction Costs = \$17.8M



Regular	\$13,052,886		Career Tech	\$157,507
Special	\$4,561,402		Other	\$31,752

Bottom Line

Fiscal Year End Cash Balances

1/31/2021

			FY21 Forecast to FY21 Actual	
	FY21 Forecast	FY21 Actual	\$ Change	% Change
Revenue	\$25,916,438	\$25,984,312	\$67,874	0.26%
Expenditures	29,814,393	29,689,298	(125,095)	-0.42%
Excess of Revenue over Expenditures	(3,897,955)	(3,704,986)		
Beg. Cash Balance	15,095,534	15,095,534		
Ending Cash Balance	11,197,579	11,390,548	192,969	
Outstanding P.O.s	(5,302,659)	(5,302,659)		
Unencumbered Balance	\$5,894,920	\$6,087,889	\$192,969	

Educational Focus on Property Tax Rates

Prepared by: Karen Obratil, Treasurer/CFO

February 22, 2021

Tax Rate Comparison (Residential/Agricultural)

	TY20/CY21	TY19/CY20	TY18/CY19	TY17/CY18
Voted Rate	Effective Rate	Effective Rate	Effective Rate	Effective Rate
30.78	6.980627	7.845514	7.843852	8.402324
5.4	1.910693	2.147423	2.146970	2.299828
4.45	1.808284	2.032324	2.031897	2.176566
7.2	3.397730	3.818707	3.817908	4.089737
6.5	5.400161	6.069239	6.067965	6.500000
6	4.984764	5.602374	5.601198	6.000000
6.98	6.209952			

For comparison purposes, the 6.98 mill operating levy has been removed from the table.

	TY20/CY21	TY19/CY20	TY18/CY19	TY17/CY18
Voted Rate	Effective Rate	Effective Rate	Effective Rate	Effective Rate
60.33	24.482259	27.515581	27.509790	29.468455
Change	(3.033322)	0.005791	(1.958665)	



Typically, as property valuations increase, the effective tax rate decreases.

Residential/Agricultural Property Values				
Values	\$917,699,910	\$802,390,160	\$799,832,360	\$743,988,280



Tax Rate Comparison (Commercial/Industrial)

	TY20/CY21	TY19/CY20	TY18/CY19	TY17/CY18
Voted Rate	Effective Rate	Effective Rate	Effective Rate	Effective Rate
30.78	8.218660	8.508762	8.550899	8.606334
5.4	2.368975	2.452594	2.464738	2.480717
4.45	2.530390	2.619706	2.632682	2.649748
7.2	4.746060	4.913582	4.937918	4.969930
6.5	6.143319	6.360166	6.391665	6.433102
6	5.729718	5.931966	5.961348	6.000000
6.98	6.736754			

For comparison purposes, the 6.98 mill operating levy has been removed from the table.

	TY20/CY21	TY19/CY20	TY18/CY19	TY17/CY18
Voted Rate	Effective Rate	Effective Rate	Effective Rate	Effective Rate
60.33	29.737122	30.786776	30.939250	31.139831
	(1.049654)	(0.152474)	(0.200581)	



Commercial/Industrial Property Values				
Values	\$177,126,560	\$169,194,980	\$162,755,520	\$182,791,410



Inside Mills – 4.97 Mills

**Due to Summit County reappraisal in TY2020,
property values increased \$116,376,740, or 11.37%**

Financial Impact to Nordonia Hills

**District receives additional revenue
(\$116,377 x 4.97 mills = \$578,394) in CY2021.**

Simply stated:

Nordonia receives an additional \$289,197 in FY21 (1/2)

And an additional \$289,197 in FY22 (1/2)

Bond Retirement Funds

School Improvement Bonds – 2.45 Mills (2.72)

Authorized by voters: March 7, 2000

Amount: \$38.5M

Number of years: 26

Final Tax Year 2025, Collection Year 2026

Outdoor Athletic Facilities Bonds - .39 Mills (.43)

Authorized by voters: November 4, 2008

Amount: \$6M

Number of years: 22

Final Tax Year 2029, Collection Year 2030

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

(ORC Sections 5705.34 and 5705.35)

Resolution No. 2021-02-22-

The Board of Education of the Nordonia Hills City School District, Summit County, Ohio, met in regular session on the 22th day of February, 2021 at Northfield Elementary School, 9374 Olde Eight Road, Northfield, Ohio with the following members present:

