

## SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

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AA*	School District Legal Status
AB	The People and Their School District
ABA*	Community Involvement in Decision Making (Also KC)
ABB*	Staff Involvement in Decision Making (Also GBB)
ABC*	Student Involvement in Decision Making (Also JFB)
AC*	Nondiscrimination
ACA*	Nondiscrimination on the Basis of Sex
CAA*	Sexual Harassment
ACB*	Nondiscrimination on the Basis of Disability
AD*	Development of Philosophy of Education
ADA*	Educational Philosophy
AE*	School District Goals and Objectives
AF*	Commitment to Accomplishment
AFA*	Evaluation of School Board Operational Procedures (Also BK)
AFB*	Evaluation of the Superintendent (Also CBG)
AFBA*	Evaluation of the Treasurer (Also BCCB)
AFC*	Evaluation of Certified Staff (Also GCN)
AFD*	Evaluation of Classified Staff (Also GDN)
AFE*	Evaluation of Educational/Instructional Programs (Also IM)
AFF	Evaluation of Support Services (Also EJ)
AFG	Use of Independent Evaluators
AFH	Evaluation of Evaluators
AFI*	Evaluation of Educational Resources
AG	Reporting Accomplishments to the Public
AGA	Recognition for Accomplishment

\* denotes the areas covered by Board policy

## SCHOOL DISTRICT LEGAL STATUS

The United States Constitution grants the individual states responsibility for public education.

The Ohio General Assembly is under mandate by the Ohio Constitution to provide for the organization, administration and control of the public school system supported by public funds. The Ohio Constitution also mandates a State Board of Education (SBOE) and a Superintendent of Public Instruction, the respective powers and duties of which are prescribed by State law.

The Ohio General Assembly has also established a State Department of Education (through which policies and directives of the SBOE and Superintendent of Public Instruction are administered) and has established specific types of school districts.

The Cloverleaf Local School District is classified as a local school district. The District is governed by a locally elected Board of Education.

[Adoption date: August, 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 19, 2013]

LEGAL REFS.: U.S. Const. Amend. X  
Ohio Const. Art. VI, 2; 3; 4  
ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05  
3311.16 through 3311.19

CROSS REFS.: BBA, School Board Powers and Duties  
BBB, School Board Elections  
LBB, Cooperative Educational Programs

## COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the affairs of the schools is important if the District and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. The Board makes efforts to identify the wishes of the community and to be responsive, through its actions, to those wishes.

In addition to electing fellow citizens to represent them on the School Board, all citizens may express ideas, concerns and judgments about the schools to the administration, to the staff, to any appointed advisory bodies and ultimately to the Board. Ideas should be addressed to the responsible individual in an appropriate fashion.

The Board gives substantial weight to the advice they receive from individuals and community groups interested in the schools, especially those individuals and groups they have invited to advise them regarding selected problems, but will use their best judgment in arriving at decisions. Final authority for all decisions rests with the Board.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03(J)

## STAFF INVOLVEMENT IN DECISION MAKING

A District involves the efforts of many people and functions best when all personnel are informed of the District's major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of a District. Problems and unfavorable attitudes develop when employees are denied information essential for the performance of their respective assignments or when they feel that their ideas and concerns are not heard. Morale is enhanced when employees are assured that their voices are willingly heard by those in positions of authority.

A pattern of decision making and problem solving close to the task also contributes to efficiency and high morale.

All employees in this District have the opportunity to bring their ideas or grievances to the Board of Education. They are expected to proceed through the recognized administrative channels; however, final authority for all decisions rests with the Board.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REFS.: BF, Board Policy Development  
CCB, Line and Staff Relations  
CD, Management Team  
CE, Administrative Councils, Cabinets and Committees  
DBD, Budget Planning  
IF, Curriculum Development

CONTRACT REF.: Teachers' Negotiated Agreement

## STUDENT INVOLVEMENT IN DECISION MAKING

Students should have a voice in the formulation of school policies and decisions which affect their education and lives as students. Through such participation, students can be an important resource for the improvement of the school, the educational system and the community. Students also have responsibilities. These responsibilities include regular school attendance, conscientious effort in classroom work and obedience to school rules and regulations. Most of all, students share with the administration and faculty the responsibility of developing a climate in the school that is conducive to wholesome learning and living.

School policies, rules and regulations affecting students are reviewed periodically by students, faculty and administration.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: JF, Student Rights and Responsibilities  
JFC, Student Conduct

## NONDISCRIMINATION

The Board's policy of nondiscrimination extends to students, staff, job applicants, the general public and individuals with whom it does business and applies to race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.

The Board does not discriminate on the basis of legally acquired genetic information.

The Board does not permit discriminatory practices and views harassment as a form of discrimination. Harassment is defined as intimidation by threats of or actual physical violence; the creation, by whatever means including the use of electronic communications devices, of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice or to have the effect of insulting or stigmatizing an individual.

Employees or students who engage in discrimination of another employee or student shall be subject to disciplinary action.

Permission, consent or assumption of risk by an individual subjected to discrimination does not lessen the prohibition contained in this policy.

No one shall retaliate against an employee or student because he/she files a grievance; assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination of an individual; or because he/she has opposed language or conduct that violates this policy.

The Board designates the following individual to serve as the District's compliance officer/civil rights coordinator:

Title:	Curriculum & Instruction/Human Resources Director
Address:	8825 Friendsville Road, Lodi, OH 44254
Phone Number:	330-302-0303

The name, title and contact information of this individual is annually published in District handbooks and on the District website.

The compliance officer is responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address any inquiries or complaints regarding discrimination/retaliation or denial of equal access in a prompt and equitable manner.

Reports and Complaints of Unlawful Discrimination/Harassment

All persons associated with the District, including, but not limited to, the Board, administration, staff, students and third parties are encouraged to promptly report incidents of unlawful discrimination/harassment.

The Board has developed complaint procedures, which are made available to every member of the school community. The Board also has identified disciplinary penalties, which may be imposed on the offender(s).

Matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible.

[Adoption date: August, 1985]  
[Re-adoption date: January 21, 1997]  
[Re-adoption date: April 20, 1999]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: December 12, 2011]  
[Re-adoption date: December 12, 2016]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
Executive Order 11246, as amended by Executive Order 11375  
Equal Pay Act; 29 USC 206  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
Rehabilitation Act; 29 USC 794  
Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Age Discrimination in Employment Act; 29 USC 623  
Immigration Reform and Control Act; 8 USC 1324a et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
Ohio Const. Art. I, Section 2  
ORC Chapter 3323  
Chapter 4112  
OAC 3301-35-02

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
ACB, Nondiscrimination on the Basis of Disability  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
GBA, Equal Opportunity Employment  
GBO, Verification of Employment Eligibility  
IGAB, Human Relations Education  
IGBA, Programs for Students with Disabilities  
JB, Equal Educational Opportunities  
JFC, Student Conduct (Zero Tolerance)  
JFCEA, Gangs  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
Staff Handbooks  
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement



NONDISCRIMINATION ON THE BASIS OF SEX/  
SEXUAL HARASSMENT

The U.S. Department of Education has published regulations for implementing Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs.

Title IX states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Board ensures compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and the regulations promulgated through the U.S. Department of Education.

All persons associated with the District, including, but not limited to, the Board, administration, staff, students, and third parties are expected to conduct themselves at all times so as to provide an atmosphere free from sex discrimination and sexual harassment. Sex discrimination and sexual harassment, whether verbal or nonverbal, occurring inside or outside of District buildings, on other District-owned property or at school-sponsored social functions/activities, is illegal and unacceptable and will not be tolerated. The District may have an obligation to investigate and/or respond to sexual harassment occurring off school grounds, when the harassment creates a hostile environment within the school setting. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

The District takes measures to eliminate harassment, prevent its recurrence and address its effects, and will implement interim measures as deemed necessary.

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal, nonverbal, or physical conduct of a sexual nature may constitute sexual harassment when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person’s employment or status in a class, educational program or activity;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual or
3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance by creating an intimidating, hostile or offensive environment, or by interfering with one’s ability to participate in or benefit from a class or educational program or activity.

Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will, or where a person is incapable of giving consent. Examples of sexual violence include but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Sexual harassment includes gender-based harassment, which refers to unwelcome conduct based on an individual's actual or perceived sex, (including harassment based on gender identity and nonconformity with sex stereotypes), and not necessarily involving conduct of a sexual nature.

Examples of sexual harassment-type conduct may include, but are not limited to, unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; grooming; repeated sexual jokes, flirtations, advances or propositions; verbal abuse of a sexual nature; graphic verbal commentary relating to an individual's body, sexual prowess or sexual deficiencies; coerced sexual activities; any unwanted physical contact; sexually suggestive or obscene comments or gestures; or displays in the workplace of sexually suggestive or obscene objects or pictures. Whether any act or comment constitutes sexual harassment-type conduct is often dependent on the individual recipient.

All of these types of harassment are considered forms of sex discrimination prohibited by Title IX.

The Board has developed informal and formal discrimination and harassment complaint procedures. The procedures provide for impartial investigation free from conflicts of interest. The Board also has identified disciplinary measures that may be imposed upon the offender. Nothing in this policy or procedure prevents an individual from pursuing action through State and/or Federal law, contacting law enforcement, or from filing a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Board designates the following individual to serve as the District's Title IX Coordinator:

Title:	Curriculum & Instruction/Human Resources Director
Address:	8825 Friendsville Road, Lodi, OH 44254
Phone Number:	330-302-0303

The Title IX Coordinator serves as the grievance officer and coordinates the District's efforts to comply with and carry out responsibilities under Title IX, including any complaint under Title IX. He/She is vested with the authority and responsibility for investigating all sexual harassment complaints in accordance with the procedures set forth in the accompanying regulation and staff and student handbooks.

Confidentiality/Retaliation

Sexual harassment matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible, consistent with the Board's legal obligations to investigate. Although discipline may be imposed against the accused upon a finding of guilt, the District prohibits retaliation for an individual's participation in, and/or initiation of a sex discrimination/sexual harassment complaint investigation, including instances where the complaint is not substantiated. The District takes reasonable steps to prevent retaliation and takes strong responsive action if retaliation occurs.

[Adoption date: June 8, 1994]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]

[Re-adoption date: December 12, 2016]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
Executive Order 11246, as amended by Executive Order 11375  
Equal Pay Act; 29 USC 206  
Ohio Const. Art. I, Section 2  
ORC Chapter 4112

CROSS REFS.: AC, Nondiscrimination  
GBA, Equal Opportunity Employment  
GBD, Board-Staff Communications (Also BG)  
GBH, Staff-Student Relations (Also JM)  
IGDJ, Interscholastic Athletics  
JB, Equal Educational Opportunities  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JHG, Reporting Child Abuse  
Staff Handbooks  
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## NONDISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT GRIEVANCE PROCEDURES

The Board has created informal and formal discrimination and harassment grievance procedures, providing for a prompt and impartial investigation free of conflicts of interest. All students and District employees are required to fully cooperate when asked to participate in an investigation.

Members of the school community and third parties are encouraged to promptly report incidents of sex discrimination or sexual harassment. Complaints may be filed with any District employee, or directly with the Title IX Coordinator. District employees are required to report these incidents to the Title IX Coordinator upon becoming aware of an incident, and failure to do so may result in disciplinary action.

Complaints of sex discrimination or sexual harassment must be filed within 180 calendar days of the alleged incident, as delays in filing complaints can make it difficult to investigate. Both the informal and formal grievance procedures are completed within 60 days of the date the incident was reported to the Title IX Coordinator, unless extenuating circumstances exist. Periodic updates are made as appropriate during the investigation.

The Title IX Coordinator determines whether or not, by “a preponderance of the evidence,” the alleged victim’s allegations are true. “A preponderance of the evidence” means that evidence must show the alleged discrimination/sexual harassment was more likely than not to have occurred.

Pending the final outcome of an informal or formal investigation, the District institutes interim measures to protect the alleged victim and informs him/her of available support services. Interim measures may include, but are not limited to: a District-enforced no contact order, schedule changes, academic modifications for the alleged victim, and/or school counseling for the alleged victim. These measures should ensure the alleged victim continues to have equal access to all education programs and activities and the safety of all students is protected.

If any of the named officials are the accused or are the alleged victim, the Board designates an alternate investigator and retains final decision-making authority.

All matters involving sexual harassment complaints remain confidential to the extent possible.

### Informal Procedure for Addressing Complaints

An informal grievance procedure can be used when the Title IX Coordinator deems it appropriate and/or when the parties involved (alleged victim and accused) agree that an informal process is appropriate and sufficient. The informal process is not used when the alleged discrimination or harassment may constitute sexual violence or any other criminal act.

The Title IX Coordinator gathers enough information during the informal process to understand and resolve the complaint. The Title IX Coordinator proposes an informal solution based on this fact-gathering process, which may include, but not be limited to: requiring the accused to undergo training on harassment/discrimination, requiring all students and staff to undergo such training, and instituting protective mechanisms for the alleged victim.

Either party has the right to terminate the informal procedure at any time and pursue a remedy under the formal grievance procedure.

#### Formal Procedure for Addressing Complaints

While the formal grievance procedure may serve as the first step toward the resolution of a charge of sex discrimination or sexual harassment, it also is available when the informal procedure fails to resolve the complaint.

Through the formal grievance procedure, the Title IX Coordinator attempts to resolve the complaint in the following way:

1. The Title IX Coordinator promptly confers with the charging party/alleged victim in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the Title IX Coordinator and signed by the charging party/alleged victim as a testament to the statement's accuracy.
2. The Title IX Coordinator meets with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the Title IX Coordinator and signed by the charged party as a testament to the statement's accuracy.
3. The Title IX Coordinator holds as many meetings with the parties and witnesses (if any) as are necessary to gather facts. The dates of meetings and the facts gathered are all put in writing. The investigation is adequate, reliable, impartial and prompt, and allows both parties an equal opportunity to present witnesses and other evidence.
4. At the conclusion of the investigation, the Title IX Coordinator prepares a written report summarizing: the evidence gathered during the investigation and whether the allegations were substantiated; whether any Board policies or student or employee codes of conduct were violated; any recommendations for corrective action. The investigation report indicates if any measures must be instituted to protect the alleged victim. Such measures may include, but are not limited to extending any interim measures taken during the investigation. The report also informs the alleged victim of available support services, which at a minimum includes offering school counseling services if the alleged victim is a student.

Notice of Outcome

Both the alleged victim and the accused are provided written notice of the outcome of the complaint.

If either party disagrees with the decision of the Title IX Coordinator, he/she may appeal to the Superintendent. After reviewing the record made by the Title IX Coordinator, the Superintendent may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent is final.

Disciplinary Action

Any disciplinary action is carried out in accordance with Board policies, student and employee codes of conduct, State and Federal law, and, when applicable, the negotiated agreement. When recommending discipline, the Title IX Coordinator considers the totality of the circumstances involved, including the ages and maturity levels of those involved. The Title IX Coordinator and the Superintendent determine if a recommendation for expulsion for an accused student or discharge for an accused employee should be made. If this recommendation is made and a hearing is required, the hearing shall be held in accordance with Board policy, State law and/or the negotiated agreement. Both the parties shall have an equal right to attend the hearing, have a representative and parent (if student) present, present evidence, and question witnesses.

(Approval date: June 8, 1994)  
(Re-approval date: August 21, 2001)  
(Re-approval date: May 23, 2011)  
(Re-approval date: December 12, 2016)

## NONDISCRIMINATION ON THE BASIS OF DISABILITY

The Board maintains that discrimination against a qualified person with a disability solely on the basis of disability is unfair. To the extent possible, a qualified person with a disability should be in the mainstream of life in a school community. In addition, the District is the recipient of federal funds and therefore must be in compliance with all laws and regulations which deal with disabled individuals.

Accordingly, employees of the District comply with the law and Board policy to ensure nondiscrimination on the basis of disability. The following is expected.

1. No one discriminates against qualified persons with a disability in any aspect of school employment solely on the basis of disability.
2. Facilities, programs and activities are made available to qualified persons with a disability.
3. Free appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified persons with a disability.
4. No one excludes any qualified person with a disability, solely on the basis of disability, from participation in any preschool education, day care, adult education or career-technical education program.
5. Each qualified person with a disability is provided with the same health, welfare and other social services which are provided to others.

[Adoption date: April 14, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 3, 2009]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Rehabilitation Act of 1973; 29 USC 794  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
ORC Chapter 3323  
Chapter 4112

CROSS REFS.: AC, Nondiscrimination  
GBA, Equal Opportunity Employment  
IGBA, Programs for Students with Disabilities  
IGDJ, Interscholastic Athletics  
JB, Equal Educational Opportunities  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying  
Staff Handbooks  
Student Handbooks



## NONDISCRIMINATION ON THE BASIS OF DISABILITY

The following local grievance procedure is established for alleged violations under §504:

1. If any person believes that the Cloverleaf Local School District or any of the District's staff has inadequately applied the principles and/or regulations of §504 of the Rehabilitation Act of 1973, a complaint may be presented, which shall be referred to as a grievance, to the District's Civil Rights Coordinator for employment matters:

Assistant Superintendent  
Cloverleaf Local School District  
8525 Friendsville Road  
Lodi, OH 44254  
Tel.: 330-948-2500

- A. The grievance must be in writing, fully setting out the circumstances and must be signed by the person making the complaint.
  - B. The grievance must be filed with the Coordinator within five school days.
  - C. The complainant shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator. The Coordinator will promptly attempt to resolve the matter among the affected parties.
  - D. If the Coordinator is unable to resolve the grievance, he/she shall further investigate the matters of grievance and reply in writing to the complainant within ten school days from the date of filing the grievance.
2. If the complainant wishes to have the decision of the local Civil Rights Coordinator reviewed, he/she may submit a signed statement of appeal to the Superintendent of Schools within five school days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten school days.
  3. If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the Board of Education within five school days of his/her receipt of the Superintendent's response. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within 40 school days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 school days of this meeting.
  4. If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, 615 W. Superior Avenue, Cleveland, Ohio 44113.

The local Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure.

(Approval date: December 7, 1999)  
(Re-approval date: August 21, 2001)

## PROGRAMS FOR DISABLED STUDENTS

1. The District does not discriminate against individuals on the basis of disability. This nondiscriminatory obligation under §504 of the Rehabilitation Act applies to admission or access to, participation in, or treatment in its programs and activities.
2. As used in this policy and any implementing procedures, an individual with disabilities means a person who has, or had, or is regarded as having, a physical or mental impairment that substantially limits one or more of his/her major life activities.
3. The Board designates as the §504 Compliance Coordinator:

Director of Special Services  
Cloverleaf Local School District  
§504 Coordinator (Disability)  
Cloverleaf High School  
8525 Friendsville Rd.  
Lodi, OH 44254

The §504 Compliance Coordinator will coordinate the District's effort to comply with §504 and to investigate and attempt to resolve grievances regarding alleged violations of §504 and this policy. A copy of the Rehabilitation Act of 1973 and §504 implementing regulations may be obtained from §504 Compliance Coordinator.

4. Notice of the Board's policy on nondiscrimination in educational practices and the identity of the §504 Compliance Coordinator shall be posted throughout the District, published in any District general information publications.
5. The Board's grievance procedure is provided for prompt and equitable resolution of complaints alleging violation of §504 and this policy.
6. Identification and Referral Procedures
  - A. Students who are in need or are believed to be in need of services under §504 may be referred for evaluation by a parent, teacher, other certificated school employee, community agency, or by self-referral.
  - B. The District will consider the referral and based upon a review of the student's existing records, including academic, social, testing, and behavioral records, determine whether an evaluation is appropriate. Any student who, because of a disability needs, or is believed to need services will be evaluated. If a request for evaluation is denied, the District will inform the parents or guardian of this decision and of procedural rights as described in Section nine.



7. Evaluation

- A. The evaluation shall:
  - 1) Determine eligibility for services as a disabled person under §504 and
  - 2) Establish the services needed by the student.
- B. The evaluation procedures to be followed may, but need not be, the evaluation procedures which are followed for evaluating disabled students who are suspected as disabled under the Individuals with Disabilities Education Act (IDEA).
- C. No final determination of whether the student is a disabled individual within the meaning of §504 will be made by the District without informing the parent or guardian of the student concerning such proposed determination. Procedural safeguards as defined under Section nine will be given to the parents/guardian.
- D. With regard to a student who is determined to be disabled under §504 of the Rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, the District shall conduct a reevaluation of the student:
  - 1) prior to any significant change in placement,
  - 2) more frequently if conditions warrant or
  - 3) if the student's parent or teachers reasonably request an evaluation.

8. Placement

- A. If the District determines that the student is eligible for special education and related services under both the IDEA and §504 of the Rehabilitation Act of 1973, those services shall be delivered pursuant to an Individualized Education Program developed pursuant to the IEP procedures of the IDEA.
- B. If the District determines that the student is disabled under §504 of the Rehabilitation Act of 1973, but does not also meet the definition of disabled under IDEA, the District will determine through a §504 committee meeting whether the student requires services or modifications to his/her regular education program to allow the student's education needs to be met as adequately as the educational needs of non-disabled students are met. The services or modifications recommended should be listed in writing in a §504 Agreement but not in an IEP.
- C. The District may also determine that no services are appropriate. If so, the record of the District proceedings will state the basis for the decision that no special services are presently needed.



9. Procedural Safeguards

With respect to actions regarding the identification, evaluation, or educational placement of a person who, because of disability, needs or is believed to need special instruction or related services the following procedural safeguards shall be afforded:

- A. Notice (written or oral) of any decision regarding the identification, evaluation, or educational placement of the student.
- B. An opportunity for the parents or guardian of the student to examine relevant educational records.
- C. An impartial hearing with the opportunity for participation by the student's parents or guardian and representation by counsel.
- D. Request for a §504 hearing must be made to the District §504 Coordinator.
- E. Cloverleaf will maintain a list of trained, independent hearing officers (IHO). The Cloverleaf §504 Coordinator (or designee) will appoint an IHO from that list. The appointment of an IHO will be made within five school days after the request for hearing is received. The cost of the hearing shall be borne by Cloverleaf.
- F. The IHO will conduct the hearing within 30 days of being appointed or within a reasonable period of time after the lapse of 30 days upon a request for extension of time by either party, or for any other just causes determined by the IHO.
- G. The IHO will give the parent/guardian or student written notice of the date, time and place of the hearing. Notice will be given no less than 14 days prior to the date of the hearing unless otherwise agreed to by the parent/guardian or student.
- H. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent/guardian or student may be represented by another person of his/her choice, including an attorney.
- I. The IHO shall make a full and complete record of the proceedings and render a written decision within 15 days after the hearing, or within a reasonable time period after the lapse of 15 days, for just cause, as determined by the IHO.
- J. Either party shall have a right to appeal the decision of the IHO upon filing a written request for an appeal within 15 days of the date of the IHO's written decision. The appeal request must be timely filed with the Cloverleaf §504 Compliance Coordinator.
- K. In the request for an appeal, the requesting party shall specifically set forth the reasons the party feels the decision of the IHO is either contrary to, not supported by the evidence, or is otherwise contrary to law.

