

<u>FUNDS</u>	<u>FUND</u>	
Government Fund Types		
General	001	13,587,007.68
Emergency	016	953,702.29
Principals' Funds	018	<u>32,250.00</u>
Total General Fund		14,572,959.97
Debt Service		
Bond Retirement	002	<u>478,276.62</u>
Total Debt Service		478,276.62
Capital Projects		
Permanent Improvement	003	<u>88,072.89</u>
Total Capital Projects		88,072.89
Special Revenue		
Trust Fund	007	9,255.00
Local Grants	019	500
Classroom Facilities - Maintenance	034	36,200.00
Athletics	300	119,325.00
OneNet	451	2700
State Grants	499	0
Race To The Top	506	0
Title VI B	516	299,393.99
Title I	572	467,820.86
Title II-A	590	72,274.84
Medicaid	599	<u>0</u>
Total Special Revenue		1,007,469.69
Total Government		16,146,779.17
Proprietary Fund Types - Enterprise		
Food Service	006	850,959.81
Uniform School Supplies	009	0
Latchkey	020	<u>18,350.00</u>
Total Enterprise		869,309.81
District Agency	022	67,249.73
Student Activities	200	<u>56,874.00</u>
Total Fiduciary		124,123.73
Total FY 17 Permanent Appropriations		17,140,212.71

RESOLUTION ADOPTING A CALAMITY DAY ALTERNATIVE MAKE-UP PLAN

WHEREAS, the Clearview board of education desires that students have learning opportunities even when schools are closed for any of the reasons specified in section 3313.482 of the Ohio Revised Code; and

WHEREAS, section 3313.482 authorizes a board of education to file an annual plan with the Ohio Department of Education by August 1 of each year to provide online learning opportunities for students in lieu of attendance on such days of closure;

NOW THEREFORE BE IT, AND IT IS, HEREBY RESOLVED that the Clearview board of education hereby approves the following plan and authorizes its filing with the Ohio Department of Education.

PLAN FOR ALTERNATIVE MAKE-UP OF CALAMITY DAYS

Pursuant to Ohio Revised Code section 3313.482, the board of education of Clearview Local Schools hereby authorizes the following plan to allow students of the district to access and complete classroom lessons in order to fulfill up to a maximum of the number of hours that are the equivalent of three school days because of the closing of schools for any of the reasons specified in section 3313.482.

- 1) This plan is submitted, pursuant to approval of the board of education, prior to August 1.
- 2) This plan includes the written consent of the teachers' employee representative as designated under division (B) of section 4117.04. Such consent is on file in the official file of the board of education and is hereby incorporated into this plan as if specifically rewritten.
- 3) Not later than November 1 of the ~~2016~~-2017 school year, each classroom teacher shall develop a sufficient number of lessons for each course taught by that teacher with such lessons requiring, in the judgment of the teacher, an amount of time equal to or greater than the number of hours that are the equivalent of three school days in such teacher's class.
- 4) The teacher shall designate the order in which the lessons are to be posted on the district's web portal or web site.
- 5) (Optional) Teachers will be granted one professional development day after the teacher's principal or supervisor certifies that lessons equal to approximately the number of hours that are the equivalent of three school days have been posted.
- 6) Teachers will update or replace such lessons as necessary throughout the school year based on the instructional progress of students.
- 7) As soon as practicable after an announced school closure authorized under section 3313.482, the appropriate administrator may direct staff to make the designated lessons available on the district's portal or site. Each lesson shall be posted for each course that was scheduled to meet on the day of the school closing.
- 8) Each student enrolled in a course for which a lesson is posted shall be granted a two-week period from the date of posting to complete the lesson. If the student does not complete the lesson within this time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided.
- 9) Students without access to a computer shall be permitted to complete the posted lessons at school after the reopening of school. Students utilizing this option will be granted two weeks

from the date of reopening to complete such lessons. If the student does not complete the lesson within this time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided. The district will provide access to district computers before, during, or after the school day (provided that the equipment is available and accessible at those times) or may provide a substantially similar paper lesson in order for students to complete the assignments.

- 10) (Optional) The board of education hereby authorizes "blizzard bags," which are paper copies of the lessons posted online. Teachers shall prepare paper copies approximating the content of the online lessons and shall update such paper copies when updating any of the online lessons. "Blizzard bags" shall be distributed to all students by not later than December 1 of the school year or such other date as may be selected by the superintendent. Students shall submit completed lessons to the teachers assigning such lessons not later than two weeks after the date of school closing for which the "blizzard bag" lessons are assigned.

In witness thereof, we hereby affix our signatures on this 11th day of July, 2016.