Mr moved the adoption of the following Resolution:

WHEREAS, This Board of Education in accordance with the provisions of law has previously adopted an Alternative Tax Budget for the next succeeding fiscal year commencing July 1, 2021; and

WHEREAS, The Budget Commission of Summit County, Ohio has certified its action together with an estimated by the County Fiscal Officer 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 tax limitation;

THEREFORE, BE IT RESOLVED, By the Board of Education of the Nordonia Hills City School District, Summit County, Ohio, that the amounts and rates, as determined by the Budget Commission on its tax levy certificates, 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 School District the rate of each tax necessary to be levied within and without the ten mill limitation as follows:

SUMMARY OF AMOUNTS REQUIRED FROM GENERAL PROPERTY TAX APPROVED BY THE BUDGET COMMISSION AND COUNTY FISCAL OFFICER'S ESTIMATED TAX RATES

Fund	Amount to be Derived from Levies Outside 10-Mill Limitation	Amount Approved By Budget Commission Inside 10-Mill Limitation	Tax Rate Inside 10-Mill Limitation	Tax Rate Outside 10-Mill Limitation
General Fund - 001	\$37,644,707	\$5,661,977	4.97	67.31
Bond Retirement Fund -002a	\$2,791,116			2.45
Bond Retirement Fund - 002b	\$444,300			.39
TOTAL	\$40,880,123	\$5,661,977	4.97	70.15

LEVIES OUTSIDE 10-MILL LIMITATION, EXCLUSIVE OF DEBT LEVIES

General Fund	Maximum Rate Authorized to be Levied	County Fiscal Officer's Estimate of Yield of Levy
Current Expense-78 & Prior - Continuing	30.78	\$9,249,937
Current Expense - 5/8/84 - Continuing	5.40	\$2,415,697
Current Expense - 5/3/88 - Continuing	4.45	\$2,307,073
Current Expense - 5/4/93 - Continuing	7.20	\$4,280,779
Current Expense - 8/3/04 - Continuing	6.50	\$6,332,836
Current Expense - 11/8/11 - Continuing	6.00	\$5,856,083
Current Expense - 5/7/19 - Continuing	6.98	\$7,202,301
TOTAL OUTSIDE 10-MILL LIMITATION LESS DEBT LEVIES	67.31	\$37,644,707

AND BE IT FURTHER RESOLVED, That the Treasurer of this Board be and she is hereby directed to certify a copy of this Resolution to the Fiscal Officer of said County.

M seconded the Resolution and the roll being called upon its adoption the vote resulted as follows:

Adopted the 22th day of February, 2021.

**Karen E. Obratil, Treasurer/CFO
Nordonia Hills City School District**

FISCAL YEAR 2020/2021

PERMANENT APPROPRIATIONS REVISION #1

FUND NAME	FUND	APPROPRIATION	TOTAL CLASS APPROPRIATION	Changes
General Fund	001		\$53,800,000.00	
Special Revenue Class				
Principals' Support	018	195,000.00		
Other Grant	019	513,907.02		\$55,955.02
District Managed Activities	300	602,180.00		
Auxiliary Services	401	364,495.70		\$14,495.70
One Net	451	10,800.00		
Student Wellness & Success	467	218,115.25		\$39,166.56
Miscellaneous State Grants	499	25,148.29		\$148.29
ESSER	507	252,098.00		
CRF & BroadbandOhio	510	191,462.42		
IDEA VI-B	516	993,391.87		(\$5,409.41)
Title I	572	323,411.59		\$5,317.32
Title II-A	590	144,801.54		(\$2,497.04)
Title IV-A	599	39,069.36		\$80.47
Total Special Revenue			3,873,881.04	
Debt Service Fund Class	002		3,231,152.37	
Capital Project Fund Class				
Permanent Improvement	003	12,000.00		
Construction Project	004	227,800.00		\$182,800.00
Total Capital Project Class			239,800.00	
Enterprise Fund Class				
Food Service	006	1,270,000.00		
Bookstore	020	2,425.00		
Total Enterprise Fund			1,272,425.00	
Fiduciary Fund Types				
District Agency	022	45,000.00		
Student Managed Activities	200	183,656.00		
Total Trust Fund Class			228,656.00	
TOTAL APPROPRIATIONS - ALL FUNDS			\$62,645,914.41	