- L. The appeal is heard by another IHO, who shall be appointed by the Cloverleaf §504 Compliance Coordinator (or designee) from Cloverleaf's list of IHO's.



10. §504 Grievance Procedures

The following local grievance procedure is established for alleged violations under §504:

- A. If any person believes that the Cloverleaf Local School District or any of the District's staff has inadequately applied the principles and/or regulations of §504 of the Rehabilitation Act of 1973, a complaint may be presented, which shall be referred to as a grievance, to the District's §504 Coordinator for disability matters:

Director of Special Services  
Cloverleaf Local School District  
§504 Coordinator (Disability)  
Cloverleaf High School  
8525 Friendsville Rd.  
Lodi, OH 44254

- 1) The grievance must be in writing, fully setting out the circumstances and must be signed by the person making the complaint.
  - 2) The grievance must be filed with the §504 Compliance Coordinator within five school days.
  - 3) The complainant shall discuss the grievance informally and on a verbal basis with the local §504 Coordinator. The §504 Compliance Coordinators will promptly attempt to resolve the matter among the affected parties.
  - 4) If the §504 Compliance Coordinator is unable to resolve the grievance, he/she shall further investigate the matters of grievance and reply in writing to the complainant within ten school days from the date of filing the grievance.
- B. If the complainant wishes to have the decision of the local §504 Compliance Coordinator reviewed, he/she may submit a signed statement of appeal to the Superintendent of Schools within five school days after receipt of the Compliance Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten school days.
- C. If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the Board of Education within five school days of his/her receipt of the Superintendent's response. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty school days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten school days of this meeting.



- D. If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, Department of Education, Cleveland, Ohio.

The local Compliance Coordinator, on request will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure.

(Approval date: December 7, 1999)  
(Re-approval date: August 21, 2001)



## POLICY ON DEVELOPMENT OF PHILOSOPHY OF EDUCATION

The Board's philosophy of education shall give direction to the educational program and daily operations of the District. The philosophy will allow for that flexibility necessary in an ever-changing society; furthermore, the philosophy will provide general criteria by which to assess the District's program and operations.

Annually, the policy committee of the Board and the Superintendent evaluates the District's philosophy of education. Suggestions from both staff and community will be considered.

The committee will revise or confirm the existing philosophy or write a new philosophy. The committee will then present its recommendation regarding a District philosophy of education. Prior to the start of school, the philosophy will be placed on the agenda for review by the Board of Education.

All building and course of study philosophies will reflect and extend the Board's philosophy. The Superintendent will disseminate the Board's philosophy of education to all staff members and have it published in all handbooks.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03

CROSS REFS.: ADA, Educational Philosophy  
BFC, Policy Adoption  
BFG, Policy Review and Evaluation

## EDUCATIONAL PHILOSOPHY

The aim of education is to provide the opportunity for each individual to develop his/her innate potential to the maximum, and to acquire the skills he/she needs in daily life so that he/she is an active, contributing member of society to a degree commensurate with his/her abilities.

The mission of the Cloverleaf Schools, a student focused district, is to provide a learning environment that challenges and engages all students.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-02(A)

CROSS REFS.: AD, Development of Philosophy of Education  
AE, School District Goals and Objectives  
IA, Instructional Goals  
Continuous Improvement Plan

## SCHOOL DISTRICT GOALS AND OBJECTIVES

### Goal #1 (Career-related):

All students will acquire knowledge, skills and attitudes that will enable them to make informed career decisions.

### Goal #2 (Social/Emotional):

All students will understand and appreciate diversity, practice flexibility of thought, respect self and others, and accept the responsibilities and consequences of their decisions.

### Goal #3 (Academic):

All students will develop their academic skills by engaging in learning activities that challenge them individually to prepare them for the next level.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-02(A)

CROSS REFS.: ADA, Educational Philosophy  
IA, Instructional Goals  
IAA, Instructional Objectives  
Continuous Improvement Plan

## COMMITMENT TO ACCOMPLISHMENT

Evaluation of District operations is a chief responsibility of the Board and is the only means of determining whether the educational goals adopted are being achieved.

The evaluation program may include, but is not limited to, the following areas:

1. curriculum and instruction;
2. students, dropouts and graduates;
3. school personnel;
4. buildings and equipment;
5. business operations and
6. operations of the Board.

Appraising the success of the instructional program is particularly important. Only through an awareness of the strengths and shortcomings of the program can the Board and Superintendent have a sound basis for making improvements. The improvements are made by the Superintendent through the implementation of policies adopted by the Board.

The Board makes evaluation of its operations a continuing process so that it stays abreast of accomplishments and needs.

The Board annually:

1. assesses the District's operations and achievement of goals by information gathered from the Superintendent and Treasurer;
2. evaluates the Superintendent and Treasurer according to job descriptions and Board expectations and
3. evaluates itself according to its established goals and purposes.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 18, 2009]



LEGAL REFS.: ORC 3313.22; 3313.60  
3319.01; 3319.02; 3319.08; 3319.081  
OAC 3301-35-03; 3301-35-04; 3301-35-05

CROSS REFS.: AE, School District Goals and Objectives  
AFA, Evaluation of School Board Operational Procedures (Also BK)  
AFB, Evaluation of the Superintendent (Also CBG)  
AFBA, Evaluation of the Treasurer (Also BCCB)  
AFC, Evaluation of Professional Staff (Also GCN)  
AFD Evaluation of Support Staff (Also GDN)  
AFE, Evaluation of Instructional Programs (Also IM)  
AFI, Evaluation of Educational Resources  
BCC, Qualifications and Duties of the Treasurer  
CBA, Qualifications and Duties of the Superintendent

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an annual appraisal of its functioning as a board. This appraisal considers the broad realm of relationships and activities inherent in board responsibilities.

The appraisal process and instrument are determined by the Board. The following are areas of Board operations and relationships representative of those in which objectives may be set and progress appraised.

1. Board meetings
2. policy development
3. fiscal management
4. Board role in educational program development
5. Board member orientation
6. Board member development
7. Board officer performance
8. Board-Superintendent relationships
9. Board-Treasurer relationships
10. Board-staff relationships
11. Board-community relationships
12. legislative and governmental relationships
13. management team development and utilization

The Superintendent and others who regularly work with the Board are asked to participate in establishing objectives and reviewing progress.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REFS.: BCB, Board Officers  
BCD, Board-Superintendent Relationship (Also CBI)  
BD, School Board Meetings  
BF, Board Policy Development and Adoption  
BHA, New Board Member Orientation  
CD, Management Team  
DA, Fiscal Management Goals

## EVALUATION OF THE SUPERINTENDENT

The Board evaluates the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

Through evaluation of the Superintendent, the Board strives to:

1. clarify the role of the Superintendent as seen by the Board;
2. clarify for all Board members the role of the Superintendent, in light of the job description for the position, and the performance goals and objectives as agreed upon by the Board and Superintendent;
3. develop harmonious working relationships between the Board and Superintendent;
4. provide administrative leadership for the District and
5. identify strengths and weaknesses of the Superintendent's performance.

Criteria for the evaluation of the Superintendent are based upon the Superintendent's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Superintendent and adopted by the Board.

The Board evaluates the abilities and services of the Superintendent at least once a year.

Board consensus on the Superintendent's abilities and performance will be put in writing and made available and discussed with the Superintendent in conference. The Board must consider the evaluation of the Superintendent in acting to renew or nonrenew his/her contract.

The evaluative instrument may be changed upon agreement by both parties.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 19, 2005]

LEGAL REF.: ORC 3319.01

CROSS REFS.: AF, Commitment to Accomplishment

Cloverleaf Local School District, Lodi, Ohio

BDC, Executive Sessions  
CBA, Qualifications and Duties of the Superintendent  
CBC, Superintendent's Contract

NOTE: The administrative evaluation form will also be used to evaluate the Superintendent.  
The forms are maintained in the Central Office

## THE SUPERINTENDENT EVALUATION DOCUMENT

**DIRECTIONS:** The criteria by which to measure a given area of performance is often not quantifiable. Therefore, any rating system often reflects a subjective conclusion based on the evaluator's expectations. The evaluator must consider the following factors in order to conduct a fair and unbiased appraisal.

1. How often and to what degree did the evaluator observe or overview any given area of performance?
2. How often did the evaluator provide immediate feedback to the superintendent on any given area of performance?
3. What is the evaluator using as his/her standards of performance? Would the evaluator accept those same standards in judging his/her performance as a Board member?

### RATING SYSTEM:

<u>Numerical Weight</u>	<u>Description</u>
5	More than expected. superior performance
4	Above expectations, often superior
3	Expected performance, consistently satisfactory
2	Below expectations, inconsistent performance
1	Less than expected, needs improvement

The evaluation is divided into five general categories composed of: Professional Characteristics, Essential Job Functions, (Other) Specific duties and responsibilities, Evaluation of Superintendent in Attaining Established Performance Objectives, and Establishment of Performance Objectives for the coming year.

Individual performance indicators within each category will receive numerical ratings. A composite rating will then be determined for each general category using the following formulas: Sum of the numerical weight divided by the total number of ratings. Written responses will be used for assessing Treasurer's performance objections for the current year and for the upcoming year.



SUPERINTENDENT PERFORMANCE EVALUATION

This evaluation is for \_\_\_\_\_ from school yr. \_\_\_\_\_ to \_\_\_\_\_

**I. Professional Characteristics:**

Rate (1-5)

Leadership: Creates a feeling of unity and enthusiasm in district where decisions and ideas are respected. Encourages people to want to do their best. \_\_\_\_\_

Honesty: Demonstrates high standards of ethics, honesty, and integrity in personal and professional matters. \_\_\_\_\_

Trust: Fair dealings with people create feelings of trust and belief. \_\_\_\_\_

Responsible: Follows through on all commitments, accepts responsibility for successes and failures. Does not blame others. \_\_\_\_\_

Steadiness: Quick thinking and reliable under stress or in an emergency. \_\_\_\_\_

Respect: Demonstrates consideration for and sincerity towards all district patrons, students, staff and board members. Is respected and regarded as a role model. \_\_\_\_\_

Confidence: Is sure of his/her abilities, but always open to the thoughts and ideas of others. People find it easy to dialogue with him. \_\_\_\_\_

Flexibility: Adjusts to new situations and responds easily to sudden changes in conditions. \_\_\_\_\_

Cooperation: Works well with groups, including people who represent opposing views. Can mediate disputes. \_\_\_\_\_

Innovation: Finds creative ways to resolve difficult problems and is aware of new developments in the field of education. \_\_\_\_\_

Decisive: Assumes responsibility for taking a stand when necessary. Uses a decision making process that is thorough and open to input. \_\_\_\_\_

Responsible: Thinks quickly, but avoids over reaction. Replies in a timely manner to people's concerns, and is tactful when the answer is "no". \_\_\_\_\_

Judgment: Uses common sense and good judgment in the course of routine and more serious matters. Can be relied upon for wise and thoughtful advice. \_\_\_\_\_

Insightful: Is alert and sensitive to issues and concerns before they become major problems. Sees "big picture" while understanding the details. Anticipates \_\_\_\_\_

outcome of\_decisions.



Rate (1-5)

Openness: Willing to accept criticism and new ideas without defensiveness. \_\_\_\_\_

Supportive: Endorses and openly supports the policies, procedures, and philosophies of the board and supports staff and students. \_\_\_\_\_

Knowledgeable: Understands school district management as well as educational programs. \_\_\_\_\_

Enthusiastic: Shows interest and enthusiasm in work and in people. Demonstrates initiative and persistence in spite of setbacks. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Essential Job Functions:**

Communications/Community Relations

1. Assures the maintenance of a program for keeping the community adequately informed of school developments and problems. Supervises the implementation of community relations activities. \_\_\_\_\_

2. Works with parent groups and other organizations interested in and concerned for the welfare of the schools. Interprets and programs and activities of the schools before various community groups. \_\_\_\_\_

3. Establishes a working relationship with all news media. Meets with representatives of the press to provide information needed for keeping the community informed consistent with standards of confidentiality by the board and state and federal rules and laws. Issues press releases as required. \_\_\_\_\_

4. Participates in community affairs, in both school and non-school activities and cooperates with other community agencies. \_\_\_\_\_

5. Plans for the utilization of community resources to assist in furthering educational aims, and for citizen involvement in the daily life of the schools. \_\_\_\_\_

6. Gains the overall respect and support of the community on the status of school operations. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_



Leadership Skills

Rate (1-5)

- 1. Uses an effective process for achieving cooperation and consensus where there has been disagreement. \_\_\_\_\_
- 2. Finds effective ways to regain authority or control where management has lost influence. \_\_\_\_\_
- 3. Demonstrates skills in motivating staff and students, bolstering morale and generating enthusiasm. \_\_\_\_\_
- 4. Has experience rebuilding and/or maintaining good will and confidence in the administration. \_\_\_\_\_
- 5. Demonstrates innovative ways to solve problems without new resources. \_\_\_\_\_
- 6. Can reorganize staff, revising procedures and implement policy changes. \_\_\_\_\_
- 7. Promotes a “team management” approach as the best way to run the district. \_\_\_\_\_
- 8. Does not hesitate to seek expert council and advise when necessary. \_\_\_\_\_

Comments:

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Decision Making Skills

- 1. Effectively uses a participatory management style in decision making. \_\_\_\_\_
- 2. Able to recognize situations that call for independent judgment and quick thinking. \_\_\_\_\_
- 3. Can describe decisions in which the board should participate. \_\_\_\_\_
- 4. Knows from experience how authority and responsibility can be effectively delegated. \_\_\_\_\_
- 5. Can integrate research/evidence data into the decision making and policy development process. \_\_\_\_\_

Comments:

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Board/Superintendent Relations	Rate (1-5)
1. Knows the difference between policy and administration in specific areas.	_____
2. Has a variety of ways to keep the board informed.	_____
3. Is supportive of, and can outline a program for board goal setting and long range planning.	_____
4. Demonstrates willingness to assume the lead in decision making while keeping the board informed.	_____
5. Provides board meeting agenda and supportive date in a timely manner. Makes recommendations, but accepts board directives.	_____
6. Can handle constructive criticism in a positive manner.	_____
7. Strives to maintain a professional relationship with all members of the board, regardless of personal differences.	_____

Comments:

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Operations, Support Services and Facilities

1. Knows the steps involved in planning and/or dealing with school construction.	_____
2. Can manage an effective program for supervision of buildings and grounds maintenance.	_____
3. Knows how to manage the operation of a school plant.	_____
4. Has the necessary skills for assessing and improving district operations in all support service areas.	_____
5. Can identify ways to establish cooperative programs for support services.	_____

Comments:

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Personnel Management

Rate (1-5)

- 1. Can delegate effectively to the lowest level, while maintaining accountability for major administrative areas. \_\_\_\_\_
- 2. Uses a sound, proven process for recruiting and selecting quality staff. \_\_\_\_\_
- 3. Uses an effective program for staff evaluation and corrective action. Recommends dismissal or non-renewal when necessary. \_\_\_\_\_
- 4. Skilled in handling grievances and administering a bargaining agreement. \_\_\_\_\_
- 5. Can coordinate contract negotiation for the district. \_\_\_\_\_
- 6 Knows the components of effective personnel policies, procedures, and practices. \_\_\_\_\_
- 7. Maintains good working relationships and open lines of communication with total staff. \_\_\_\_\_

Comments:

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Budget/Finance

- 1. Can explain clearly Ohio’s school funding process, levy laws, and other laws and regulations related to budgeting. \_\_\_\_\_
- 2. Can implement measures to restore financial stability to a district with financial problems. \_\_\_\_\_
- 3. Can review a budget printout and note irregularities and areas of potential future concern. \_\_\_\_\_
- 4. Can forecast revenue shortfalls and enrollment changes. \_\_\_\_\_
- 5. Knows where to go for advice and assistance on various aspects of school funding. \_\_\_\_\_
- 6. Can explain how to successfully campaign for levy or bond issues. \_\_\_\_\_
- 7. Administers the district within budget limits, promoting cost-effective procedures for the utilization of resources. \_\_\_\_\_

Comments:

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Educational Programs	Rate (1-5)
1. Directs the establishment and implementation of the Strategic Plan.	_____
2. Has experience resolving community issues related to curriculum.	_____
3. Can outline a process for providing curriculum guidance and leadership to building administrators.	_____
4. Can describe effective student testing programs and explain ways to evaluate and remedy low-test scores.	_____
5. Can explain sequencing and pacing of instruction, brain development theories and variance in learning styles.	_____
6. Encourages innovation and research that promotes educational excellence.	_____
7. Promotes policies and regulations for student conduct to ensure a well disciplined, safe, stimulating and respectful environment.	_____

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Political Awareness

1.Experienced in working with legislative bodies, special interest groups, and political organizations.	_____
2. Can describe arguments for and against issues such as school funding, etc.	_____

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ Board President \_\_\_\_\_

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

*(Signature of employee does not indicate approval or disapproval)*



**CLOVERLEAF SUPERINTENDENT/TREASURER/ADMINISTRATOR  
EVALUATION/SALARY COMPUTATION**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Contract Year: \_\_\_\_\_ District Percentage \_\_\_\_\_

	Adj. Factor	
+15% of Center Point	+15% CURRENT SALARY	Evaluation Composite: _____
	0.5	Conversion Factor: _____
+7.5%		% of increase: _____
		Adjustment Factor _____
		% Increase _____
Center Point	CP 1.0	+ University Credit: _____
-10%	1.0	+ Community Credit: _____
-15%	1.3	Total % Increase: _____
-20% of Center Point	1.5	

Current Salary \_\_\_\_\_ X \_\_\_\_\_ % = New Salary \_\_\_\_\_

Calculation is formulated on base salary exclusive of other benefits.

1. Center Point = Average of Surveyed Districts found in Medina and Summit Counties.
2. Current Salary is positioned within the range box.
3. Performance is reviewed per evaluation instrument and % of increase is determined.
4. Percent of increase is adjusted up or down by Adjustment Factor, based upon salary position within range box.
5. Percentage increase shall be calculated on the base salary only unless stipulation is made in the individual contract.
6. Compensation should remain in the average range, therefore, University and Community Credit shall be issued only when the District Percentage is zero or salary is below the average range.



Experience/Credit

University Credit

Masters - 0%  
Masters +9-.5%  
Masters +18-1%  
Masters +30-1.5%  
Doctorate - 2.0%

NOTE: All university semester credits must be obtained from an accredited institution and be completed prior to August 1, with a formal completion notice submitted to the Superintendent (transcripts, etc.)

Community Involvement

In an effort to recognize the importance of tying the school to the community, the following credit will apply:

**Level 1**      Membership in one (1) community service organization plus attendance at nine (9) community trustee meetings - 1.00%

**OR**

**Level 2**      Membership in one (1) community service organizations plus attendance at twelve (12) community trustee meetings plus attendance at six (6) community functions and/or fundraisers - 2.00%



**EVALUATION COMPOSITE SCORE**

**ADMINISTRATOR**

<u>Total Points</u>	<u>Conversion Step</u>
61-65	1.80
57-60	1.60
53-56	1.40
49-52	1.20
45-48	1.10
41-44	1.00
37-40	0.75
33-36	0.66
29-32	0.33
Less Than 29	0.00

**SUPERINTENDENT/TREASURER**

<u>Total Points</u>	<u>Conversion Step</u>
333-355	1.80
311-332	1.60
290-310	1.40
268-289	1.20
246-267	1.10
224-245	1.00
202-223	0.75
181-201	0.66
159-180	0.33
Less Than 159	0.00

## EVALUATION OF THE TREASURER

The Board evaluates the performance of the Treasurer in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The objectives of the Board's evaluation are to:

1. promote professional excellence and improve the skills of the Treasurer;
2. improve the quality of District business practices and
3. provide a basis for the review of the Treasurer's performance.

Criteria for the evaluation of the Treasurer are based upon the Treasurer's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Treasurer and Superintendent and adopted by the Board.

Evaluation criteria are reviewed as necessary or as requested by the Treasurer, but not less frequently than annually. Any proposed revision of the evaluation criteria shall be provided to the Treasurer for his/her comments before its adoption.

[Adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.22



## THE TREASURER EVALUATION DOCUMENT

**DIRECTIONS:** The criteria by which to measure a given area of performance is often not quantifiable. Therefore, any rating system often reflects a subjective conclusion based on the evaluator's expectations. The evaluator must consider the following factors in order to conduct a fair and unbiased appraisal.

1. How often and to what degree did the evaluator observe or overview any given area of performance?
2. How often did the evaluator provide immediate feedback to the treasurer on any given area of performance?
3. What is the evaluator using as his/her standards of performance? Would the evaluator accept those same standards in judging his/her performance as a Board member?

### RATING SYSTEM:

<u>Numerical Weight</u>	<u>Description</u>
5	More than expected. superior performance
4	Above expectations, often superior
3	Expected performance, consistently satisfactory
2	Below expectations, inconsistent performance
1	Less than expected, needs improvement

The evaluation is divided into five general categories composed of: Professional Characteristics, Essential Job Functions, (Other) Specific duties and responsibilities, Evaluation of Treasurer in Attaining Established Performance Objectives, and Established Performance Objectives for the coming year.

Individual performance indicators within each category will receive numerical ratings. A composite rating will then be determined for each general category using the following formulas: Sum of the numerical weight divided by the total number of ratings. Written responses will be used for assessing Treasurer's performance objections for the current year and for the upcoming year.