Treasurer

President of the board of education

**RESOLUTION ADOPTING A CALAMITY DAY ALTERNATIVE MAKE UP PLAN
(BLIZZARD BAGS)**

WHEREAS, the Clearview Local Schools board of education desires that students have learning opportunities even when schools are closed for any of the reasons specified in section 3317.01 of the Ohio Revised Code;

WHEREAS, section 3313.88 authorizes a board of education to file an annual plan with the Ohio Department of Education by August 1 of each year to provide online learning opportunities for students in lieu of attendance in order to make up days in that school year in which it is necessary to close schools;

NOW THEREFORE BE IT, AND IT IS, HEREBY RESOLVED that the Clearview Local Schools board of education hereby approves the following plan and authorizes its filing with the Ohio Department of Education.

President, Board of Education

Superintendent

Treasurer

Clearview Local Schools Teacher Evaluation Policy

Teacher Evaluation Policy

Legal References: ORC 3319.111; 3319.112; 3319.58

Legislative Reference: Am. Sub. HB 153 (September 29, 2011); Sub. SB 316 (September 24, 2012)

The Board of Education (Board) of the Clearview Local School District adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education in November 2011. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

Definition of "Teacher"

This policy applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing content-related student instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing content-related student instruction; or
3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content-related student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related student instruction.

Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or "other administrator" as defined by ORC 3319.02. This policy also does not apply to substitute teachers.

Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Skilled,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The document is contained in the Clearview Teacher Growth Model (CTGM).

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards for the Teaching Profession* and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;
2. Understanding the Content Area for which they have Instructional Responsibility;
3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;
4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and
7. Assuming Responsibility for Professional Growth, Performance and Involvement.

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty-percent (50%), which must be aligned to the *Ohio*

Clearview Local Schools Teacher Evaluation Policy

Standards for the Teaching Profession and the Ohio Teacher Evaluation System Performance Rubric. Details of the Evaluation Tools are identified and explained within the collective bargaining agreement.

Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

1. Teacher-level Value-Added: “Value-Added” refers to the value-added methodology provided by ODE. Where value-added data for grades 4-8 for English language arts and mathematics exists (via state-provided assessments), value-added data must be one of the multiple measures used in calculating student growth.
2. ODE Approved List of Assessments: Assessments, if utilized by the district, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.
3. Locally-determined Measures: For courses of instruction in which neither teacher level value-added data nor ODE-approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

The percentages the District will attribute to teacher-level value-added, ODE approved assessments and locally-determined measures are identified and explained within the collective bargaining agreement.

In the calculation for student academic growth, the Business Rules for Student Growth Measures set forth by the ODE will be the procedures for student enrollment and attendance. Data from these multiple measures will be scored as explained and identified within the collective bargaining agreement. Aggregated ratings will be reported to ODE pursuant to state reporting requirements.

Evaluation Timeline

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: 1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) Periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

Clearview Local Schools Teacher Evaluation Policy

For those teachers pursuant to ORC 3319.11 who are under consideration for nonrenewal, one evaluation consisting of at least three formal observations must be conducted annually by the first day of May. Each teacher on a continuing, limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” or “Skilled” on the teacher’s most recent evaluation conducted pursuant to this policy on an alternative schedule as stated in the CTGM.

Credentialed Evaluators

The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by ODE for being an evaluator; and 3) who is eligible to be an evaluator based on the criteria identified and explained within the collective bargaining agreement. Every evaluator must complete state sponsored evaluation training and is required to pass an online credentialing assessment. Credentialing should be up-to-date according to ODE standards.

Professional Growth and Improvement Plans

Teachers must develop professional growth or improvement plans based on the Evaluation Rating.

Teachers who meet Average, Above Average, and Most Effective levels of student growth must develop a professional growth plan. The professional growth plan details are identified and explained within the CTGM.

Teachers who meet Approaching Average and Least Effective levels of student growth must comply with an improvement plan developed by the credentialed evaluator, or designee. The improvement plan details are identified and explained within the CTGM.

Testing for Teachers in Core Subject Areas

Beginning with the 2015-16 school year, teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography. ORC 3319.58



Clearview Local Schools Teacher Evaluation Policy

Retention and Promotion Decisions

The Board adopts the procedures that are identified and explained within the collective bargaining agreement to be used by district administrators in making retention and promotion decisions:

Seniority shall not be a basis for making retention decisions, except when making a decision between teachers who have comparable evaluations. Comparable evaluations are identified and explained in the Collective Bargaining Agreement.

Removal of Poorly-Performing Teachers

The Board adopts the procedures that are identified and explained within the collective bargaining agreement to be used by district administrators in removing poorly-performing teachers.

Professional Development

The Board's plan for the allocation of financial resources to support professional development is based on the annual professional development plan as determined by stakeholder input (i.e. DLT, LPDC, PGT, etc.) and included in the CCIP.

Policy Adoption Date: July 11, 2016