**Cloverleaf Local School District  
Treasure Performance Evaluation**  
From \_\_\_\_\_ to \_\_\_\_\_

Name of Treasurer: \_\_\_\_\_

**I. Professional Characteristics:** Rating (1-5)

**Leadership** Creates a feeling of unity and enthusiasm in district decisions and ideas are respected – encourages people to want to do their best. \_\_\_\_\_

**Honesty** Can be relied upon to be straight forward and honest even under difficult circumstances. \_\_\_\_\_

**Trust** Fair dealings with people create feelings of trust and belief. \_\_\_\_\_

**Responsible** Follows through on all commitments, accepts responsibility for successes and failures---doesn't blame others. \_\_\_\_\_

**Steadiness** Quick thinking and reliable under stress or in an emergency. \_\_\_\_\_

**Respect** Demonstrates consideration for and sincerity toward all district patrons, students, staff and board members—is respected and regarded as a role model. \_\_\_\_\_

**Confidence** Has confidence in his/her abilities, but is open to the thoughts and ideas of others. Gains confidence of public, staff, and students. \_\_\_\_\_

**Flexibility** Adjusts to new situations and responds effectively to sudden changes and conditions. \_\_\_\_\_

**Cooperation** Is able to work well with people who represent opposing Views and is tolerant. Can mediate disputes \_\_\_\_\_

**Innovation** Finds creative ways to resolve difficult problems and is aware of new developments in the field of education. \_\_\_\_\_

**Decisive** Assumes responsibility for taking a stand when necessary  
Uses a decision making process that is thorough and  
Open to input. \_\_\_\_\_



Rating (1-5)

**Responsive** Thinks quickly, but avoids over reaction, responds to peoples’ Concerns even when the answer “no”. \_\_\_\_\_

**Judgment** Uses common sense and good judgment in the course of routine and more serious matters. Can be relied upon for wise and thoughtful advice. \_\_\_\_\_

**Insightful** Is alert and sensitive to issues and concerns before they become major problems. Sees the “big picture” while understanding the details. Anticipates outcome of decisions. \_\_\_\_\_

**Openness** Willing to accept criticism and new ideas without defensiveness. \_\_\_\_\_

**Supportive** Endorses and openly supports the policies, procedures, and philosophy of the board and supports staff and students. \_\_\_\_\_

**Knowledge** Understands school district management as well as educational programs. \_\_\_\_\_

**Enthusiasm** Shows interest and enthusiasm in work and in people. Demonstrates initiative and persistence in spite of challenges. \_\_\_\_\_

**Punctuality** Exhibits punctuality and regularity of attendance to the office, at meetings, and with reports. \_\_\_\_\_

**Development** Maintains professional skills through attendance at professional workshops and seminars. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**II. Essential Job Functions:**  
**Budget and Finance**

Rating (1-5)

1. Can explain the state school budgeting process, the levy law, and laws and regulations related to budgeting, finance, and business operations. \_\_\_\_\_
2. Maintains the districts accounting records accurately, up to date in accordance with prescribed accounting requirements. \_\_\_\_\_
3. Prepares and manages payroll system so employees are compensated in a timely and forthright manner. \_\_\_\_\_
4. Pays district bills in a timely manner. \_\_\_\_\_
5. Provides the board with concise meaningful financial and business operations data. \_\_\_\_\_
6. Has established/maintained and updated internal control systems to Account for the receipt, safeguarding, and disbursement of district's cash assets, including student activity program funds. \_\_\_\_\_
7. Has established procedures to ensure districts funds are used wisely for the achievement of the purposes for which they were allocated. \_\_\_\_\_
8. Responds to requests for management accounting data. \_\_\_\_\_
9. Can explain how to develop and implement budgeting and accounting Control procedures. \_\_\_\_\_
10. Can describe ways to restore financial stability to a district with financial problems. \_\_\_\_\_
11. Can review a budget printout and note irregularities and areas of potential concern. \_\_\_\_\_
12. Can describe how to supervise purchasing, payroll, and other fiscal matters. \_\_\_\_\_
13. Can forecast revenue shortfalls and enrollment changes. \_\_\_\_\_
14. Can speak knowledgeably on general aspects of school district budgeting and knows where to go for advise and assistance. \_\_\_\_\_
15. Can explain how to successfully campaign for levy and bond issues. \_\_\_\_\_
16. Plans and manages and investment program to maximize interest income. \_\_\_\_\_





**Decision Making Skills**

Rating(1-5)

- 1. Clearly understands role of board, superintendent, and treasurer in decision-making process. \_\_\_\_\_
- 2. Has established an effective management team, able to coordinate decision making with other administrators. \_\_\_\_\_
- 3. Recognizes situations that call for independent judgment and quick thinking-prefers sole responsibility for decision making. \_\_\_\_\_
- 4. Can describe decision in which the board should participate-provides evidence of a decision-making style that places emphasis on board involvement. \_\_\_\_\_
- 5. Knows how authority and responsibility can be effectively delegated-yet oversight is retained. \_\_\_\_\_
- 6. Can integrate statistical data into the decision making process. \_\_\_\_\_
- 7. Seeks council and/or advice when necessary while showing confidence in his/her decision making. \_\_\_\_\_

**Board/Treasurer/Superintendent Relations**

- 1. Works effectively with the board president and superintendent between meetings. \_\_\_\_\_
- 2. Knows the difference between policy and administration in specific areas. \_\_\_\_\_
- 3. Has a variety of ways to keep the board informed on financial issues, needs, and the general operation of the school. \_\_\_\_\_
- 4. Can outline a program of board development. \_\_\_\_\_
- 5. Can outline a program of board/district long-range financial planning. \_\_\_\_\_
- 6. Demonstrates willingness to assume the lead in decision making while keeping the board informed. \_\_\_\_\_
- 7. Provides options and recommendations, but accepts board directives. \_\_\_\_\_
- 8. Keeps board apprised of necessary certification requirements. \_\_\_\_\_



Rating (1-5)

- 9. Recommends policy revisions pertaining to his/her area of responsibility. \_\_\_\_\_
- 10. Serves as secretary to the board and prepares clear and accurate minutes of all board meetings. \_\_\_\_\_
- 11. Maintains a harmonious and friendly working relationship with all members of the board in spite of personal differences in philosophy or points of view \_\_\_\_\_
- 12. Serves as participating/contributing member of the district's management team and serves as chairman over the financial advisory committee. \_\_\_\_\_

**Personnel Management**

- 1. Has demonstrated skills in supervising employees at all levels. \_\_\_\_\_
- 2. Has a process for hiring and selecting effective staff. \_\_\_\_\_
- 3. Has developed a program for staff evaluation and corrective action. \_\_\_\_\_
- 4. Can assist with contract negotiations for the district. \_\_\_\_\_
- 5. Knows the components of effective personnel policies, procedures, and practices. \_\_\_\_\_
- 6. Has experience developing and coordinating staff in-service programs. \_\_\_\_\_
- 7. Effectively manages Public Records requests. \_\_\_\_\_
- 8. Ensures compliance with Ohio Public Records Laws. \_\_\_\_\_



**Leadership Skills**

Rating (1-5)

- 1. Uses effective process for achieving cooperation and consensus where there has been disagreement. \_\_\_\_\_
- 2. Uses effective ways to regain authority of control where management has lost influence. \_\_\_\_\_
- 3. Has experience motivating staff and students, bolstering morale and Enthusiasm. \_\_\_\_\_
- 4. Has innovative ways to solve problems without new resources. \_\_\_\_\_
- 5. Has effected change in spite of some reluctance on the part of staff. \_\_\_\_\_
- 6. Develops trust within the community. \_\_\_\_\_
- 7. Has experience reorganizing staff, revising procedures, and implementing policy changes. \_\_\_\_\_
- 8. Has pursued continuing professional development. \_\_\_\_\_

**Additional Specific Duties and Responsibilities:**

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

Board President \_\_\_\_\_

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

Treasurer \_\_\_\_\_  
*(Signature of employee does not indicate approval or disapproval)*





**CLOVERLEAF SUPERINTENDENT/TREASURER/ADMINISTRATOR  
EVALUATION/SALARY COMPUTATION**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
 Contract Year: \_\_\_\_\_ District Percentage \_\_\_\_\_

	Adj. +15% CURRENT SALARY Factor		
_____		0.5	Evaluation Composite: _____
+15% of Center Point			
	+7.5%		Conversion Factor: _____
			% of increase: _____
			Adjustment Factor _____
			% Increase _____
_____	CP	1.0	+ University Credit: _____
Center Point			
	-10%	1.0	+ Community Credit: _____
			Total % Increase: _____
	-15%	1.3	
_____	-20%	1.5	_____
-20% of Center Point			

Current Salary \_\_\_\_\_ X \_\_\_\_\_ %=New Salary \_\_\_\_\_

- Calculation is formulated on base salary exclusive of other benefits.
1. Center Point = Average of Surveyed Districts found in Medina and Summit Counties.
  2. Current Salary is positioned within the range box.
  3. Performance is reviewed per evaluation instrument and % of increase is determined.
  4. Percent of increase is adjusted up or down by Adjustment Factor, based upon salary position within range box.
  5. Percentage increase shall be calculated on the base salary only unless stipulation is made in the individual contract.
  6. Compensation should remain in the average range, therefore, University and Community Credit shall be issued only when the District Percentage is zero or salary is below the average range.

Experience/Credit

University Credit

Masters - 0%  
Masters +9-.5%  
Masters +18-1%  
Masters +30-1.5%  
Doctorate - 2.0%

NOTE: All university semester credits must be obtained from an accredited institution and be completed prior to August 1, with a formal completion notice submitted to the Superintendent (transcripts, etc.)

Community Involvement

In an effort to recognize the importance of tying the school to the community, the following credit will apply:

**Level 1**      Membership in one (1) community service organization plus attendance at nine (9) community trustee meetings - 1.00%

**OR**

**Level 2**      Membership in one (1) community service organizations plus attendance at twelve (12) community trustee meetings plus attendance at six (6) community functions and/or fundraisers - 2.00%

**EVALUATION COMPOSITE SCORE**

**ADMINISTRATOR**

<u>Total Points</u>	<u>Conversion Step</u>
61-65	1.80
57-60	1.60
53-56	1.40
49-52	1.20
45-48	1.10
41-44	1.00
37-40	0.75
33-36	0.66
29-32	0.33
Less Than 29	0.00

**SUPERINTENDENT/TREASURER**

<u>Total Points</u>	<u>Conversion Step</u>
333-355	1.80
311-332	1.60
290-310	1.40
268-289	1.20
246-267	1.10
224-245	1.00
202-223	0.75
181-201	0.66
159-180	0.33
Less Than 159	0.00

## EVALUATION OF CERTIFIED STAFF (Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

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

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

### Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment.

### Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on a percentage of teacher performance and student growth measures in accordance with State law. Student growth may be determined through multiple measures.

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

### Teacher Performance Calculation

Teachers are evaluated via two formal observations and a minimum of two classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

### Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures. When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

Until June 30, 2014, if a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Students with 45 or more absences for the school year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

### Professional Growth and Improvement Plans

Teachers rated Accomplished will develop a professional growth plan and will choose their credentialed evaluator from within their building for the evaluation cycle.

Teachers rated Skilled or Developing will develop a professional growth plan collaboratively with the credentialed evaluator that will be in effect for the following evaluation cycle.

Teachers rated Ineffective must develop a professional improvement plan with the credentialed evaluator that will be in effect for the evaluation cycle.

### Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and a minimum of two classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by April 30th. Teachers evaluated under this policy are provided with a written copy of their final observation by May 10.

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations carried out under this policy every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year.

#### Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

#### Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

#### Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

#### Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 29, 2014]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58  
Chapter 4117  
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment  
GBL, Personnel Records  
GCB, Certified Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

### Ohio Principal Evaluation System (OPES)

Procedures for evaluating principals and assistant principals are based on principles comparable to the Ohio Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above system, with the inclusion of the following components.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) Ohio Department of Education (ODE)-approved assessments and/or (3) Board-determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

The Board allocates financial resources to support professional development in compliance with State law and the State Board of Education's evaluation framework.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 1, 2004]

[Re-adoption date: April 25, 2016]



LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;  
3319.22  
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment  
GBL, Personnel Records

EVALUATION OF CERTIFIED STAFF  
(Administrators)

In order to fulfill the requirements outlined in policy AFC-2 (also GCN-2) regarding the evaluation of administrative personnel, the evaluation instrument provided in AFC-2-E (also GCN-2-E) will be utilized. The form maintains all current language and categories including the 0-5 scale of performance. The formula conversion will remain the same using the District percentage as determined by the Board. This percentage will be established by the Board in March of each year. Salaries are based on the categories outlined as well as the following.

1. A center point will be established each year by surveying all school districts in Summit and Medina Counties.
2. The high and low salaries will be eliminated.
3. For calculation purposes the following components will classify as salary:
  - A. salary
  - B. paid retirement with pick-up on the pick-up
4. The center point will be the average of the salaries for each administrative position in the surveyed district.
5. Salary surveys will be based on the most recent data available as of July 1.
6. Salaries calculated on performance cannot deviate from a range of plus 15% or minus 20% of center point (See attached diagram).
7. The Board will provide paid retirement and pick-up on the pick-up for each administrator.
8. Administrators are entitled to the same retirement incentives as offered teachers through the negotiated agreements, unless otherwise specified in individual contracts approved by the Board.
9. The Board provides a \$250 payment for dues to one professional organization for each administrator on an annual basis.
10. With Board approval, the Superintendent has the authority to establish individual salary parameters based on merit, contractual days or disciplinary measures.

(Approval date: September 19, 2000)

(Re-approval date: August 21, 2001)

(Re-approval date: June 1, 2004)

## EVALUATION OF CLASSIFIED STAFF

Regular evaluation of all classified staff is intended to bring about improved services and to provide a continuing record of the service of each employee and evidence on which to base decisions relative to assignment and re-employment.

The Superintendent establishes a continuing program of performance evaluation for the classified staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

The services of all classified staff employees are evaluated at least once each year. Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3319.02; 3319.081  
4117.04  
OAC 3301-35-03(A)(8)

CONTRACT REF.: Classified Staff Negotiated Agreement

EVALUATION OF CLASSIFIED STAFF  
(Administrative)

In order to fulfill the requirements outlined in policy AFD (also GDN) regarding the evaluation of classified administrative personnel, the evaluation instrument provided in AFD-R (also GDN-R) will be utilized. The form will maintain all current language and categories including the 0-5 scale of performance. The formula conversion will remain the same using the District percentage as determined by the Board. This percentage will be established by the Board by March of each year. Salaries will be based on the categories outlined as well as the following:

1. A center point will be established each year by surveying all school districts in Summit and Medina counties.
2. The high and low salaries will be eliminated.
3. For calculation purposes the following components will classify as salary:
  - A. salary and
  - B. paid retirement with pick-up (if applicable).
4. The center point will be the average of the salaries for each administrative position in the surveyed district.
5. Salary surveys will be based on the most recent data available as of July 1.
6. Salaries calculated on performance cannot deviate from a range of plus 15% or minus 20% of center point. (See attached diagram.)
7. With Board approval, the Superintendent has the authority to establish individual salary parameters based on merit, contractual days or disciplinary measures.

(Approval date: February 21, 2006)

DISTRICT CLASSIFIED ADMINISTRATIVE STAFF EVALUATION

Administrative Staff Member's Name \_\_\_\_\_ Position \_\_\_\_\_

Years in Administrative Staff at Cloverleaf \_\_\_\_\_ Years on Administrative Staff in other Districts \_\_\_\_\_

Contract year \_\_\_\_\_ (First/Second/Continuing)

Evaluated by \_\_\_\_\_ Date \_\_\_\_\_

Copy received \_\_\_\_\_ Date \_\_\_\_\_  
(Signature does not imply agreement with the evaluation)

Job Expectations

Part 1 –Rating Scale

The job of a school administrative staff member may be viewed in many ways. One is to examine the routines and normal duties expected to be performed. A guideline list with subcategories of the routine duties are listed. The list, while not exhaustive, does constitute important elements of an administrator's job in developing the total educational climate.

Rating the major category for each of these elements contributes Part 1 of the evaluation procedure.

Part 2 – Comments (Anecdotal Evaluation)

Performance expectations for administrative staff go beyond the accomplishment of tasks. Effectiveness and efficiency in combining tasks is expected. EFFECTIVENESS refers to the accomplishment of the overall cooperative purpose of the school. EFFICIENCY relates to the feelings of satisfaction with how the purposes are achieved. Stated in another way, the expectation is success for the school and satisfaction for the individual's concerned.

Anecdotal comments will be used to assess achievement of the above expectations.

Guidelines for Administrative Staff Duties

1. Supervision, Evaluation
  - A. Completes evaluations in a timely fashion (as supervisor)
  - B. Writes reports which identify clear goals
  - C. Identifies employees' strengths and weaknesses
  - D. Aligns goals with District initiatives
  - E. Takes action with staff as a result of evaluation
  - F. Responds to evaluation goals and areas identified for growth (as employee)
  - G. Takes action as an employee as a result of evaluation
  - H. Supervises, directs and monitors assigned projects to their conclusion
2. Communication
  - A. Attends and, as appropriate, conducts informational meetings
  - B. Projects positive image
  - C. Speaks effectively in individual or group situations
  - D. Actively listens
  - E. Writes clearly and convincingly
  - F. Takes responsibility for facilitating information exchange among customers, peers and managers
3. Staff, Student and Personal Attitude Development
  - A. Contributes to a positive school climate
  - B. Provides guidance for new employees
  - C. Involves staff in discipline, when appropriate to job responsibilities
  - D. Provides appropriate growth opportunities for assigned employees
  - E. Provides necessary development to support assigned projects and responsibilities
  - F. Provides professional development for staff and seeks it for self
  - G. Attends and, when applicable, holds staff meetings

- H. Attends applicable District, county, regional and state meetings
  - I. Maintains and contributes positively to staff morale
  - J. Initiates self-growth
4. Routine Operations
- A. Completes reports and other routine operations promptly and accurately
  - B. Makes appropriate requisitions for supplies
  - C. Contributes to the efficiency of the department and the District
  - D. Completes routine tasks with minimal supervision
5. Technical Skills
- A. Demonstrates technical expertise
  - B. Demonstrates knowledge applicable to job responsibilities
  - C. Produces quality work product
  - D. Maintains appropriate quantity of work product
  - E. Keeps abreast of technology that enhances productivity
  - F. Uses available technology to maximize productivity
6. Leadership
- A. Identifies problems and positively contributes to their solution
  - B. Manages problems effectively
  - C. Maintains positive relationship with outside groups
  - D. Motivates peers and staff and is self-motivated
  - E. Interprets and executes Board and administrative policies and guidelines
  - F. Facilitates operation of classified staff
  - G. Displays a concern for people
  - H. Proactively engages in making the organization a success by working effectively to accomplish objectives in own positions

- I. Contributes to consensus-building on common goals
- J. Sets performance expectations by example
- 7. Decision Making and Goal Setting
  - A. Makes decisions appropriate to level of employment
  - B. Makes information available at places decisions are made
  - C. Monitors decisions and processes rather than make all decisions, if appropriate to employment
  - D. Involves staff in decisions that effect their work
  - E. Implements policies, rules and regulations when needed tempered with judgment depending on circumstances
  - F. Contributes to department goal setting and achievement of goals
  - G. Articulates goals to peers and customers
- 8. Conflict Mediation
  - A. Seeks positive solutions to problems
  - B. Structures for differences of opinion
  - C. Uses conflict to promote growth and develop corrective action
- 9. Central Office Communication
  - A. Informs central office of all critical problems and/or concerns
  - B. Provides appropriate input for District decision-making
  - C. Provides administrative team support
- 10. Customer Service
  - A. Assists internal customers in support of organizational goals
  - B. Is responsive to internal and external customers' concerns and requests
  - C. Provides support by follow-up on requests in a timely manner
  - D. Keeps stakeholders up-to-date about progress on projects and monitors satisfaction
  - E. Maintains positive, professional demeanor with customers



- F. Is prompt and undefensive in response to problems and complaints
  - G. Provides counsel and assistance, when appropriate
11. Teamwork
- A. Contributes to group performance to meet agreed upon objectives
  - B. Listens to and respects others opinions
  - C. Works as a group to achieve more than the individual could achieve
  - D. Cooperates and collaborates with peers and other team members
  - E. Puts team's agenda ahead of personal agenda
  - F. Promotes positive work environment
12. Professionalism
- A. Maintains confidential material
  - B. Demonstrates loyalty to the mission of the schools
  - C. Upholds District, state and federal standards
  - D. Maintains accurate data and information
  - E. Demonstrates professionalism in attire and manner
13. Initiative and Ombudsman Role
- A. Takes action to meet work-related objectives without being asked
  - B. Requires minimal supervision to achieve objectives
  - C. Identifies solutions to perceived problems
  - D. Recognizes and acts on opportunities even if outside the scope of normal duties
  - E. Seeks to improve work processes related to the job
  - F. Significantly exceeds job expectations
  - G. Challenges department and personal policies when they are unnecessarily restrictive
  - H. Transcends difficulty of being a simultaneous advocate of students, staff, administration, Board and the community.

14. Individual Goals

A. Meet identified goals

Part II – Comments (Anecdotal Evaluation)

	0	1	2	3	4	5
Supervision, Evaluation						
Communication						
Staff, Student and Personal Attitude Development						
Routine Operations						
Technical Skills						
Leadership						
Decision Making and Goal Setting						
Conflict Mediation						
Central Office Communication						
Customer Service						
Teamwork						
Professionalism						
Initiative and Ombudsman Role						
Overall Evaluation – Sub Total						
Goal Accomplishment (+5 or -5)						
Evaluation Total						

## EVALUATION OF EDUCATIONAL/INSTRUCTIONAL PROGRAMS

The evaluation of the District educational program is conducted on a regular basis. Such evaluation shall be implemented in accordance with the plan for evaluation as determined for each District course of study or for each District program. The evaluation occurs via established classroom, department and/or building procedures and contributes to the determination of the direction of the total educational program for the District.

[Adoption date: November, 1986]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3301.13  
3313.60  
3323.02  
OAC 3301-35-02(B); 3301-35-03(K)

CROSS REFS.: IA, Instructional Goals  
IAA, Instructional Objectives  
IL, Testing Programs  
Continuous Improvement Plan

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent, on a an annual basis, evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Each year, he/she provides a state-of-the-school report of his/her evaluative findings to the Board for its consideration and action. The specific purposes of this report are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools along with the state report card these data may include:

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. report on how evaluation findings will be used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and competency tests;
5. the number of students who matriculate in a program of higher education and the percentage of these who successfully graduate;
6. extent of and trends in admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data that the Superintendent deems necessary.

The Superintendent is instructed to remain informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the competency-based educational testing program are used as a part of the evaluation.

(Approval date: August, 1985)

(Re-approval date: June, 1987)

(Re-approval date: August 21, 2001)

## EVALUATION OF EDUCATIONAL RESOURCES

The Superintendent evaluates the effectiveness of the educational resources used by the District to achieve the District's educational goals and objectives.

The individual resource areas are assessed yearly while the overall program is assessed every five years according to professionally recognized criteria and procedures.

Following are the educational resources listed in the State Board of Education Minimum Standards.

1. Certified and classified staff shall be recruited, employed, assigned, evaluated and provided in-service education without discrimination on the basis of age, color, national origin, race or sex.
2. Instructional materials, textbooks and equipment shall be available for teacher and student use at each grade level.
3. Facilities shall accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student health and safety shall be safeguarded by an organized program of school health services designed to identify student health problems and to coordinate school and community health resources for students.
5. Student cumulative records shall be maintained.
6. Student admission, placement and withdrawal shall be processed according to established procedures.
7. Student attendance and conduct shall be administered according to established objectives and procedures.
8. School guidance services shall be provided for students in kindergarten through 12th grade in accordance with a written plan adopted by the Board.
9. Student activity programs shall be operated in accordance with the philosophy of education and educational goals and shall safeguard the interests of the school, participants and spectators.
10. A planned, community relations program shall be implemented to encourage citizen participation in and support for the educational program.

The Superintendent is instructed to keep abreast of current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process.

1 of 2

[Adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination  
FA, Facilities Development Goals  
IA, Instructional Goals  
IJ, Guidance Program  
IK, Academic Achievement  
IKE, Promotion and Retention of Students  
JEC, School Admissions  
JHF, Student Safety  
JO, Student Records  
KA, School-Community Relations Goals

## SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS

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BA*	Board Operation Goals
BAA	Priority Objectives of Board Operations
BB*	School Board Legal Status
BBA*	School Board Powers and Duties
BBAA*	Board Member Authority
BBB*	School Board Elections
BBBA*	Board Member Qualifications
BBBB*	Board Member Oath of Office
BBC	Board Member Resignation
BBD	Board Member Removal from Office
BBE*	Unexpired Term Fulfillment
BBF*	School Board Member Ethics
BBFA*	Board Member Conflict of Interest
BC	Organization of the Board
BCA*	Board Organizational Meeting
BCB*	Board Officers
BCC*	Qualifications and Duties of the Treasurer
BCCA*	Incapacity of Treasurer
BCCB*	Evaluation of the Treasurer (Also AFBA)
BCCC*	Treasurer's Contract
BCD*	Board-Superintendent Relationship (Also CBI)
BCE*	Board Committees
BCF	Advisory Committees to the Board
BCFA*	Business Advisory Committee to the Board
BCFB*	Famiy and Civic Engagement Committee
BCG*	School Attorney
BCH*	Consultants to the Board
BCI	Board Staff Assistants
BCJ	Special Information
BD*	School Board Meetings
BDA	Regular Board Meetings
BDB	Special Board Meetings
BDC*	Executive Sessions
BDD	Board Meeting Procedures
BDDA*	Notification of Board Meetings
Bddb*	Agenda Format
BDDC*	Agenda Preparation and Dissemination
BDDD	Quorum



SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS  
(Continued)

BDDE*	Rules of Order
BDDEA	Parliamentarian
BDDEB	Suspension of Rules of Order
BDDF*	Voting Method
BDDG*	Minutes
BDDH*	Public Participation at Board Meetings (Also KD)
BDDI	News Media Services at Board Meetings (Also KBCC)
BDDJ*	Broadcasting and Taping of Board Meetings (Also KBCD)
BDDK	Reporting Board Meeting Business
BDE	Special Procedures for Conducting Hearings
BE*	School Board Work Sessions and Retreats
BF*	Board Policy Development and Adoption
BFA	Policy Development System
BFB	Preliminary Development of Policies
BFC*	Policy Adoption
BFCA*	Board Review of Regulations (Also CHB)
BFD*	Policy Dissemination
BFE*	Administration in Policy Absence (Also CHD)
BFF*	Suspension of Policies
BFG*	Policy Review and Evaluation
BFGA	Policy Manual Accuracy Check
BG*	Board-Staff Communications (Also GBD)
BH	Board Member Services
BHA*	New Board Member Orientation
BHB	Board Member Development Opportunities
BHBA*	School Board Conferences, Conventions and Workshops
BHC	Board Office Facilities and Services
BHD*	Board Member Compensation and Expenses
BHE	Board Member Insurance
BI*	School Board Legislative Program
BJ	School Board Memberships
BJA*	Liaison with School Boards Associations
BK*	Evaluation of School Board Operational Procedures (Also AFA)

\* denotes the areas covered by Board policy

## BOARD OPERATION GOALS

The primary responsibility of the Board is to establish purposes, programs and procedures which produce the educational achievement needed by District students. The Board must accomplish this while also being responsible for wise management of resources available to the District. The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy and by evaluating the results; further, it must carry out its functions openly while seeking the involvement and contributions of the public, students and staff in its decision-making processes.

In accordance with these principles, the Board seeks to achieve the following goals:

1. to concentrate the Board's collective effort on its policy-making and planning responsibilities;
2. to formulate Board policies which best serve the educational interests of each student;
3. to provide the Superintendent with sufficient and adequate guidelines for implementing Board policies;
4. to maintain effective communication with the school community, the staff and the students in order to maintain awareness of attitudes, opinions, desires and ideas;
5. to allow those responsible for carrying out objectives to contribute to their formation;
6. to conduct Board business openly, soliciting and encouraging broad-based involvement in the decision-making process by public, students and staff and
7. to review periodically its performance relative to the goals.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## SCHOOL BOARD LEGAL STATUS

The Ohio General Assembly has delegated responsibility for the conduct of public schools in each school district to a local board of education. Boards of education are political subdivisions of the state and members of a board are officials elected by the citizens of a district to represent them in the management of the public schools.

Legally, a board of education is a body politic and corporate, capable of suing and being sued; contracting and being contracted with; acquiring, holding, possessing and disposing of real and personal property; and taking and holding in trust for use of the district any grant or gift of land, money or other personal property.

The Board of the Cloverleaf Local School District is composed of five members elected by the citizens of the District. A regular term is four years.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 19, 2013]

[Re-adoption date: March 21, 2017]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05; 3311.056; 3311.19  
3313.01; 3313.02; 3313.09; 3313.17

CROSS REFS.: AA, School District Legal Status  
BBA, School Board Powers and Duties  
BBB, School Board Elections

## SCHOOL BOARD POWERS AND DUTIES

Under the laws of the state of Ohio, the Board acts as the governing body of the public schools. Within the extent of its legal powers, the Board has responsibilities for operating the District in accordance with the desires of local citizens who elect its members.

The Board's major responsibilities are to:

1. select and employ a Superintendent;
2. select and employ a Treasurer;
3. determine and approve the annual budget and appropriations;
4. provide needed facilities;
5. provide for the funds necessary to finance the operation of the District;
6. consider and approve or reject the recommendations of the Superintendent in all matters of policy, appointment or dismissal of employees, salary schedules, courses of study, selection of textbooks and other matters pertaining to the operation of the District;
7. require reports of the Superintendent concerning the conditions, efficiency and needs of the District;
8. evaluate the effectiveness with which the District is achieving the educational purposes of the Board;
9. inform the public about the progress and needs of the District and to solicit and weigh public opinion as it affects the District and
10. adopt policies for its governance and the governance of its employees and the students of the District.

[Adoption date: August, 1985]

[Re-adoption date: March 21, 2000]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

LEGAL REFS.: ORC 3313.17; 3313.18; 3313.20; 3313.22; 3313.37; 3313.375; 3313.39;  
3313.47  
3315.07  
3319.01  
5705.01(A); 5705.03; 5705.28

BOARD MEMBER AUTHORITY  
(And Duties)

Because all powers of the Board lie in its action as a group, individual members exercise their authority over District affairs only as they vote to take action at a legal meeting of the Board.

An individual Board member acts on behalf of the Board only when, by vote, the Board has delegated authority to him/her.

It is the duty of the individual members of the Board to attend all legally called meetings of the Board, except for compelling reasons to the contrary; to participate in the normal Board business operations and represent all citizens' interests in matters affecting the education of students.

[Adoption date: August, 1985]

[Re-adoption date: March 21, 2000]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

LEGAL REFS.: ORC 121.22  
3313.18; 3313.33

CROSS REF.: BBA, School Board Powers and Duties

BOARD MEMBER AUTHORITY  
(And Duties)

A good Board member:

1. is legally a Board member only when the Cloverleaf Local Board of Education is in session. No one person, unless authorized, should speak on behalf of the Board;
2. avoids administrative decisions or attempts to second-guess the administration. The Superintendent is the chief administrator and the Board has no administrative function;
3. is well acquainted with school policies;
4. should vote at all times in the best interest of the children of the District;
5. is flexible and realizes there are times when changes must be made, when tradition cannot be honored and when pressure must be ignored;
6. remembers that Board business at times requires confidentiality, especially in processes involving personnel, land acquisition, negotiations and the need for security;
7. is interested in obtaining facts, but remembers also that the administration has the responsibility for operating the schools rather than spending full time making reports to the Board or individual Board members;
8. is a good listener at Board meetings, on the street corner, in the church, but never commits himself/herself, the Board or the administration;
9. knows that the reputation of the entire District is reflected in his/her behavior and attitude;
10. has a sense of humor and the ability to laugh at himself/herself when things look bleak;
11. is able to sift fact from fiction, to sort out rumors from realism and to know the difference (a gullible Board member is ineffective) and
12. is able to support a decision when it is made.

SOURCE: Boardmanship: A Handbook for School Board Members  
Published by Ohio Department of Education and Ohio School  
Boards Association, 1984 edition.

## SCHOOL BOARD ELECTIONS

Members of the Cloverleaf Local Board of Education are elected at large by the qualified voters of the District on a nonpartisan ballot on the first Tuesday following the first Monday in November in odd-numbered years.

The term of office is four years, or until a successor is elected and qualified, and begins on the first day of January after the election. Terms shall expire on December 31, except as otherwise provided by law.

Candidates for election are nominated by petition. The petition must be signed by 25 qualified electors of the District, or not less than one percent of the number of District electors who voted for governor in the last election, whichever is the greater. Petitions must be filed 75 days before the election.

Established by law

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3.01  
3311.052  
3313.02; 3313.04; 3313.08; 3313.09  
3501.01; 3501.02; 3501.38  
3503.01; 3503.02  
3505.04  
3513.254



## BOARD MEMBER QUALIFICATIONS

Under State law, a Board member must be an elector residing in the District. To qualify as an elector, a person must be a citizen of the United States who is 18 years of age or older, a resident of the state for 30 days prior to the election, and a resident of the county and precinct in which he/she offers to vote for at least 30 days prior to the election.

A variety of other public positions, elective and appointive, have been determined by the General Assembly or the courts to be incompatible with school board membership. Generally, offices are considered incompatible when one is subordinate to or in any way provides a check upon the other or when it is physically impossible for one person to discharge the duties of both positions.

Before taking office, each person elected or appointed to the Board is required by law to take an oath of office.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 19, 2013]

[Re-adoption date: March 21, 2017]

LEGAL REFS.: ORC 3311.19  
3313.02; 3313.10; 3313.13; 3313.70  
3503.01  
Chapter 3517

CROSS REFS.: BBBB, Board Member Oath of Office  
BBE, Unexpired Term Fulfillment (Board Vacancy)  
BBFA, Board Member Conflict of Interest  
LBB, Cooperative Educational Programs

BOARD MEMBER OATH OF OFFICE

“Do you solemnly swear (or affirm) that you will support the Constitution of the United States and the Constitution of the State of Ohio; and that you will faithfully and impartially discharge your duties as members of the Board of Education of the Cloverleaf Local School District, Medina County, Ohio, to the best of your ability, and in accordance with the laws now in effect and hereafter to be enacted, during your continuance in said office, and until your successor is elected and qualified.” The answer is “I do.”

---

Member's Signature

## UNEXPIRED TERM FULFILLMENT

A vacancy in the Cloverleaf Local Board of Education may be caused by:

1. death;
2. nonresidence;
3. resignation;
4. failure of a person elected or appointed to qualify within 10 days after the organization of the Board or of his/her appointment or election;
5. relocation beyond District boundaries or
6. absence from Board meetings for a period of 90 days, if the reasons for the absence are declared insufficient by a two-thirds vote of the remaining Board members, which vote must be taken not less than 30 days after the 90 day period of absence.

Any such vacancy will be filled by the Board at its next regular or special meeting not earlier than 10 days nor later than 30 days after the vacancy occurs. A majority vote of all the remaining members of the Board is required to fill the vacancy.

If the Cloverleaf Local Board of Education fails to fill a vacancy within 30 days, the Medina County ESC Governing Board will fill the vacancy.

Each person selected to fill a vacancy holds office:

1. until the completion of the unexpired term or
2. until the first day of January immediately following the next regular Board election taking place more than 90 days after a person is selected to fill the vacancy.

(At that election, a special election to fill the vacancy is held. No such special election is held if the unexpired term ends on or before the first day of January immediately following that regular Board election. The term of a person elected in this manner begins on the first day of January following the election and is for the remainder of the unexpired term.)

The term of a person elected in this manner will begin on the first day of January following the election and will be for the remainder of the unexpired term.

[Adoption date: August, 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3.02  
3313.11; 3313.85

Cloverleaf Local School District, Lodi, Ohio



## SCHOOL BOARD MEMBER ETHICS

The Board believes public education should be conducted in an ethical manner. In addition to State law, the conduct of Board members should conform to the code of ethics recommended by the Ohio School Boards Association, which includes the following.

It is unethical for a board member to:

1. seek special privileges for personal gain;
2. personally assume unauthorized authority;
3. criticize employees publicly;
4. disclose confidential information;
5. place the interest of one group or community above the interest of the entire District;
6. withhold facts from the Superintendent, particularly about the incompetency of an employee or
7. announce future action before a proposition has been discussed by the Board.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

LEGAL REFS.: ORC 102.03; 102.04  
2921.01(A); 2921.42; 2921.43; 2921.44  
3313.13  
3319.21

CROSS REF.: BBFA, Board Member Conflict of Interest

## BOARD MEMBER CODE OF ETHICS

While serving as a member of my Board of Education, I will accept the responsibility to improve public education. To that end I will:

- \* remember that my first and greatest concern must be the educational welfare of all students attending the public schools;
- \* obey the laws of Ohio and the United States;
- \* respect the confidentiality of privileged information;
- \* recognize that as an individual Board member I have no authority to speak or act for the Board;
- \* work with other members to establish effective Board policies;
- \* delegate authority for the administration of the schools to the Superintendent and staff;
- \* encourage ongoing communications among Board members, the Board, students, staff and the community;
- \* render all decisions based on the available facts and my independent judgment rather than succumbing to the influence of individuals or special interest groups;
- \* make every effort to attend all Board meetings;
- \* become informed concerning the issues to be considered at each meeting;
- \* improve my Boardmanship by studying educational issues and by participating in in-service programs;
- \* support the employment of staff members based on qualifications and not as a result of influence;
- \* cooperate with other Board members and administrators to establish a system of regular and impartial evaluations of staff;
- \* avoid conflicts of interest or the appearance thereof;
- \* refrain from using my Board position for benefit of myself, family members or business associates and
- \* express my personal opinions but, once the Board has acted, accept the will of the majority.

## BOARD MEMBER CONFLICT OF INTEREST

The Board and individual members follow the letter and spirit of the law regarding conflicts of interest.

A Board member will not have any direct or indirect pecuniary interest in a contract with the District; will not furnish for remuneration any labor, equipment or supplies to the District; nor be employed by the Board in any capacity for compensation.

A Board member may have a private interest in a contract with the Board if all of the following apply:

1. the subject of the public contract is necessary supplies or services for the District;
2. the supplies or services are unobtainable elsewhere for the same or lower cost, or are being furnished to the District as part of a continuing course of dealing established prior to the Board member's becoming associated with the District;
3. the treatment accorded the District is either preferential to or the same as that accorded other customers or clients in similar transactions and
4. the entire transaction is conducted at arm's length, with full knowledge by the Board of the interest of the Board member, member of his/her family, or his/her business associate, and the Board member takes no part in the deliberations or decision with respect to the public contract.

In the event a Board member is employed by a corporation or business which furnishes goods or services to the District, the Board member will declare the association with the organization and refrain from debating or voting upon the question of the contract. It is not the intent of this policy to necessarily prevent the Board from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing Board members in positions in which personal interest in the public school and place of employment might conflict and to avoid appearances of conflict of interest, even though such conflict may not exist.

The law specifically forbids:

1. the prosecuting attorney or a city attorney from serving on a board;
2. a Board member from serving as the school dentist, physician or nurse;
3. a Board member from being employed for compensation by a board;

4. a Board member from having, directly or indirectly, any pecuniary interest in any contract with a board;
5. a Board member from voting on a contract to employ a person as a teacher or instructor, if he/she is related to that person as father, mother, brother, sister or spouse;
6. a Board member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates have an interest;
7. a Board member from having an interest in the profits or benefits of a public contract entered into by, or for the use of, the District and
8. a Board member from occupying any position of profit during his/her term of office, or within one year thereafter, in the prosecution of a public contract authorized by him/her or a board of which he/she was a member at the time of authorization of that contract.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: ORC 102.03; 102.04  
2921.02(B); 2921.42; 2921.43; 2921.44  
3313.13; 3313.33; 3313.70  
3319.21  
4117.20

CROSS REFS.: BBBA, Board Member Qualifications  
BBF, Board Member Code of Ethics



## BOARD ORGANIZATIONAL MEETING

In accordance with law, the Cloverleaf Local Board of Education will meet within the first 15 days of January of each year for the purpose of electing a President and Vice President from among its membership and taking action on other matters of annual business. The Treasurer will canvass the new Board prior to December 31 of each year to establish the date of the organizational meeting.

### Meeting Procedures

1. The Board will appoint a President Pro Tempore from its membership.
2. The official swearing in or administration of the oath to the new members should follow. If the oath has already been taken, it should be stated as to where and when for the record. If the oath has not been previously taken, the Treasurer, any member of the Board or any person qualified to administer an oath may do so.
3. The President Pro Tempore will then preside over the election and swearing in of a President and Vice President.

Method of election: Officers will be nominated from the floor and will be elected by a majority roll-call vote.

4. The newly elected President and Vice President will then be sworn into office and the President will assume the chair.
5. The Board will then proceed with items of annual business such as:
  - A. setting the dates and time of regular Board meetings;
  - B. appointment of legal counsel for the ensuing calendar year;
  - C. election of Treasurer in those years the Treasurer's term expires and establishment of salary;
  - D. purchase of liability insurance for Board members;
  - E. appointment of a legislative liaison;
  - F. adoption of annual budget (must take place before January 15) and
  - G. renewal of OSBA dues.
6. Upon conclusion of annual business, the Board will enter into such regular or special business as appears on the agenda for the meeting.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.14; 3313.15; 3313.203; 3313.22; 3313.25; 3313.87

## BOARD OFFICERS

### President

The President will preside at all meetings of the Board and will perform other duties as directed by law, State regulations and by this Board. In carrying out these responsibilities, the President will:

1. be responsible for the orderly conduct of all Board meetings;
2. call special meetings of the Board as necessary;
3. appoint Board committees, if any. The President will be an ex-officio member of all Board committees with the power to vote. The President will be knowledgeable as to the business of the various committees and will generally oversee their work;
4. sign all proceedings of the Board after they have been approved by the Board and signed by the Treasurer;
5. sign all other instruments, acts and orders necessary to carry out State requirements and the will of the Board and
6. perform such other duties as may be necessary to carry out the responsibilities of the office.

The President will have the right, as do other Board members, to offer resolutions, to make and second motions, to discuss questions and to vote.

### Vice President

In the absence of the President, the Vice President will perform the duties and have the responsibilities and commensurate authority of the President.

The Vice President will perform such other duties as may be delegated or assigned to him/her.

### President Pro Tempore

A President Pro Tempore may be elected by a majority of the Board to serve in such capacity when the President and Vice President are absent and unable to perform their duties.

The President Pro Tempore will not have power to sign any legal documents, and will vacate the chair when the President or Vice President arrives at the meeting.

[Adoption date: August, 1985]  
[Re-adoption date: June, 1987]  
[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.14; 3313.15; 3313.203; 3313.22

## QUALIFICATIONS AND DUTIES OF THE TREASURER

Title: Treasurer

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

General Description: Serve as the District's chief financial officer; assume responsibility for receipt, safekeeping and disbursement of all District funds; direct and manage all financial accounting programs and systems

### Essential Functions:

1. attend all Board meetings
2. record proceedings of Board meetings
3. prepare annual budget and appropriations resolution with assistance of the Superintendent
4. receive, deposit and account for all school funds of the District
5. adhere to purchase order system with purchase order to be approved by the Treasurer only on a "funds available" basis
6. render monthly statement to the Board and, as needed, to the Superintendent
7. sign all checks in accordance with law
8. make available to members of the Board or administration all papers and documents entrusted to the Treasurer for filing for public inspection whenever necessary and as prescribed by law
9. keep on record for the Board's information a complete listing of all insurance policies and premiums on all District properties
10. complete and file at proper times all forms, reports, papers and other requirements as prescribed by the Auditor of State, Ohio Department of Education, or other state or local agencies
11. prepare and maintain on file all employee contracts
12. receive all moneys belonging to the District, including payment of taxes from county treasurer
13. assist in decisions concerning investment of idle District funds
14. prepare and submit monthly report on the District's fiscal status
15. render full annual report at the end of each fiscal year
16. pay out District moneys on written order of designated Board officials

17. supervise staff members of the Treasurer's office
18. maintain filing system for Board business and transactions
19. handle communications and correspondence for the Board
20. prepare salary notices
21. maintain record of retirement contributions
22. prepare all purchase orders
23. certify all purchase orders and requisitions for supplies and services
24. maintain complete and systematic set of financial records
25. record all sick leave, personal leave and vacation leave for all employees
26. prepare advertisement of all legal notices concerning Board business
27. prepare long-range financial projections with the Superintendent for the Board
28. act as financial resource person for the Board's negotiating team and at all public meetings
29. provide and counsel staff members in areas of insurance benefits, retirement provisions, local tax laws, provisions of sick leave policy and other information concerning fringe benefits
30. prepare necessary paperwork for operating levies and bond issues
31. make contacts with the public with tact and diplomacy
32. maintain respect at all times for confidential information, e.g., personnel information
33. interact in positive manner with staff, students and parents
34. promote good public relations by personal appearance, attitude and conversation
35. attend meetings and in-services as required

Other Duties and Responsibilities:

1. evaluate staff members of the Treasurer's office
2. prepare and issue written notice of intention not to re-employ professional and support staff
3. respond to routine questions and requests in appropriate manner
4. cooperate with the Superintendent in development and implementation of administrative and Board policies
5. attend meetings and conferences designed to enhance professional qualifications
6. serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
7. instill in students belief in and practice of ethical principles and democratic values
8. perform other duties as assigned

Qualifications:

1. state of Ohio Treasurer's license
2. degree in accounting, business management or related field from accredited college or university
3. formal training/experience in accounting and fiscal procedures
4. alternatives to above qualifications as the Board may find appropriate

Required Knowledge, Skills and Abilities:

1. knowledge of accounting principles, financial statements and investments
2. ability to research, comprehend and interpret applicable laws
3. knowledge of accounting software
4. organizational and problem-solving skills
5. ability to work effectively with others
6. ability to communicate ideas and directives clearly and effectively, both orally and in writing
7. effective, active listening skills
8. records management skills
9. experience in payroll and accounts payable procedures

Equipment Operated:

1. computer/printer
2. calculator
3. copy machine
4. fax machine
5. telephone

Additional Working Conditions:

1. occasional travel
2. occasional evening and/or weekend work
3. requirement to lift, carry, push and pull various items
4. repetitive hand motion
5. occasional exposure to blood, bodily fluids and tissue
6. occasional interaction among unruly children
7. regular requirement to sit, stand, walk, talk, hear, see, read, reach, stretch with hands and arms, crouch, climb, kneel and stoop

NOTE: The above lists are not ranked in order of importance.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent’s supervisor/appointing authority.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

- [Adoption date: August 1985]
- [Re-adoption date: June, 1987]
- [Re-adoption date: April 20, 1999]
- [Re-adoption date: August 21, 2001]
- [Re-adoption date: March 19, 2019]

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

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



## INCAPACITY OF TREASURER

The Cloverleaf Local Board of Education takes seriously its obligation to provide the District with sound management in all areas. As one of the key management members of the District personnel is the Treasurer, plans must be readied should that person ever become incapacitated.

Should the Treasurer become incapacitated, the Board will appoint a Treasurer Pro Tempore. The appointment will be made by a majority vote of the Board and only after the conditions relating to incapacity and detailed in Board regulations and State law are met.

The Treasurer Pro Tempore shall perform all the duties and functions of the Treasurer and may be removed at any time by a two-thirds majority vote of the members of the Board or upon return to full-time active service of the Treasurer.

The Treasurer Pro Tempore shall meet the licensing requirements established by the State Board of Education. The Treasurer Pro Tempore may not be a member of the Board.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.  
ORC 3313.23; 3313.24  
3319.13

## INCAPACITY OF TREASURER

1. A Treasurer Pro Tempore shall be appointed by a majority of the members of the Cloverleaf Local Board of Education upon determining that the Treasurer is incapacitated in such a manner that he/she is unable to perform the duties of that office. Such incapacity shall be determined in one of the following ways:
  - A. at the request of the Treasurer, if the Treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease which could be communicated to others;
  - B. upon certification of the attending physician that the Treasurer is unable to perform the duties of the office of Treasurer and such Treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease which could be communicated to others;
  - C. upon the determination of a referee pursuant to Section 3319.16, Revised Code, that the Treasurer is unable to perform the duties of the office of the Treasurer and such Treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease which could be communicated to others;
  - D. upon the granting of a leave of absence, without pay, requested by the Treasurer by reason of illness, injury or other disability of the Treasurer or
  - E. upon the placing of the Treasurer upon an unrequested leave of absence without pay by reason of illness or other disability of the Treasurer pursuant to Section 3319.13, Revised Code.
2. A. During the period of incapacity, the Treasurer shall:
  - 1) at his/her request, be placed on sick leave, with pay, not to exceed the amount of his/her accumulated but unused sick leave and any advancement of such sick leave which may be authorized by Board policy or
  - 2) at his/her request, or without such request, pursuant to Section 3319.13, Revised Code, be placed on a leave of absence without pay.
- B. The leave provided in subsection 2. A. 1) and 2) above shall not extend beyond the contract or term of office of the Treasurer.
3. The Treasurer shall, upon request to the Board of Education, be returned to active-duty status, unless the Board denies the request within 10 days of receipt of the request. The Board may require the Treasurer to establish to its satisfaction that the Treasurer is capable of resuming such duties and further, that the duties may be resumed on a full-time basis.

4. The Board may demand that the Treasurer return to active service, and upon the determination that the Treasurer is able to resume his/her duties, the Treasurer shall return to active service.

5. The Treasurer may request a hearing before the Board of Education on actions as indicated above taken under this policy and shall have the same rights in such hearing as are granted under Section 3319.16, Revised Code.
6. The Treasurer Pro Tempore shall perform all of the duties and functions of the Treasurer, and may be removed at any time by a two-thirds majority vote of the members of the Board.
7. The Board shall fix the compensation of the Treasurer Pro Tempore in accordance with Section 3313.24, Revised Code, and he/she shall serve until the Treasurer's incapacity is removed or until the expiration of the Treasurer's contract or term of office, whichever is sooner.

(Approval date: August, 1985)

(Re-approval date: August 21, 2001)



## EVALUATION OF THE TREASURER

The Board evaluates the performance of the Treasurer in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The objectives of the Board's evaluation are to:

1. promote professional excellence and improve the skills of the Treasurer;
2. improve the quality of District business practices and
3. provide a basis for the review of the Treasurer's performance.

Criteria for the evaluation of the Treasurer are based upon the Treasurer's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Treasurer and Superintendent and adopted by the Board.

Evaluation criteria are reviewed as necessary or as requested by the Treasurer, but not less frequently than annually. Any proposed revision of the evaluation criteria shall be provided to the Treasurer for his/her comments before its adoption.

[Adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.22

## THE TREASURER EVALUATION DOCUMENT

**DIRECTIONS:** The criteria by which to measure a given area of performance is often not quantifiable. Therefore, any rating system often reflects a subjective conclusion based on the evaluator's expectations. The evaluator must consider the following factors in order to conduct a fair and unbiased appraisal.

1. How often and to what degree did the evaluator observe or overview any given area of performance?
2. How often did the evaluator provide immediate feedback to the treasurer on any given area of performance?
3. What is the evaluator using as his/her standards of performance? Would the evaluator accept those same standards in judging his/her performance as a Board member?

### RATING SYSTEM:

<u>Numerical Weight</u>	<u>Description</u>
5	More than expected. superior performance
4	Above expectations, often superior
3	Expected performance, consistently satisfactory
2	Below expectations, inconsistent performance
1	Less than expected, needs improvement

The evaluation is divided into five general categories composed of: Professional Characteristics, Essential Job Functions, (Other) Specific duties and responsibilities, Evaluation of Treasurer in Attaining Established Performance Objectives, and Established Performance Objectives for the coming year.

Individual performance indicators within each category will receive numerical ratings. A composite rating will then be determined for each general category using the following formulas: Sum of the numerical weight divided by the total number of ratings. Written responses will be used for assessing Treasurer's performance objections for the current year and for the upcoming year.





**Cloverleaf Local School District  
Treasure Performance Evaluation**  
From \_\_\_\_\_ to \_\_\_\_\_

Name of Treasurer: \_\_\_\_\_

<b>I. Professional Characteristics:</b>		Rating (1-5)
<b>Leadership</b>	Creates a feeling of unity and enthusiasm in district decisions and ideas are respected – encourages people to want to do their best.	_____
<b>Honesty</b>	Can be relied upon to be straight forward and hones even under difficult circumstances.	_____
<b>Trust</b>	Fair dealings with people create feelings of trust and belief.	_____
<b>Responsible</b>	Follows through on all commitments, accepts responsibility for successes and failures---doesn't blame others.	_____
<b>Steadiness</b>	Quick thinking and reliable under stress or in an emergency.	_____
<b>Respect</b>	Demonstrates consideration for and sincerity toward all district patrons, students, staff and board members—is respected and regarded as a role model.	_____
<b>Confidence</b>	Has confidence in his/her abilities, but is open to the thoughts and ideas of others. Gains confidence of public, staff, and students.	_____
<b>Flexibility</b>	Adjusts to new situations and responds effectively to sudden changes and conditions.	_____
<b>Cooperation</b>	Is able to work well with people who represent opposing Views and is tolerant. Can mediate disputes	_____
<b>Innovation</b>	Finds creative ways to resolve difficult problems and is aware of new developments in the field of education.	_____
<b>Decisive</b>	Assumes responsibility for taking a stand when necessary Uses a decision making process that is thorough and Open to input.	_____



Rating (1-5)

**Responsive** Thinks quickly, but avoids over reaction, responds to peoples’ Concerns even when the answer “no”. \_\_\_\_\_

**Judgment** Uses common sense and good judgment in the course of routine and more serious matters. Can be relied upon for wise and thoughtful advice. \_\_\_\_\_

**Insightful** Is alert and sensitive to issues and concerns before they become major problems. Sees the “big picture” while understanding the details. Anticipates outcome of decisions. \_\_\_\_\_

**Openness** Willing to accept criticism and new ideas without defensiveness. \_\_\_\_\_

**Supportive** Endorses and openly supports the policies, procedures, and philosophy of the board and supports staff and students. \_\_\_\_\_

**Knowledge** Understands school district management as well as educational programs. \_\_\_\_\_

**Enthusiasm** Shows interest and enthusiasm in work and in people. Demonstrates initiative and persistence in spite of challenges. \_\_\_\_\_

**Punctuality** Exhibits punctuality and regularity of attendance to the office, at meetings, and with reports. \_\_\_\_\_

**Development** Maintains professional skills through attendance at professional workshops and seminars. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_



**II. Essential Job Functions:**  
**Budget and Finance**

Rating (1-5)

1. Can explain the state school budgeting process, the levy law, and laws and regulations related to budgeting, finance, and business operations. \_\_\_\_\_
2. Maintains the districts accounting records accurately, up to date in accordance with prescribed accounting requirements. \_\_\_\_\_
3. Prepares and manages payroll system so employees are compensated in a timely and forthright manner. \_\_\_\_\_
4. Pays district bills in a timely manner. \_\_\_\_\_
5. Provides the board with concise meaningful financial and business operations data. \_\_\_\_\_
6. Has established/maintained and updated internal control systems to Account for the receipt, safeguarding, and disbursement of district's cash assets, including student activity program funds. \_\_\_\_\_
7. Has established procedures to ensure districts funds are used wisely for the achievement of the purposes for which they were allocated. \_\_\_\_\_
8. Responds to requests for management accounting data. \_\_\_\_\_
9. Can explain how to develop and implement budgeting and accounting Control procedures. \_\_\_\_\_
10. Can describe ways to restore financial stability to a district with financial problems. \_\_\_\_\_
11. Can review a budget printout and note irregularities and areas of potential concern. \_\_\_\_\_
12. Can describe how to supervise purchasing, payroll, and other fiscal matters. \_\_\_\_\_
13. Can forecast revenue shortfalls and enrollment changes. \_\_\_\_\_
14. Can speak knowledgeably on general aspects of school district budgeting and knows where to go for advise and assistance. \_\_\_\_\_
15. Can explain how to successfully campaign for levy and bond issues. \_\_\_\_\_
16. Plans and manages and investment program to maximize interest income. \_\_\_\_\_



**Decision Making Skills**

Rating(1-5)

- 1. Clearly understands role of board, superintendent, and treasurer in decision-making process. \_\_\_\_\_
- 2. Has established an effective management team, able to coordinate decision making with other administrators. \_\_\_\_\_
- 3. Recognizes situations that call for independent judgment and quick thinking-prefers sole responsibility for decision making. \_\_\_\_\_
- 4. Can describe decision in which the board should participate-provides evidence of a decision-making style that places emphasis on board involvement. \_\_\_\_\_
- 5. Knows how authority and responsibility can be effectively delegated-yet oversight is retained. \_\_\_\_\_
- 6. Can integrate statistical data into the decision making process. \_\_\_\_\_
- 7. Seeks council and/or advice when necessary while showing confidence in his/her decision making. \_\_\_\_\_

**Board/Treasurer/Superintendent Relations**

- 1. Works effectively with the board president and superintendent between meetings. \_\_\_\_\_
- 2. Knows the difference between policy and administration in specific areas. \_\_\_\_\_
- 3. Has a variety of ways to keep the board informed on financial issues, needs, and the general operation of the school. \_\_\_\_\_
- 4. Can outline a program of board development. \_\_\_\_\_
- 5. Can outline a program of board/district long-range financial planning. \_\_\_\_\_
- 6. Demonstrates willingness to assume the lead in decision making while keeping the board informed. \_\_\_\_\_
- 7. Provides options and recommendations, but accepts board directives. \_\_\_\_\_
- 8. Keeps board apprised of necessary certification requirements. \_\_\_\_\_





Rating (1-5)

- 9. Recommends policy revisions pertaining to his/her area of responsibility. \_\_\_\_\_
- 10. Serves as secretary to the board and prepares clear an accurate minutes of all board meetings. \_\_\_\_\_
- 11. Maintains a harmonious and friendly working relationship with all members of the board in spite of personal differences in philosophy or points of view \_\_\_\_\_
- 12. Serves as participating/contributing member of the districts management team and serves as chairman over the financial advisory committee. \_\_\_\_\_

**Personnel Management**

- 1. Has demonstrated skills in supervising employees at all levels. \_\_\_\_\_
- 2. Has a process for hiring and selecting effective staff. \_\_\_\_\_
- 3. Has developed a program for staff evaluation and corrective action. \_\_\_\_\_
- 4. Can assist with contract negotiations for the district. \_\_\_\_\_
- 5. Knows the components of effective personnel policies, procedures, and practices. \_\_\_\_\_
- 6. Has experience developing and coordinating staff in-service programs. \_\_\_\_\_
- 7. Effectively manages Public Records requests. \_\_\_\_\_
- 8. Ensures compliance with Ohio Public Records Laws. \_\_\_\_\_



**Leadership Skills**

Rating (1-5)

- |  |       |
|--|-------|
| 1. Uses effective process for achieving cooperation and consensus where there has been disagreement. | _____ |
| 2. Uses effective ways to regain authority of control where management has lost influence.           | _____ |
| 3. Has experience motivating staff and students, bolstering morale and Enthusiasm.                   | _____ |
| 4. Has innovative ways to solve problems without new resources.                                      | _____ |
| 5. Has effected change in spite of some reluctance on the part of staff.                             | _____ |
| 6. Develops trust within the community.  | _____ |
| 7. Has experience reorganizing staff, revising procedures, and implementing policy changes.          | _____ |
| 8. Has pursued continuing professional development.  | _____ |

**Additional Specific Duties and Responsibilities:**

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**Comments:** \_\_\_\_\_  
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\_\_\_\_\_

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

Board President \_\_\_\_\_

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

Treasurer \_\_\_\_\_  
*(Signature of employee does not indicate approval or disapproval)*



**CLOVERLEAF SUPERINTENDENT/TREASURER/ADMINISTRATOR  
EVALUATION/SALARY COMPUTATION**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
 Contract Year: \_\_\_\_\_ District Percentage \_\_\_\_\_

	+15% <u>CURRENT SALARY</u>	Adj. Factor	
+15% of Center Point		0.5	Evaluation Composite: _____
	+7.5%		Conversion Factor: _____
			% of increase: _____
			Adjustment Factor _____
			% Increase _____
	CP	1.0	+ University Credit: _____
Center Point			
	-10%	1.0	+ Community Credit: _____
			Total % Increase: _____
	-15%	1.3	
	-20%	1.5	
-20% of Center Point			

Current Salary \_\_\_\_\_ X \_\_\_\_\_ %=New Salary \_\_\_\_\_

- Calculation is formulated on base salary exclusive of other benefits.
1. Center Point = Average of Surveyed Districts found in Medina and Summit Counties.
  2. Current Salary is positioned within the range box.
  3. Performance is reviewed per evaluation instrument and % of increase is determined.
  4. Percent of increase is adjusted up or down by Adjustment Factor, based upon salary position within range box.
  5. Percentage increase shall be calculated on the base salary only unless stipulation is made in the individual contract.
  6. Compensation should remain in the average range, therefore, University and Community Credit shall be issued only when the District Percentage is zero or salary is below the average range.





Experience/Credit

University Credit

Masters - 0%  
Masters +9-.5%  
Masters +18-1%  
Masters +30-1.5%  
Doctorate - 2.0%

NOTE: All university semester credits must be obtained from an accredited institution and be completed prior to August 1, with a formal completion notice submitted to the Superintendent (transcripts, etc.)

Community Involvement

In an effort to recognize the importance of tying the school to the community, the following credit will apply:

**Level 1**      Membership in one (1) community service organization plus attendance at nine (9) community trustee meetings - 1.00%

**OR**

**Level 2**      Membership in one (1) community service organizations plus attendance at twelve (12) community trustee meetings plus attendance at six (6) community functions and/or fundraisers - 2.00%



**EVALUATION COMPOSITE SCORE**

**ADMINISTRATOR**

<u>Total Points</u>	<u>Conversion Step</u>
61-65	1.80
57-60	1.60
53-56	1.40
49-52	1.20
45-48	1.10
41-44	1.00
37-40	0.75
33-36	0.66
29-32	0.33
Less Than 29	0.00

**SUPERINTENDENT/TREASURER**

<u>Total Points</u>	<u>Conversion Step</u>
333-355	1.80
311-332	1.60
290-310	1.40
268-289	1.20
246-267	1.10
224-245	1.00
202-223	0.75
181-201	0.66
159-180	0.33
Less Than 159	0.00



## TREASURER'S CONTRACT

The appointment of the Treasurer is secured through a written agreement stating the terms of the contract. The contract meets all state requirements and protects the rights of both the Board and the Treasurer.

The Treasurer is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. Should a vacancy occur mid-term, the Board can appoint a new hire to a term starting on any date – as long as the length of the contract does not exceed five years from the prior August 1. The period of time in which the Treasurer's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year. The Treasurer's salary may be increased or decreased during his/her term of office. However, any decrease must be a part of "a uniform plan" affecting salaries of all District employees.

The termination procedures that currently apply to teachers and other administrators, requiring a due process hearing, apply to the Treasurer.

If the Board intends to nonrenew the Treasurer's contract, notice in writing of the intended nonrenewal must be given to the Treasurer on or before March 1 of the year in which the contract expires.

The Treasurer is automatically disqualified from service if he/she fails to maintain his/her license. The Board may permit an individual who does not possess a valid treasurer's license to serve as District Treasurer as long as the individual meets all qualifications for licensure and has applied for issuance or renewal of his/her license but has not yet received the State Board of Education's decision.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Treasurer's contract.

[Adoption date: August 1, 2007]

[Re-adoption date: December 12, 2011]

LEGAL REFS.: ORC 3301.074  
3313.22; 3313.24; 3313.31  
3319.16

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer  
BCCA, Incapacity of the Treasurer  
BCCB, Evaluation of the Treasurer (Also AFBA)  
BCCD, Board-Treasurer Relationship

## BOARD-SUPERINTENDENT RELATIONSHIP

The Cloverleaf Local Board of Education believes that the legislation of policies is the most important function of a school Board and that the execution of the policies should be the function of the Superintendent and staff.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the school program, and for keeping the Board informed about school operations and problems.

The Board will strive to procure, when a vacancy exists, the best professional leader available for the head administrative post. Then, the Board as a whole, and individual members, will:

1. give the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. act in matters of employment or dismissal of school personnel only after receiving the recommendations of the Superintendent;
3. hold all meetings of the Board in the presence of the Superintendent, except when his/her contract and salary are under consideration;
4. refer all complaints to the Superintendent for appropriate investigation and action;
5. strive to provide adequate safeguards around the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and
6. present personal criticisms of any employee directly to the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## BOARD COMMITTEES

The Board may authorize the establishment of committees from among its membership as it finds such action necessary to study operations in specific areas and to make recommendations for Board action.

The following guidelines may govern the appointment and function of Board committees.

1. The committee is established through action of the Board.
2. The chairperson and members are named by the Board President.
3. The committee may make recommendations for Board action but may not act for the Board unless specifically authorized.
4. The Board President and Superintendent are ex officio members of all committees.
5. No committee appointments extend beyond the ensuing annual organizational meeting, at which time the newly-elected President has the privilege of making new appointments or re-appointments. A committee may be dissolved at any time by a majority vote.
6. The Sunshine Law and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings. The public is encouraged to observe.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 121.22

CROSS REFS.: BCB, Board Officers  
BDC, Executive Sessions  
BDDH, Public Participation at Board Meetings (Also KD)



## BUSINESS ADVISORY COUNCIL TO THE BOARD

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

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

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

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

[Adoption date: June 30, 2010]

[Re-adoption date: March 12, 2018]

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

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

## FAMILY AND CIVIC ENGAGEMENT COMMITTEE

The Board appoints a family and civic engagement committee, whose membership and organization, includes parents, community representatives, health and human service representatives, business representatives and any other representatives identified by the Board. The Board may exercise discretion in combining this committee with the Business Advisory Council to the Board (BCFA).

The family and civic engagement committee must work with local county family and children first councils to recommend qualifications and responsibilities that should be included in the job description for school family and civic engagement coordinators.

The committee develops a five-year family and civic engagement plan and provides annual progress reports on the development and implementation of the plans. The plan and progress reports must be submitted to the county family and children first council.

Finally, the committee must provide recommendations on matters specified by the Board. Meetings of the committee fall under the auspices of the Open Meetings Act (Sunshine Law).

[Adoption date: June 30, 2010]

LEGAL REFS.: ORC 121.22(B)  
3313.821

CROSS REFS.: BCE, Board Committees  
BCF, Advisory Committees to the Board  
BCFA, Business Advisory Council to the Board  
IGBL, Parental Involvement

## SCHOOL ATTORNEY

A Board of Education may employ legal counsel in addition to the county prosecutor as necessary and pay for legal services from school funds.

The counsel advises the Board and its officials on legal matters relating to them and their powers.

At its annual organizational meeting, the Board will adopt a resolution providing for the employment of legal counsel.

In engaging legal counsel, the Board may require submission of a written proposal which can be incorporated into a contract or purchase order if it satisfies the wishes of the Board. Proposals could detail:

1. specific objectives to be accomplished by the counsel;
2. a list of specific tasks to be performed;
3. procedures to be used in carrying out the tasks;
4. target dates for the completion of tasks;
5. methods to be used to report results to the Board and/or to deliver any product or render any service to the Board and
6. a fee agreement clearly specifying all fees for legal services and termination rights.

The Board will establish procedures necessary to effect an efficient working relationship between the counsel and the Board and/or staff members. Only the Board President, the Superintendent and the Treasurer or person designated by them may consult with Board Counsel.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 309.10  
3313.35  
3319.33

## CONSULTANTS TO THE BOARD

The modern school system is a complex organization established to provide a high quality educational program for children and youth who will live in a complex and changing society; additionally, the school system represents an investment of millions of dollars by the public in support of public education. In order to pursue its educational mission and also to protect the public's financial investment in the schools, the Board will from time to time engage the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services which present staff is unable to provide. The kinds of assistance sought from consultants may include, but will not necessarily be limited to: conducting fact-finding studies, surveys and research; providing counsel or services requiring special expertise and assisting the Cloverleaf Local Board of Education in developing policy and program recommendations.

Before engaging any consultant, the Board will require submission of a written proposal which can be incorporated into a contract or purchase order if it satisfies the wishes of the Board. Proposals will detail:

1. the specific objectives to be accomplished by the consultant;
2. the specific tasks to be performed;
3. the procedures to be used in carrying out the tasks;
4. the target dates for the completion of tasks;
5. the method to be used to report results to the Board and/or to deliver product or render any service to the Board and
6. the fee or rate of pay the Board will be charged.

The Board will establish procedures necessary to effect an efficient working relationship between the consultant and the Board and/or staff members.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.171

## SCHOOL BOARD MEETINGS

The Board transacts all business at official meetings of the Board. These may be either regular or special meetings. At the organizational meeting, the Board shall fix the time for holding its regular meetings, which shall be held at least once every two months. Special meetings are called between the regularly scheduled meetings to consider specific topics.

All regular and special Board meetings and Board-appointed committee meetings are publicized and conducted in compliance with the Open Meetings Act (Sunshine Law). No action may be taken by the Board in executive session.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 28, 2014]

LEGAL REFS.: ORC 121.22(B); 121.22(C)  
3313.14; 3313.15; 3313.16

CROSS REFS.: BCA, Board Organizational Meeting  
BCE, Board Committees  
BDC, Executive Sessions  
BDDA, Notification of Meetings  
BDDF, Voting Method  
BDDH, Public Participation at Board Meetings (Also KD)  
BDDJ, Broadcasting and Taping of Board Meetings (Also KBCD)

## EXECUTIVE SESSIONS

Educational matters should be discussed and decisions made at public meetings of the Board. Some matters are more properly discussed by the Board in executive session. As permitted by law, such matters may involve:

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee or official, or the investigation of charges or complaints against such individual, unless an employee or official requests a public hearing (the Board will not hold an executive session for the discipline of one of its members for conduct related to the performance of his/her official duties or for his/her removal from office);
2. the purchase of property for public purposes or for the sale of property at competitive bidding, if premature disclosure of information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;
3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;
4. matters required to be kept confidential by Federal law or State statutes;
5. preparing for, conducting or reviewing negotiations with public employees concerning their compensation or other terms and conditions of their employment;
6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action or
7. consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance provided that:
  - A. the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and

- B. a unanimous quorum of the Board has determined by a roll call vote the executive session is necessary to protect the interests of the applicant or possible investment or expenditure of public funds to be made in connection with the economic development project.

Conferences with a member of the office of the State Auditor or an appointed certified public accountant for the purpose of an audit are not considered meetings subject to the Open Meetings Act (Sunshine Law).

The Board meets in executive session only to discuss legally authorized matters. Executive sessions are held only as part of a regular or special meeting and only after a majority of the quorum determines, by a roll-call vote, to hold such a session.

When the Board holds an executive session for any of the reasons stated above, the motion and vote to hold the executive session shall state one or more of the purposes listed under such paragraph for which the executive session is to be held, but need not include the name of any person to be considered in the executive session. The minutes shall reflect the information described above.

In compliance with law, no official action may be taken in executive session. To take final action on any matter discussed, the Board reconvenes into public session.

The Board may invite staff members or others to attend executive sessions at its discretion.

Board members shall not disclose or use, without appropriate authorization, any information acquired in the course of official duties (which is confidential because of statutory provisions) or which has been clearly designated as confidential because of the status of proceedings or the circumstances under which the information was received.

[Adoption date: August, 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 19, 2013]

[Re-adoption date: July 15, 2020]

LEGAL REFS.: ORC 102.03  
121.22

CROSS REFS.: AFBA, Evaluation of the Treasurer (Also BCCB)  
BCD, Board-Superintendent Relationship (Also CBI)  
BCE, Board Committees  
BCF, Advisory Committees to the Board  
BD, School Board Meetings  
BDDG, Minutes  
KBA, Public's Right to Know  
KLD, Public Complaints About District Personnel



## NOTIFICATION OF MEETINGS

Due notice of all meetings of the Board and Board-appointed committees is given to the press and the public who have requested notification and to all Board members.

Organizational Meeting: Notice of organizational meetings, including any special or regular meeting following the organizational meeting, is given in the same manner as notice for regular and special meetings of the Board (see below).

Regular Meetings: A notice of the time and place of regularly scheduled meetings is given to the media who have requested notification and to those individuals requesting advance personal notice.

Special Meetings: A special meeting may be called by the President, the Treasurer or any two members of the Board by serving written notice of the time and place of the meeting upon each Board member at least two days before the date of the meeting. The notice must be signed by the officer or members calling the meeting. Notice by mail is authorized. Notice of the time, place and purpose must also be given at least 24 hours in advance of the meeting to all news media and individuals who have requested such notice.

Emergency Meetings: In the event of any emergency, the media is notified immediately of the time, place and purpose of the meeting.

Personal Notice of Meetings: Any person who wishes to receive advance personal notice of regular or special meetings of the Board may receive the advance notice by requesting that the Treasurer include his/her name on a mailing list and by providing the Treasurer with a supply of stamped, self-addressed envelopes.

Cancellation: Occasionally regular or special meetings of the Board must be canceled. Meetings can be canceled for any reason. When a meeting is to be canceled, the Treasurer notifies Board members and all media and individuals who have requested notification of such meetings. Notice of cancellation is also prominently posted at the meeting site. This notice includes the new date of a rescheduled meeting, if possible.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 121.22  
3313.15; 3313.16

## AGENDA FORMAT

The agenda format is developed by the Superintendent and the Board in order to give direction to the Board meetings.

The tentative agenda, along with related materials and minutes of the previous meeting, is distributed to each member at least 48 hours prior to the Board meeting. The particular order of agenda items may vary from meeting to meeting in keeping with the business at hand.

The agenda is adopted or modified by a majority vote of those members present. Once the agenda is approved, it requires a two-thirds vote of the Board members present to make additional modifications.

### Consent Agenda

In order to use time within the Board meetings more efficiently, the Board may use a consent agenda, whenever appropriate. Items placed on the consent agenda are routine in nature and noncontroversial.

When the consent agenda is presented to the Board for action, the Board President provides the opportunity for any member of the Board to request a discussion or removal of any items on the agenda. Items removed are placed on the regular agenda or postponed. Remaining items on the consent agenda are then voted on by a single motion.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 3, 2009]

[Re-adoption date: July 15, 2020]

LEGAL REF.: ORC 3313.20

CROSS REFS.: BDDC, Agenda Preparation and Dissemination  
BDDH, Public Participation at Board Meetings (Also KD)

## AGENDA PREPARATION AND DISSEMINATION

The Superintendent, in consultation with the Board President, arranges the order of items on meeting agendas so that the Board can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

Items of business may be suggested by a Board member, staff member or citizen of the District. The agenda may allow suitable time for remarks by the public who wish to speak briefly before the Board.

The Board follows the order of business established by the agenda, except as it may vote to rearrange the order for the convenience of visitors or other individuals appearing before the Board or to expedite Board business. Prior to adopting the agenda, an item of business that is not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider the item. Once the agenda is approved, a two-thirds vote of the Board is required to make additional modifications. The Board should not revise Board policies, or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, is distributed to Board members at least 48 hours prior to the Board meeting to permit them to give items of business careful consideration. The agenda is also made available to the press, representatives of the community, staff groups and others upon request.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 15, 2020]

CROSS REFS.: BDDDB, Agenda Format  
BDDH, Public Participation at Board Meetings (Also KD)

## RULES OF ORDER

Roberts Rules of Order shall be the official rules of the Cloverleaf Board of Education except where they conflict with State laws and except in those cases where exceptions are made by due resolution of the Board.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## VOTING METHOD

All votes taken by the Board are recorded in the official proceedings of the meeting.

To comply fully with Ohio law, roll-call votes are made on resolutions pertaining to:

1. any action on which a Board member requests a roll call vote and
2. re-employment of a teacher against the Superintendent's recommendation.

The following actions require a roll-call vote and an affirmative vote by a majority of the full membership of the Board for passage:

1. purchase of sale or real or personal property;
2. employment of any school employee;
3. election or appointment of an office;
4. payment of any debt or claim and
5. adoption of any textbook.

For passage, most other actions will require an affirmative vote by a majority of those present and voting. Board members must be physically present at the meeting in order to vote.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC Chapter 133  
3313.11; 3313.18; 3313.22; 3313.23; 3313.66(E)  
3319.01; 3319.07; 3319.11  
3329.08  
5705.14; 5705.16; 5705.21

VOTING METHOD (5-Member Board)		
ITEM	# NEEDED	REFERENCE ORC
Declare it necessary to issue bonds	3 (a)	133.18 133.01(U)
Declare, by remaining members, that reasons for a member's absence for 90 days are insufficient to continue membership	3 (e)	3313.11
Fill a vacant Board seat (majority of remaining members)	3 (f)	3313.11
Purchase or sell real estate	3 (a)	3313.18
Employ any employee	3 (a)	3313.18
Elect or appoint an officer	3 (a)	3313.18
Pay any debt or claim	3 (a)	3313.18
Adopt textbook	3 (a)	3313.18
Dispense with resolution authorizing purchase or sale of personal property, appointment of employees, etc., if annual appropriation resolution has been adopted by a majority of full membership	3 (a)	3313.18
Employ or Re-employ the Treasurer	3 (a)	3319.01
Terminate the Treasurer for cause	3 (a)	3319.16
Appoint Treasurer Pro Tempore	3 (a)	3313.23
Determine that Treasurer's incapacity is removed	3 (a)	3313.23

Remove Treasurer Pro Tempore at any time for cause	4 (b)	3313.23
Affirm, reverse, vacate or modify an order of student expulsion; reinstate a student	3 (a)	3313.66 (E)
Employ or re-employ a superintendent	3 (a)	3319.01
Appoint Superintendent Pro Tempore	3 (a)	3319.011
Remove Superintendent Pro Tempore at any time for cause	4 (b)	3319.011
Terminate Business Manager for cause	3 (a)	3319.16
Re-employ any teacher who the Superintendent refuses to recommend for re-employment	4 (c)	3319.07
Re-employ, a teacher not nominated by the Superintendent	4 (c)	3319.07
Reject the recommendation of the Superintendent that a teacher eligible for continuing contract be granted a continuing contract	4 (c)	3319.11
Determine, at a regular meeting, which textbooks shall be used in the schools under its control	3 (a)	3329.08
Transfer funds in certain cases	4 (b)	5705.14
Declare the necessity for certain transfers of funds	3 (a)	5705.16
Levy a tax outside 10-mill limitation (not emergency)	4 (b)	5705.21

Reject findings and recommendations of fact-finding panel by Board or employee organization under statutory impasse resolution procedure

3 (g)

4117.14(c)(6)

Waiver of textbook and material fund transfer restriction\*

5 (h)

3315.17(D) (2)

KEY

- (a) Majority of full membership
- (b) 2/3 of full membership
- (c) 3/4 of full membership
- (d) 4/5 of full membership
- (e) 2/3 of remaining members of the Board
- (f) Majority of remaining members of the Board
- (g) 3/5 of full membership
- (h) Unanimous vote of full membership



## MINUTES

The minutes of the meetings of the Board constitute the written record of Board actions. The Treasurer records in the minutes of each meeting all actions taken by the Board.

Full and accurate minutes must contain sufficient facts and information to permit the public to understand and appreciate the rationale behind the Board's decisions.

A complete and accurate set of minutes shall be prepared and become a regular part of the monthly agenda. The Treasurer must make draft minutes available for public inspection. Following approval of the minutes by the Board at the next meeting, the minutes are signed by the President and attested to by the Treasurer as to the accuracy of the information contained. The attestation is not an authorization of any action taken or not taken during the meeting.

The official minutes shall be bound and kept in the office of the Treasurer, who shall, after they have been approved by the Board, make them available to the public and news media. Copies are made available at cost during normal office hours.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 26, 2018]

[Re-adoption date: July 15, 2020]

LEGAL REFS.: ORC 121.22(C)  
149.43  
3313.26

CROSS REFS.: BCE, Board Committees  
BD, School Board Meetings  
BDC, Executive Sessions  
BF, Board Policy Development and Adoption  
KBA, Public's Right to Know

## PUBLIC PARTICIPATION AT BOARD MEETINGS

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

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 minutes of public participation may be permitted at each meeting.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted three minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The period of public participation may be extended by a vote of the majority of the Board, present and voting.

Agendas are available to all those who attend Board meetings. The section on the agenda for public participation shall be indicated. Noted at the bottom of each agenda shall be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 6, 2008]

LEGAL REFS.: ORC 121.22  
3313.20

CROSS REFS.: BCE, Board Committees  
BD, School Board Meetings  
BDDB, Agenda Format  
BDDC, Agenda Preparation and Dissemination

## BROADCASTING AND TAPING OF BOARD MEETINGS

Photographic, audio and video recording devices may be used at regular and special Board meetings legally open to the public according to the following guidelines.

1. The person(s) intending to use audio and/or video recording devices must inform the Superintendent or Board President and obtain permission to utilize the device(s) from the Superintendent or Board President prior to the meeting with which such devices are to be used. The Superintendent or Board President must inform all board members and those in attendance that audio and/or video recording devices will be used.
2. Persons operating audio recording and/or video recording devices must do so with a minimum of disruption to those present at the meeting. Interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts Board members or the audience.
3. Photography and video recording is generally not permitted, however, with prior permission of the Board President photographic or video recordings may be granted for the limited purpose of recording special presentations by the Board and only family members related to the presentation may perform said photography or recording.
4. When recorded audio may be obtained on the District website.
5. The Board may audio record each meeting at its discretion. A copy of the audio may be obtained upon written request and the payment of \$1.00 within a reasonable time of said request.
6. Audio tapes of meetings created by or at the direction of the Board will be destroyed three months after the written minutes of the meeting are approved by the Board. The written, approved minutes serve as the official transcript of meeting and supercede the content of audio and/or video recordings.

[Adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 121.22  
2911.21  
2917.12  
2921.31  
3313.20(A)

CROSS REFS.: BD, School Board Meetings  
BDDH, Public Participation at Board Meetings (Also KD)

## SCHOOL BOARD WORK SESSIONS AND RETREATS

As a decision-making body, the Board is confronted with a continuing flow of problems, issues and needs which require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming and thoughtful discussion without action. Therefore, the Board may schedule work sessions and retreats from time to time in order to provide its members and the administrative staff with just such opportunities. As such, these meetings are conducted for a public purpose and any expenses for these meetings may be paid from the Board service fund. Topics for discussion and study will be announced publicly and work sessions and retreats will be conducted in accordance with the State law on public meetings.

[Adoption date: January 19, 1999]

[Re-adoption date: August 21, 2001]

## BOARD POLICY DEVELOPMENT

Proposals regarding Board policies and operations may originate at any of several sources, including students, community residents, employees, Board members, consultants or civic groups. A careful and orderly process is used when examining policy proposals prior to Board action.

The formulation and adoption of written policies constitute the basic method by which the Board exercises its leadership in the operation of the District. The study and evaluation of reports concerning the execution of its written policies constitute the basic method by which the Board exercises its control over District operations.

The formal adoption of policies is recorded in the minutes of the Board. Only those written statements so adopted and recorded are regarded as official Board policy.

Final action by the Board on proposals shall be in accordance with this policy. The Board takes action on most matters on the basis of recommendations presented by the Superintendent. The Superintendent bases his/her recommendations upon the results of a study and upon the judgment of the staff and study committees.

Policies introduced and recommended to the Board should not be adopted until a subsequent meeting in order to permit further study and provide opportunity for interested parties to react. However, temporary approval may be granted by the Board in lieu of formal adoption to address emergency conditions or special events which may occur before formal action can be taken.

Unless otherwise specified, a new policy or policy amendment is effective as of the date of adoption by the Board and supersedes all previous policies in that area. Unless otherwise specified, the repeal of a policy is effective as of the date the Board takes such action.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 23, 2010]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: AD, Development of Philosophy of Education  
BDDG, Minutes  
BFCA, Board Review of Regulations (Also CHB)  
BFD, Policy Dissemination  
BFE Administration in Policy Absence (Also CHD)  
BFF, Suspension of Policies  
BFG, Policy Review and Evaluation  
CH, Policy Implementation

## POLICY ADOPTION

Adoption of new policies or changing or repealing existing policies is solely the responsibility of the Board. Policies, including the Board's bylaws, are adopted, amended or repealed only by the affirmative vote of a majority of the members of the Board when such action has been scheduled on the agenda of a regular or special meeting.

Proposals for a new policy or for the amendment or repeal of existing policy are submitted in writing to the Superintendent for submission to the Board. Two readings at two separate meetings is required before a new policy or a policy amendment can be adopted at the second meeting. The Board may choose to adopt the policy or choose to table the policy for future discussion.

Unless otherwise specified, a new policy or policy amendment is effective upon the date of adoption by the Board and supersedes all previous policies in that area. Unless otherwise specified, the repeal of a policy is effective on the date the Board takes such action.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 25, 2010]

LEGAL REF.: ORC 3313.20

CROSS REFS.: AD, Development of Philosophy of Education  
BF, all subcodes  
CH, Policy Implementation

## BOARD REVIEW OF REGULATIONS

State law requires the Board to make rules and regulations for the government of the District, its employees, students and all other persons entering the District's grounds and premises.

Before issuance, Board regulations are properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those regulations officially approved by the Board are so marked. All others regulations appearing in the manual are considered approved, provided that they are in accordance with the accompanying Board policy.

The Board reviews regulations developed by the administration to implement policy. The Board revises or nullifies these administrative regulations only when they are inconsistent with policies adopted by the Board or when they are not in the best interest of the District.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 23, 2010]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: BF, Board Policy Development and Adoption  
CH, Policy Implementation  
CHC, Regulations Dissemination



## POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect. Accessibility to policies is to extend to all members of the school community. Notification of policy changes will be made to those affected by way of District website.

Distributed policy manuals remain the property of the Board and are considered as “on loan” to anyone, or any organization in whose possession they might be at any time. Manuals are subject to recall at any time deemed necessary for purposes of updating.

The Board’s policy manual is considered a public record and is open for inspection in the location designated by the Board.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 25, 2010]

LEGAL REFS.: ORC 3313.20(A)  
OAC 3301-35-02(C)(2)

CROSS REF.: BF, Board Policy Development and Adoption

## ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the Superintendent feels he/she must take for the orderly execution of his/her duties, he/she may take temporary action that he/she feels will be in harmony with the overall policy of the Board. The Superintendent will not be free to act when the action involves a duty of the Board which by law cannot be delegated.

In each case, the Superintendent shall present the matter to the Board for its consideration at its next meeting.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.20

## SUSPENSION OF POLICIES

If the Board wishes to take action contrary to existing policy, it may suspend the policy for only one meeting at a time and in only one of the following ways:

1. upon a majority vote of the Board at a meeting in which the proposed suspension has been described in writing or
2. upon a unanimous vote of all members of the Board if no notice has been given.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.20

## POLICY REVIEW AND EVALUATION

The Board reviews its policies on a continuing basis in an effort to keep its written policies consistent with community values and compliant with Federal and State law. Well-written, consistent and compliant policies may be used as a basis for Board action and administrative decisions.

The Superintendent has the continuing responsibility of calling to the Board's attention all policies that are outdated or need revision. To accomplish this, the Superintendent may request input from any Board or advisory committee.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 23, 2010]

CROSS REFS.: AD, Development of Philosophy of Education  
BF, Board Policy Development and Adoption

## BOARD-STAFF COMMUNICATIONS

The Cloverleaf Local Board of Education wishes to maintain open channels of communication with the staff. The basic line of communication will, however, be through the Superintendent.

Accordingly, all official communications, policies and directives of staff interest and concern are communicated to staff members through the Superintendent. The Superintendent develops appropriate methods to keep staff members informed of the Board's issues, concerns and actions.

### Visit to Schools

Board members must recognize that their presence in the schools could be subject to a variety of interpretations by school employees; therefore, individual Board members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the principals of the various schools. Board members indicate to the principal the reasons(s) for the visit (if it is being made for other than general interest.) Such visits are regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members are carried on only under Board authorization.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.20

CROSS REF.: GBM, Staff Complaints and Grievances

## NEW BOARD MEMBER ORIENTATION

The Board shall provide an orientation program for its members-elect. The primary purpose of this program is to acquaint the members-elect with the procedures of the Board and the scope of its responsibilities and to assist them to become informed and active Board members.

The Board, Treasurer and the administrative staff assist each member-elect in understanding the Board's functions, policies and procedures before the member-elect takes office.

The following techniques may be employed to orient new Board members.

1. Selected materials, Board policies, regulations and other helpful information are furnished the member-elect by the Superintendent.
2. Immediately after the general election, the member-elect is invited by the Board to attend Board meetings.
3. The Treasurer provides agendas and other materials pertinent to meetings and explains the use of the materials.
4. The incoming member is invited to meet with the Superintendent and other administrative personnel.
5. The Board makes an effort to send newly-elected members to workshops and in-service programs developed for new members.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.87; 3313.871

CROSS REFS.: BHBA, School Board Conferences, Conventions and Workshops  
BHD, Board Member Compensation and Expenses

## SCHOOL BOARD CONFERENCES, CONVENTIONS AND WORKSHOPS

In keeping with the need for continuing in-service training and development for its members, the Cloverleaf Local Board of Education encourages the participation of all members at appropriate school Board conferences, workshops and conventions; however, in order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance:

1. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting.
2. Reimbursement to Board members for their travel expenses is in accordance with the Board's travel expense policy.
3. When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3315.15

CROSS REFS.: BHA, New Board Member Orientation

BHD, Board Member Compensation and Expenses

DLC, Expense Reimbursements

## BOARD MEMBER COMPENSATION AND EXPENSES

The Board votes prior to January 1 to set the rate of compensation for newly elected or re-elected members. Because compensation for Board members may not be changed during their terms of office, changes in compensation must be made prior to the beginning of their respective terms. For all new terms beginning on and after January 1, 2018 Board member compensation shall be \$0 per meeting.

### Board Service Fund

A Board “service fund” is established to pay expenses actually incurred by Board members or members-elect in their official duties. The sum set aside will not exceed the maximum amount permitted by law. This fund is used at the Board’s discretion to provide for members’ participation (not compensation) in workshops and conferences, for new Board member orientation and training and for other expenses in connection with assigned duties as permitted by law, including those made for a public purpose as defined below.

### Spending Guidelines: Definition of Public Purpose

The Board recognizes that expenditure of funds within the District must fall within the scope of serving a public purpose as defined by State law. It is the Board’s determination that the following expenditures are a necessary part of the effective function of the extracurricular and cocurricular programs concerned, once reviewed and approved by the Superintendent:

1. awards;
2. recognition and incentive items for employees and/or volunteers and
3. prizes/awards/programs for students through the use of student activity funds.

The Superintendent, at the discretion of the Board, is permitted to honor employees and nonemployees with plaques, pins and other tokens of appreciation to include meals, refreshments or other amenities which further the interest of the District.

The Board affirms that the expenses incurred as listed above do serve public purposes which include the promotion of education by encouraging staff morale as well as support for the District’s educational program with citizens, members of the business community, advisory committee members and associated school districts. All expenditures are subject to approval by the Superintendent.



Vendor Compensation

Any compensation paid by a private vendor to a District official or employee, after the official or employee has participated in selecting the vendor, is considered “public money” and must be returned to the District.

[Adoption date: August, 1985]  
[Re-adoption date: January 21, 1997]  
[Re-adoption date: April 20, 1999]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: August 18, 2009]  
[Re-adoption date: January 22, 2018]

LEGAL REFS.: Ohio Const. Art. II, Section 20  
ORC 3311.19  
3313.12  
3315.15  
5705.01; 5705.10

CROSS REFS.: BCA, Board Organizational Meeting  
DLC, Expense Reimbursements  
GBI, Staff Gifts and Solicitations  
JL, Student Gifts and Solicitations

## SCHOOL BOARD LEGISLATIVE PROGRAM

The Board recognizes the importance of sound and constructive State legislation in establishing support for public education. It is therefore directly concerned with legislative proposals affecting education.

The Board's legislative liaison member reports to the Board on State legislative proposals and communicates the Board's positions and/or the Ohio School Boards Association's positions to State representatives and senators.

The legislative liaison member also keeps the Board informed of pertinent Federal legislative proposals and, when necessary, communicates the Board's position to representatives and senators at the national level.

[Adoption date: August 21, 2001]

## LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

The Board maintains membership in the Ohio School Boards Association (OSBA).

OSBA may elect to join the National School Boards Association (NSBA). If OSBA joins NSBA, the District may take advantage of various NSBA offerings by virtue of its membership with OSBA.

[Adoption date: August 21, 2001]

[Re-adoption date: July 22, 2019]

LEGAL REFS.: ORC 3313.87

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an annual appraisal of its functioning as a board. This appraisal considers the broad realm of relationships and activities inherent in board responsibilities.

The appraisal process and instrument are determined by the Board. The following are areas of Board operations and relationships representative of those in which objectives may be set and progress appraised.

1. Board meetings
2. policy development
3. fiscal management
4. Board role in educational program development
5. Board member orientation
6. Board member development
7. Board officer performance
8. Board-Superintendent relationships
9. Board-Treasurer relationships
10. Board-staff relationships
11. Board-community relationships
12. legislative and governmental relationships
13. management team development and utilization

The Superintendent and others who regularly work with the Board are asked to participate in establishing objectives and reviewing progress.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REFS.: BCB, Board Officers  
BCD, Board-Superintendent Relationship (Also CBI)  
BD, School Board Meetings  
BF, Board Policy Development and Adoption  
BHA, New Board Member Orientation  
CD, Management Team  
DA, Fiscal Management Goals

## SECTION C: GENERAL SCHOOL ADMINISTRATION

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CA*	Administration Goals
CAA	District Administration Priority Objectives
CB	School Superintendent
CBA*	Qualifications and Duties of Superintendent
CBAA*	Incapacity of Superintendent
CBB	Recruitment and Appointment of Superintendent
CBC*	Superintendent's Contract
CBD	Superintendent's Compensation and Benefits
CBE	Superintendent's Development Opportunities
CBF	Superintendent's Consulting Activities
CBG*	Evaluation of the Superintendent (Also AFB)
CBH	Superintendent's Termination of Employment
CBHA	Superintendent's Retirement
CBI*	Board-Superintendent Relationship (Also BCD)
CC	Administrative Organizational Plan
CCA*	Organizational Chart
CCB*	Line and Staff Relations
CD*	Management Team
CE*	Administrative Councils, Cabinets and Committees
CF	School Building Administration
CG	Special Programs Administration
CGA	Summer Program Administration
CGB	Adult Education Program Administration
CGC	State and Federal Programs Administration
CH*	Policy Implementation
CHA*	Development of Regulations
CHB*	Board Review of Regulations (Also BFCA)
CHC*	Regulations Dissemination
CHCA*	Approval of Handbooks and Directives
CHD*	Administration in Policy Absence (Also BFE)
CI	Temporary Administrative Arrangements
CJ	Administrative Intern Program
CK	Program Consultants

CL            Administrative Reports

CM\*          School District Annual Report

\* denotes the areas covered by Board policy

## ADMINISTRATION GOALS

Proper administration of the schools is essential to a successful educational program. The general purpose of the District's administration will be to coordinate and supervise, under the policies of the Cloverleaf Local Board of Education, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The Board will rely on its chief executive officer, the Superintendent, to provide at the District level the professional administrative leadership demanded by such a far-reaching goal.

The District's administrative organization shall be designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies which are implemented through the Superintendent.

The Superintendent and the administrative staff have the authority and responsibility necessary for their specific administrative assignments. Each administrator is also accountable for the effectiveness with which the administrative assignments are carried out. The Board is responsible for clearly specifying its requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent will be responsible for clearly specifying the Board's requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the District are to:

1. manage the District's various departments and programs effectively;
2. provide professional advice and counsel to the Board and to advisory groups established by Board actions, generally through reviewing alternatives, analyzing the advantages and disadvantages of each and recommending a selection from among the alternatives;
3. implement the management function so as to ensure the best and most effective learning programs through achieving such other goals as to:
  - A. provide leadership in keeping abreast of current education developments;
  - B. arrange for the staff development necessary to the establishment and operation of learning programs which better meet student needs;
  - C. coordinate cooperative efforts for the improvement of learning programs, facilities, equipment and materials and
  - D. provide access to the decision-making process for the ideas of staff, students, parents and others;

4. develop an effective program of evaluation which includes every position, program and facility in the District and
5. develop and use a team management approach.

1 of 2



[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REFS.: AF, Commitment to Accomplishment  
CD, Management Team  
GCL, Certified Staff Development Opportunities  
GDL, Classified Staff Development Opportunities



## QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

Title: Superintendent

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

General Description: Serve as the District's chief executive officer; administer, supervise, direct and evaluate the District's educational system

### Essential Functions:

1. ensure safety of students
2. perform personnel-related functions, e.g., make recommendations for appointment, promotion, demotion, discharge, assignment and transfer, communicate personnel matters to employees, evaluate staff, provide in-service education to staff and maintain personnel files on current employees
3. direct staff negotiations
4. file state and local required reports
5. assist in preparation of annual budget for the Board to consider
6. assist in preparation of an annual appropriations resolution
7. act as District's purchasing agent
8. establish and maintain a public relations program to inform the public of the District's activities and needs
9. recommend courses of study, curriculum guides and changes in texts and time schedules to the Board
10. supervise teaching, supervision and administration methods
11. propose new policies to the Board
12. continually evaluate the District's progress and needs
13. conduct regular District administrative hearings
14. prepare an annual school calendar for Board adoption
15. delegate duties to other staff members
16. prescribe rules for the classification and advancement of students
17. make Board recommendations about student transportation in accordance with law and safety requirements
18. recommend the location and size of new school sites and additions to existing sites
19. represent the Board as liaison between the District and the community

20. inform the Board about the educational system as well as local, state and national issues affecting education
21. prepare and distribute an agenda to Board members prior to each regular meeting
22. take immediate action in cases of calamity, acts of nature, or other emergencies

23. maintain respect at all times for confidential information, e.g., employee discipline/dismissals/contract issues, negotiations, Board executive sessions, etc.
24. make contacts with the public with tact and diplomacy
25. interact in a positive manner with staff, students and parents
26. attend meetings and in-services as required

Other Duties and Responsibilities:

1. act as liaison between employees and the Board
2. attend local, state and national conferences
3. approve vacation schedules for salaried District employees
4. supervise the purchase and distribution of textbooks, workbooks and other educational materials
5. serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
6. instill in students the belief in and practice of ethical principles and democratic values
7. respond to routine questions and requests in an appropriate manner
8. perform other duties as assigned

Qualifications:

1. valid superintendent's certificate issued by the state of Ohio
2. master's degree with a major in educational administration, preferably with completion of one year of graduate work beyond the master's degree
3. experience in teaching and administration totaling at least five years
4. valid driver's license
5. alternatives to the above qualifications as the Board may find appropriate

Required Knowledge, Skills and Abilities:

1. ability to communicate ideas and directives clearly and effectively both orally and in writing
2. effective, active listening skills
3. ability to work effectively with others
4. organizational and problem-solving skills
5. ability to organize and compile data for various state and federal reports
6. extensive knowledge of school finance
7. ability to recommend additions and/or changes to curriculum appropriate to students' needs
8. ability to handle a multitude of tasks simultaneously and in a timely manner
9. ability to handle constant pressure and substantial amounts of stress
10. ability to supervise a variety of jobs and positions
11. strong visionary and leadership skills
12. ability and confidence to make decisions based on the best interest of students



Additional Working Conditions:

1. frequent travel
2. frequent evening and/or weekend work
3. lift, carry, push and pull various items
4. repetitive hand motion, e.g., computer keyboard, calculator, typewriter
5. occasional exposure to blood, bodily fluids and tissue
6. occasional interaction among unruly children
7. regular requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, climb, kneel and stoop
8. occasional operation of a motor vehicle under inclement weather conditions

**NOTE:** The above lists are not ranked in order of importance.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor/appointing authority.

\_\_\_\_\_  
Superintendent or designee

\_\_\_\_\_  
Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

[Adoption date: August, 1985]  
[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3319.01





## INCAPACITY OF THE SUPERINTENDENT

As the executive officer of the District, the Superintendent has a major responsibility in managing the operation of the schools.

Should the Superintendent become incapacitated, the Board appoints a superintendent pro tempore who shall meet the certificate requirement as established by law. The appointment is made by a majority vote of the Board and only after the conditions relating to incapacity are met in accordance with Ohio law and the Family and Medical Leave Act of 1993.

The Superintendent Pro Tempore performs all the duties and functions of the Superintendent and may be removed at any time by a two-thirds majority vote of the members of the Board or upon return to full-time active service of the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3319.01; 3319.011; 3319.13; 3319.16

## INCAPACITY OF THE SUPERINTENDENT

A superintendent pro tempore is appointed by a majority of the members of the Board upon determining that the Superintendent is incapacitated in such a manner that he/she is unable to perform the duties of that office. Such incapacity is determined:

1. by request of the Superintendent, if the Superintendent is absent with pay for reasons of personal illness, injury or exposure to contagious disease which could be communicated to others;
2. upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent;
3. upon the determination of a referee, pursuant to ORC 3319.16, that the Superintendent is unable to perform the duties of the office of Superintendent;
4. upon the granting of a leave of absence without pay requested by the Superintendent for reasons of illness, injury or other disability or
5. upon the placing of the Superintendent upon an unrequested leave of absence without pay for reasons of illness or other disability pursuant to ORC 3319.13 and 3319.16.

During the period of incapacity, the Superintendent may:

1. at his/her request, be placed on sick leave, with pay, not to exceed the extent of his/her accumulated, but unused, sick leave and any advancement of such sick leave which may be authorized by Board policy;
2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act, be placed on unpaid FMLA leave for up to 12 weeks per year and
3. at his/her request, or without his/her request, the Superintendent may be placed on a leave of absence without pay pursuant to ORC 3319.13.

The leave provided during the period of incapacity (described above) will not extend beyond the contract or term of office.

The Superintendent may, upon request to the Board, be returned to active-duty status, unless the Board denies the request within 10 days of receipt of the request. The Board may require the Superintendent to establish to its satisfaction that he/she is capable of resuming such duties and that the duties be resumed on a full-time basis.

The Board may demand that the Superintendent return to active service; upon the determination that he/she is able to resume his/her duties, the Superintendent will return to active service.

The Superintendent may request a hearing before the Board on any action taken under this policy and has the same rights as are granted under ORC 3319.16.

The Board fixes the compensation of the Superintendent Pro Tempore in accordance with ORC 3319.011. He/She serves until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is earlier.

(Approval date: August, 1985

(Re-approval date: August 21, 2001)

## SUPERINTENDENT'S CONTRACT

The appointment of the Superintendent is secured through a written agreement stating the terms of the contract. The contract meets all State requirements and protects the rights of both the Board and the Superintendent.

The Superintendent is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. Should a vacancy occur mid-term, the Board can appoint a new hire to a term starting on any date – as long as the length of the contract does not exceed five years from the prior August 1. The period of time in which the Superintendent's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year. The Superintendent's salary may be increased or decreased during his/her term of office. However, any decrease must be part of "a uniform plan" affecting salaries of all District employees.

The Board authorizes the annual payment of the Superintendent's accrued, unused vacation leave.

If the Board intends to nonrenew the Superintendent's contract, notice in writing of the intended nonrenewal must be given to the Superintendent on or before March 1 of the year in which the contract expires.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Superintendent's contract.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 12, 2011]

LEGAL REFS.: ORC 124.384(C); 124.39(C)  
3319.01; 3319.16; 3319.225

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent  
CBAA, Incapacity of the Superintendent  
CBG, Evaluation of the Superintendent (Also AFB)  
CBI, Board-Superintendent Relationship (Also BCD)

## EVALUATION OF THE SUPERINTENDENT

The Board evaluates the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

Through evaluation of the Superintendent, the Board strives to:

1. clarify the role of the Superintendent as seen by the Board;
2. clarify for all Board members the role of the Superintendent, in light of the job description for the position, and the performance goals and objectives as agreed upon by the Board and Superintendent;
3. develop harmonious working relationships between the Board and Superintendent;
4. provide administrative leadership for the District and
5. identify strengths and weaknesses of the Superintendent's performance.

Criteria for the evaluation of the Superintendent are based upon the Superintendent's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Superintendent and adopted by the Board.

The Board evaluates the abilities and services of the Superintendent at least once a year.

Board consensus on the Superintendent's abilities and performance will be put in writing and made available and discussed with the Superintendent in conference. The Board must consider the evaluation of the Superintendent in acting to renew or nonrenew his/her contract.

The evaluative instrument may be changed upon agreement by both parties.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 19, 2005]

LEGAL REF.: ORC 3319.01

CROSS REFS.: AF, Commitment to Accomplishment

Cloverleaf Local School District, Lodi, Ohio

BDC, Executive Sessions  
CBA, Qualifications and Duties of the Superintendent  
CBC, Superintendent's Contract

NOTE: The administrative evaluation form will also be used to evaluate the Superintendent.  
The forms are maintained in the Central Office

THE SUPERINTENDENT EVALUATION DOCUMENT

DIRECTIONS: The criteria by which to measure a given area of performance is often not quantifiable. Therefore, any rating system often reflects a subjective conclusion based on the evaluator's expectations. The evaluator must consider the following factors in order to conduct a fair and unbiased appraisal.

1. How often and to what degree did the evaluator observe or overview any given area of performance?
2. How often did the evaluator provide immediate feedback to the superintendent on any given area of performance?
3. What is the evaluator using as his/her standards of performance? Would the evaluator accept those same standards in judging his/her performance as a Board member?

RATING SYSTEM:

<u>Numerical Weight</u>	<u>Description</u>
5	More than expected. superior performance
4	Above expectations, often superior
3	Expected performance, consistently satisfactory
2	Below expectations, inconsistent performance
1	Less than expected, needs improvement

The evaluation is divided into five general categories composed of: Professional Characteristics, Essential Job Functions, (Other) Specific duties and responsibilities, Evaluation of Superintendent in Attaining Established Performance Objectives, and Establishment of Performance Objectives for the coming year.

Individual performance indicators within each category will receive numerical ratings. A composite rating will then be determined for each general category using the following formulas: Sum of the numerical weight divided by the total number of ratings. Written responses will be used for assessing Treasurer's performance objections for the current year and for the upcoming year.

SUPERINTENDENT PERFORMANCE EVALUATION

This evaluation is for \_\_\_\_\_ from school yr. \_\_\_\_\_ to \_\_\_\_\_

**I. Professional Characteristics:**

Rate (1-5)

Leadership: Creates a feeling of unity and enthusiasm in district where decisions and ideas are respected. Encourages people to want to do their best. \_\_\_\_\_

Honesty: Demonstrates high standards of ethics, honesty, and integrity in personal and professional matters. \_\_\_\_\_

Trust: Fair dealings with people create feelings of trust and belief. \_\_\_\_\_

Responsible: Follows through on all commitments, accepts responsibility for successes and failures. Does not blame others. \_\_\_\_\_

Steadiness: Quick thinking and reliable under stress or in an emergency. \_\_\_\_\_

Respect: Demonstrates consideration for and sincerity towards all district patrons, students, staff and board members. Is respected and regarded as a role model. \_\_\_\_\_

Confidence: Is sure of his/her abilities, but always open to the thoughts and ideas of others. People find it easy to dialogue with him. \_\_\_\_\_

Flexibility: Adjusts to new situations and responds easily to sudden changes in conditions. \_\_\_\_\_

Cooperation: Works well with groups, including people who represent opposing views. Can mediate disputes. \_\_\_\_\_

Innovation: Finds creative ways to resolve difficult problems and is aware of new developments in the field of education. \_\_\_\_\_

Decisive: Assumes responsibility for taking a stand when necessary. Uses a decision making process that is thorough and open to input. \_\_\_\_\_

Responsible: Thinks quickly, but avoids over reaction. Replies in a timely manner to people’s concerns, and is tactful when the answer is “no”. \_\_\_\_\_

Judgment: Uses common sense and good judgment in the course of routine and more serious matters. Can be relied upon for wise and thoughtful advice. \_\_\_\_\_



Rate (1-5)

Insightful: Is alert and sensitive to issues and concerns before they become major problems. Sees “big picture” while understanding the details. Anticipates outcome of decisions.

\_\_\_\_\_  
\_\_\_\_\_

Openness: Willing to accept criticism and new ideas without defensiveness.

Supportive: Endorses and openly supports the policies, procedures, and philosophies of the board and supports staff and students.

\_\_\_\_\_

Knowledgeable: Understands school district management as well as educational programs.

\_\_\_\_\_

Enthusiastic: Shows interest and enthusiasm in work and in people. Demonstrates initiative and persistence in spite of setbacks.

\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Essential Job Functions:**

Communications/Community Relations

1. Assures the maintenance of a program for keeping the community adequately informed of school developments and problems. Supervises the implementation of community relations activities.

\_\_\_\_\_

2. Works with parent groups and other organizations interested in and concerned for the welfare of the schools. Interprets and programs and activities of the schools before various community groups.

\_\_\_\_\_

3. Establishes a working relationship with all news media. Meets with representatives of the press to provide information needed for keeping the community informed consistent with standards of confidentiality by the board and state and federal rules and laws. Issues press releases as required.

\_\_\_\_\_

4. Participates in community affairs, in both school and non-school activities and cooperates with other community agencies.

\_\_\_\_\_

5. Plans for the utilization of community resources to assist in furthering educational aims, and for citizen involvement in the daily life of the schools.

\_\_\_\_\_

Rate (1-5)

6. Gains the overall respect and support of the community on the status of school operations. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Leadership Skills

1. Uses an effective process for achieving cooperation and consensus where there has been disagreement. \_\_\_\_\_

2. Finds effective ways to regain authority or control where management has lost influence. \_\_\_\_\_

3. Demonstrates skills in motivating staff and students, bolstering morale and generating enthusiasm. \_\_\_\_\_

4. Has experience rebuilding and/or maintaining good will and confidence in the administration. \_\_\_\_\_

5. Demonstrates innovative ways to solve problems without new resources. \_\_\_\_\_

6. Can reorganize staff, revising procedures and implement policy changes. \_\_\_\_\_

7. Promotes a "team management" approach as the best way to run the district. \_\_\_\_\_

8. Does not hesitate to seek expert council and advise when necessary. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Decision Making Skills

1. Effectively uses a participatory management style in decision making. \_\_\_\_\_

2. Able to recognize situations that call for independent judgment and quick thinking. \_\_\_\_\_

3. Can describe decisions in which the board should participate. \_\_\_\_\_

4. Knows from experience how authority and responsibility can be effectively delegated. \_\_\_\_\_

Rate (1-5)

5. Can integrate research/evidence data into the decision making and policy development process. \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Board/Superintendent Relations

1. Knows the difference between policy and administration in specific areas. \_\_\_\_\_

2. Has a variety of ways to keep the board informed. \_\_\_\_\_

3. Is supportive of, and can outline a program for board goal setting and long range planning. \_\_\_\_\_

4. Demonstrates willingness to assume the lead in decision making while keeping the board informed. \_\_\_\_\_

5. Provides board meeting agenda and supportive data in a timely manner. Makes recommendations, but accepts board directives. \_\_\_\_\_

6. Can handle constructive criticism in a positive manner. \_\_\_\_\_

7. Strives to maintain a professional relationship with all members of the board, regardless of personal differences. \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Operations, Support Services and Facilities

1. Knows the steps involved in planning and/or dealing with school construction. \_\_\_\_\_

2. Can manage an effective program for supervision of buildings and grounds maintenance. \_\_\_\_\_

Rate (1-5)

- 3. Knows how to manage the operation of a school plant. \_\_\_\_\_
- 4. Has the necessary skills for assessing and improving district operations in all support service areas. \_\_\_\_\_
- 5. Can identify ways to establish cooperative programs for support services. \_\_\_\_\_

Comments:

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Personnel Management

- 1. Can delegate effectively to the lowest level, while maintaining accountability for major administrative areas. \_\_\_\_\_
- 2. Uses a sound, proven process for recruiting and selecting quality staff. \_\_\_\_\_
- 3. Uses an effective program for staff evaluation and corrective action.  
Recommends dismissal or non-renewal when necessary. \_\_\_\_\_
- 4. Skilled in handling grievances and administering a bargaining agreement.  
\_\_\_\_\_
- 5. Can coordinate contract negotiation for the district. \_\_\_\_\_
- 6 Knows the components of effective personnel policies, procedures, and practices. \_\_\_\_\_
- 7. Maintains good working relationships and open lines of communication with total staff. \_\_\_\_\_

Comments:

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Budget/Finance

- 1. Can explain clearly Ohio's school funding process, levy laws, and other laws and regulations related to budgeting. \_\_\_\_\_

Rate (1-5)

- 2. Can implement measures to restore financial stability to a district with financial problems. \_\_\_\_\_
- 3. Can review a budget printout and note irregularities and areas of potential future concern. \_\_\_\_\_
- 4. Can forecast revenue shortfalls and enrollment changes. \_\_\_\_\_
- 5. Knows where to go for advice and assistance on various aspects of school funding. \_\_\_\_\_
- 6. Can explain how to successfully campaign for levy or bond issues. \_\_\_\_\_
- 7. Administers the district within budget limits, promoting cost-effective procedures for the utilization of resources. \_\_\_\_\_

Comments:

\_\_\_\_\_

Educational Programs

- 1. Directs the establishment and implementation of the Strategic Plan. \_\_\_\_\_
- 2. Has experience resolving community issues related to curriculum. \_\_\_\_\_
- 3. Can outline a process for providing curriculum guidance and leadership to building administrators. \_\_\_\_\_
- 4. Can describe effective student testing programs and explain ways to evaluate and remedy low-test scores. \_\_\_\_\_
- 5. Can explain sequencing and pacing of instruction, brain development theories and variance in learning styles. \_\_\_\_\_
- 6. Encourages innovation and research that promotes educational excellence. \_\_\_\_\_
- 7. Promotes policies and regulations for student conduct to ensure a well disciplined, safe, stimulating and respectful environment. \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rate (1-5)

Political Awareness

- 1.Experienced in working with legislative bodies, special interest groups, and political organizations. \_\_\_\_\_
- 2. Can describe arguments for and against issues such as school funding, etc. \_\_\_\_\_

Comments:

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Date:\_\_\_\_\_ Board President\_\_\_\_\_

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

*(Signature of employee does not indicate approval or disapproval)*



CLOVERLEAF SUPERINTENDENT/TREASURER/ADMINISTRATOR  
EVALUATION/SALARY COMPUTATION

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Contract Year: \_\_\_\_\_ District Percentage \_\_\_\_\_

	Adj. Factor	
+15% of Center Point	+15% CURRENT SALARY	0.5 Evaluation Composite: _____
+7.5%		Conversion Factor: _____
		% of increase: _____
		Adjustment Factor _____
		% Increase _____
Center Point	CP 1.0	+ University Credit: _____
-10%	1.0	+ Community Credit: _____
-15%	1.3	Total % Increase: _____
-20% of Center Point	1.5	_____

Current Salary \_\_\_\_\_ X \_\_\_\_\_ % = New Salary \_\_\_\_\_

Calculation is formulated on base salary exclusive of other benefits.

1. Center Point = Average of Surveyed Districts found in Medina and Summit Counties.
2. Current Salary is positioned within the range box.
3. Performance is reviewed per evaluation instrument and % of increase is determined.
4. Percent of increase is adjusted up or down by Adjustment Factor, based upon salary position within range box.
5. Percentage increase shall be calculated on the base salary only unless stipulation is made in the individual contract.
6. Compensation should remain in the average range, therefore, University and Community Credit shall be issued only when the District Percentage is zero or salary is below the average range.





Experience/Credit

University Credit

Masters - 0%  
Masters +9-.5%  
Masters +18-1%  
Masters +30-1.5%  
Doctorate - 2.0%

NOTE: All university semester credits must be obtained from an accredited institution and be completed prior to August 1, with a formal completion notice submitted to the Superintendent (transcripts, etc.)

Community Involvement

In an effort to recognize the importance of tying the school to the community, the following credit will apply:

**Level 1**      Membership in one (1) community service organization plus attendance at nine (9) community trustee meetings - 1.00%

**OR**

**Level 2**      Membership in one (1) community service organizations plus attendance at twelve (12) community trustee meetings plus attendance at six (6) community functions and/or fundraisers - 2.00%



**EVALUATION COMPOSITE SCORE**

**ADMINISTRATOR**

<u>Total Points</u>	<u>Conversion Step</u>
61-65	1.80
57-60	1.60
53-56	1.40
49-52	1.20
45-48	1.10
41-44	1.00
37-40	0.75
33-36	0.66
29-32	0.33
Less Than 29	0.00

**SUPERINTENDENT/TREASURER**

<u>Total Points</u>	<u>Conversion Step</u>
333-355	1.80
311-332	1.60
290-310	1.40
268-289	1.20
246-267	1.10
224-245	1.00
202-223	0.75
181-201	0.66
159-180	0.33
Less Than 159	0.00



## BOARD-SUPERINTENDENT RELATIONSHIP

The Cloverleaf Local Board of Education believes that the legislation of policies is the most important function of a school Board and that the execution of the policies should be the function of the Superintendent and staff.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the school program, and for keeping the Board informed about school operations and problems.

The Board will strive to procure, when a vacancy exists, the best professional leader available for the head administrative post. Then, the Board as a whole, and individual members, will:

1. give the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. act in matters of employment or dismissal of school personnel only after receiving the recommendations of the Superintendent;
3. hold all meetings of the Board in the presence of the Superintendent, except when his/her contract and salary are under consideration;
4. refer all complaints to the Superintendent for appropriate investigation and action;
5. strive to provide adequate safeguards around the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and
6. present personal criticisms of any employee directly to the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

ORGANIZATIONAL CHART

In ConceptDraw

## LINE AND STAFF RELATIONS

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

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

It is expected that the established lines of authority will serve most purposes, but an appeals procedure will be developed.

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

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

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Adoption date: August 21, 2001]

[Re-adoption date: August 18, 2009]

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)

ACAA, Sexual Harassment

BG, Board-Staff Communications (Also GBD)

CCA, Organizational Chart

CD, Management Team

KL, Public Complaints

KLB, Public Complaints About the Curriculum or Instructional Materials



## MANAGEMENT TEAM

The Board endorses the management team concept for the District.

The management team of the District consists of two groups.

### Policy Team

The Board, Superintendent and Treasurer comprise the team. The Board President serves as team leader. Primary responsibilities of this team are to establish policies to guide the District and to ensure that the policies are carried out.

### Administrative Team

All administrators within the District comprise this team. The Superintendent serves as team leader. This team is responsible for carrying out the functions of planning, organizing, staffing, implementing and evaluating guided by the policies established by the policy team and adopted by the Board.

The team approach to management represents an attempt to provide close cooperation and effective working relationships among administrative personnel. It is an effort to make the best use of the talents and expertise available by establishing open lines of communication and by providing a supportive environment in which collaborative problem solving and decision making can take place.

The approach recognizes the mutual dependence that exists among various components of the total organization and promotes a team effort in the identification of goals, the establishment of priorities and the development of long-range plans. Although the concept promotes cooperative efforts, it also recognizes the need for independent administrative action in appropriate areas. It in no way functions to inhibit responsible decision making.

Guidelines for the implementation of this policy will be a primary management team concern. These guidelines will include procedures for:

1. convening the team;
2. implementing in-service management team training;
3. establishing team evaluation and
4. implementing goals and objectives of the District.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REF.: CCB, Staff Relations and Lines of Authority

## ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets and committees which are necessary for proper administration of the Board policies and for the improvement of the total educational program.

All councils, cabinets and committees created by the Superintendent are for the purposes of obtaining the advice and counsel of administrative and supervisory personnel of the District and aiding in District communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Superintendent. Authority for establishing policy remains with the Board; authority and responsibility for implementing policy remain with the Superintendent.

The membership composition and responsibilities of administrative councils, cabinets and committees are defined by the Superintendent and may be changed at his/her discretion.

Such councils, cabinets and committees need not meet the requirements of the Sunshine Law.

Expenses incurred by such groups for consultative services, materials and any investigative travel will be paid from the general operating funds of the District, but only when within budgetary allotments and approved by the Superintendent in advance.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REF.: BF, Board Policy Development and Adoption

## POLICY IMPLEMENTATION

The Superintendent is responsible for carrying out, through regulations, the policies established by the Board. It is expected that all Board employees and students follow all Board policies and regulations.

The policies developed by the Board and the regulations developed to implement policy will be designed to promote an effective and efficient school system; consequently, it is assumed that all Board employees and students will willingly carry them out.

There are many activities which are common to all schools, but procedures for conducting them may vary from building to building. Principals establish procedures for conducting activities in their individual schools within the larger framework of District regulations and Board policies.

The Board delegates to the Superintendent the function of specifying required actions and designing the regulations and detailed arrangements under which the schools operate. They must be consistent with the policies adopted by the Board.

The Superintendent devises a means for disseminating particular regulations, prior to their effective dates, to the staff members, students and/or members of the public who are directly affected by them.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

CROSS REF.: CHA, Development of Regulations

## DEVELOPMENT OF REGULATIONS

The Board delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. These regulations and detailed arrangements constitute the regulations governing the schools. They must be in every respect consistent with the policies adopted by the Board of Education.

The Board itself formulates and adopts regulations only when required by law, and when the Superintendent recommends Board adoption in light of strong community attitudes or probable staff reaction.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

CROSS REF.: CH, Policy Implementation

## BOARD REVIEW OF REGULATIONS

State law requires the Board to make rules and regulations for the government of the District, its employees, students and all other persons entering the District's grounds and premises.

Before issuance, Board regulations are properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those regulations officially approved by the Board are so marked. All others regulations appearing in the manual are considered approved, provided that they are in accordance with the accompanying Board policy.

The Board reviews regulations developed by the administration to implement policy. The Board revises or nullifies these administrative regulations only when they are inconsistent with policies adopted by the Board or when they are not in the best interest of the District.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 23, 2010]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: BF, Board Policy Development and Adoption

CH, Policy Implementation

CHC, Regulations Dissemination

## REGULATIONS DISSEMINATION

Districtwide regulations will be appropriately coded and included as regulations in the Board's policy manual, which will be available at the Board offices and in each school building.

The Superintendent will also devise other appropriate means for dissemination of particular regulations prior to their effective date to the staff members, students and/or members of the public who are affected by them.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

CROSS REF.: CHB, Board Review of Regulations

## APPROVAL OF HANDBOOKS AND DIRECTIVES

In order that pertinent Board policies, regulations and school rules are known by all staff members and students affected by them, administrators are granted authority to issue staff and student handbooks as necessary. Handbooks are distributed to students at the beginning of each school year and it is the responsibility of the students and their parents to review and become familiar with all policies and rules contained in the handbooks.

It is essential that the contents of all handbooks conform with Districtwide policies and regulations and that all handbooks bearing the name of the District be of a quality that reflects credit on the District. Student handbooks should be consistent by both grade and building levels. Administrators at all levels should review handbooks for consistency. The Board approves all handbooks prior to publication.

The Board reviews and approves the handbooks in order that the contents are accorded the legal status of Board-approved policies and regulations. The Superintendent uses his/her judgment as to whether other specific handbooks need Board approval.

All handbooks published are to be made available to the Board for informational purposes.

[Adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]



## ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the Superintendent feels he/she must take for the orderly execution of his/her duties, he/she may take temporary action that he/she feels will be in harmony with the overall policy of the Board. The Superintendent will not be free to act when the action involves a duty of the Board which by law cannot be delegated.

In each case, the Superintendent shall present the matter to the Board for its consideration at its next meeting.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.20

## SCHOOL DISTRICT ANNUAL REPORT

The Board shall issue a District annual report and an annual report for each building within the District as required by State regulations.

The format of the report will be designed by the administrative staff.

The content of the report will conform to State guidelines. The report will be made available to all District residents.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3319.04; 3319.32; 3319.33

## SECTION D: FISCAL MANAGEMENT

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DA*	Fiscal Management Goals
DAA	Fiscal Management Priority Objectives
DB*	Annual Budget And Appropriations Measure
DBA	Budgeting System
DBB	Fiscal Year
DBC	Budget Deadlines and Schedules
DBD*	Budget Planning
DBE	Determination of Budget Priorities
DBF	Dissemination of Budget Recommendations
DBG	Budget Hearings and Reviews
DBH*	Budget Adoption Procedures
DBHA	Budget Referenda
DBI	Budget Appeals Procedures
DBJ	Budget Implementation
DBK*	Budget Modification Authority
DC	Taxing and Borrowing Authority/Limitations
DD*	Funding Proposals and Applications
DE*	Revenues from Tax Sources
DEA	Revenues from Local Tax Sources
DEB	Revenues from State Tax Sources
DEC	Revenues from Federal Tax Sources
DECA	Administration of Federal Grant Funds
DF	Revenues from Nontax Sources
DFA*	Revenues from Investments
DFAA	Use of Surplus Funds
DFB	Revenues from School-Owned Real Estate
DFC	Grant Applications and Implementations
DFD	Rental and Service Charges
DFE	Gate Receipts and Admissions
DFEA	Free Admissions
DFF	Royalties
DFG	Income from School Shop Sales and Services
DG	Depository of Funds
DGA*	Authorized Signatures (Use of Facsimile Signatures)
DGB	Check-Writing Services

SECTION D: FISCAL MANAGEMENT  
(Continued)

DH*	Bonded Employees and Officers
DI*	Fiscal Accounting and Reporting
DIA	Accounting System
DIB*	Types of Funds
DIC	Financial Reports and Statements
DID*	Inventories (Fixed Assets)
DIE*	Audits
DJ*	Purchasing
DJA*	Purchasing Authority
DJB*	Petty Cash Accounts
DJC*	Bidding Requirements
DJD	Local Purchasing
DJE	Cooperative Purchasing
DJF*	Purchasing Procedures
DJG	Vendor Relations
DJGA	Sales Calls and Demonstrations
DJH*	Credit Cards
DK*	Payment Procedures
DL	Payroll Procedures
DLA	Payday Schedules
DLB*	Salary Deductions
DLC*	Expense Reimbursements
DM*	Cash in School Buildings
DN*	School Properties Disposal Procedure

\* denotes the areas covered by Board policy

## FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are directly dependent on the funding provided and the effective, efficient management of those funds. It follows that the District's purposes can best be achieved through excellent fiscal management.

The Board seeks to achieve the following goals:

1. to engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures to achieve the greatest educational returns and contributions to the educational program in relation to dollars expended;
2. to establish levels of funding that will provide high quality education for the District's students;
3. to use the best available techniques for budget development and management;
4. to provide timely and appropriate information to all staff with fiscal management responsibilities and
5. to establish effective procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

ANNUAL BUDGET  
(Annual Appropriation Measure)

Budget

The purpose of the annual operating budget is to identify adequate financial resources for the education program and to provide a basis for accountability in fiscal management. The school budget is also the legal basis for the establishment of tax rates.

The District's budget is regulated and controlled by statute and State regulations, and requirements of the Board of Education. A budget is required for every fund that a District uses in its yearly operation.

The Treasurer and Superintendent and their staffs will be responsible for the preparation of the annual school budget and presentation of the budget to the Board for adoption.

The District creates and maintains a budget reserve fund for the purposes of covering unanticipated revenue shortfalls and other emergencies.

Appropriations

As permitted by law, no later than July 1, the Board will pass a temporary appropriation measure to provide for meeting the ordinary expenses of the District until such time as the Board approves the annual appropriation resolution for the year, which will be not later than October 1. If by October 1 the County Budget Commission has not certified all amended certificates of estimated resources to the Board of Education (or submitted a certification that no amended certificates are necessary), the Board can delay action on the annual appropriation measure until such time as the certificates are received.

The appropriation shall be accepted at the fund level for all funds.

The Treasurer files both the temporary and final appropriations measures at the proper times with the office of the County Auditor.

The Superintendent/designee notifies each school administrator and/or department head of the allocations approved for expenditure.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 8, 2014]

LEGAL REFS.: ORC 9.34  
3313.18  
5705.14; 5705.15; 5705.16; 5705.28; 5705.29; 5705.35 through  
5705.412

BUDGET PLANNING  
(Five-Year Forecast)

Budget planning is an integral part of program planning so that the annual operating budget may effectively express and implement all programs and activities of the District. Budget planning is a year-round process involving broad participation by administrators, teachers and other personnel throughout the District.

The Superintendent and the Treasurer are responsible for preparing the five-year forecast for the Board's approval. The forecast is for the current fiscal year and four years beyond.

The five-year forecast is prepared twice a year and filed with the Ohio Department of Education. The initial filing is due on or before November 30 and an update by May 31. The five-year forecast is updated as often as necessary in order to communicate significant changes in the District's financial position.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 5705.01; 5705.28 through 5705.32; 5705.35; 5705.36; 5705.37; 5705.39;  
5705.391

CROSS REF.: BCF, Advisory Committees to the Board



## BUDGET ADOPTION PROCEDURES

If, as a result of the public hearing, it is determined that certain changes in the budget are necessary, these changes will be made before the budget is adopted. The adoption of the budget by the Board takes place on or before January 15 by roll-call vote.

Following the public hearing and approval of the budget by the Board, the budget is submitted to the County Budget Commission for review and approval.

It is the responsibility of the Superintendent, members of his/her staff and the Treasurer to attend the hearing of the County Budget Commission to review the budget and answer any pertinent questions.

The annual adoption of the budget provides the direction and priorities of the District through the allotment of available monies.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3311.40  
5705.28

## BUDGET TRANSFER AUTHORITY

Transfer of funds among appropriation accounts within each major fund and any transfers permitted by law from major fund to major fund will require Board action.

### Transfers Between Categories

During the final quarter of the fiscal year, appropriation categories will be examined and the year-end status of each will be estimated. Before the close of the fiscal year, the Board may transfer monies from those categories in which a surplus is anticipated into those in which a deficit is anticipated as permitted by statute.

It will be the responsibility of the Superintendent and the Treasurer to examine the appropriation categories and make the necessary recommendations to the Board of Education.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 5705.14; 5705.15; 5705.16; 5705.40

## FUNDING PROPOSALS AND APPLICATIONS

The Board directs the Superintendent/designee to apply for any state or federal grants for which the District is eligible, at his/her discretion. The Superintendent/designee evaluates federally funded programs and state grants, including their possible benefits to the students in the District, appraises the Board of the worth of each and makes recommendations accordingly.

The District participates to its limit of eligibility in the use of funds provided by the state for the educational benefit of its students.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 29, 2014]

LEGAL REF.: ORC 3313.20

## FUNDING PROPOSALS AND APPLICATIONS

### Grant Applications and Implementations

Employees of the District who are authoring grants will author such grants on behalf of the District with funds payable to the Board of Education.

All such grant proposals will be reviewed by the offices of the Superintendent and the Treasurer. Proposals will be submitted only if accompanied by the endorsement of the Superintendent.

The Superintendent and the Treasurer have an obligation to thoroughly evaluate such proposed funding, including:

1. the appropriateness of curriculum proposed in the project for Cloverleaf children;
2. the maintenance and protection of auditable files documenting proper use of such funds;
3. evaluation of the sponsor for credibility, purpose, lawfulness, associations with special interest groups, etc.;
4. evaluation for the sponsor for credibility, purpose, lawfulness, associations with special interest groups, etc., and
5. items purchased with grant funds, or donated in connection with the grants, products of the efforts of students and staff involved with the grants, shall become the property of the Cloverleaf Board of Education.

[Adoption date: July 17, 1989]

[Re-adoption date: August 21, 2001]

## REVENUES FROM TAX SOURCES

In an attempt to provide sufficient financial resources, the Board:

1. requests that voters approve adequate local funds for the operation of the District and determines the amount of the individual levies at the time of the initial request, or at the time of a request for renewal or replacement, to yield sufficient revenue for the operating expenses of the District;
2. accepts available state funds to which the District is entitled by law or through regulations of the State Board of Education and
3. accepts federal funds which are available, provided that there is a specific need for them and that the required matching funds are available.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 16, 2014]

LEGAL REFS.: Ohio Const. Art. XII, Section 2

ORC 3301.07

3311.21

3313.17 through 3313.20; 3313.29; 3313.51

3317.01 through 3317.11

3323.09

Chapters 5701; 5705

5748.01 through 5748.06

## ADMINISTRATION OF FEDERAL GRANT FUNDS

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the Ohio Department of Education (ODE) or other applicable pass-through entity.

The Board directs the Treasurer to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of Federal law and regulation, including the Uniform Guidance issued by the U.S. Office of Management and Budget (OMB) and any applicable state requirements, and shall be based on best practices.

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

The financial management systems and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the financial management systems and internal controls will address the following areas:

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is:

- A. reasonable and necessary for the program;
- B. in compliance with applicable laws, regulations, and grant terms;
- C. allocable to the grant;
- D. adequately documented and
- E. consistent with District policies and procedures that apply to both federally-funded and non-federally funded activities.

Internal controls will be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented.

Controls include time and effort reporting in accordance with Uniform Guidance and the requirements of ODE or other applicable pass-through-entity. Records are sufficient to verify that time spent and compensation (including salary and benefits) are allocable to the fund.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of ODE or other applicable pass-through-entity.

3. Procurement

Prior to July 1, 2018, the District followed the requirements outlined in previous OMB guidance. Effective July 1, 2018, all purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. The District performs a cost and price analysis for every procurement over the established simplified acquisition threshold.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

The District takes all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

4. Conflict of Interest and Mandatory Disclosures

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Treasurer. The Treasurer discloses in writing any potential conflict of interest to ODE or other applicable pass-through-entity.



A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict will not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Employees, Board members, or agents of the District will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Treasurer discloses in writing to ODE or other applicable pass-through-entity in a timely manner all violations of Federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Treasurer fully addresses any such violations promptly and notifies the Board accordingly.

5. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

6. Accountability and Certifications

All fiscal transactions must be approved by the Treasurer/designee who can attest that the expenditure is allowable and approved under the federal program. The Treasurer submits all required certifications.

7. Monitoring and Reporting Performance

The Treasurer will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District submits all reports as required by federal or state authorities.

[Adoption date: March 21, 2017]

[Re-adoption date: April 24, 2017]

[Re-adoption date: September 25, 2017]

[Re-adoption date: November 26, 2018]

[Re-adoption date: March 19, 2019]

LEGAL REFS.: ORC 9.314  
117.101; 117.43  
3313.33; 3313.46  
3319.04  
5705.39; 5705.41; 5705.412  
2 C.F.R. Part 200

CROSS REFS.: BBFA, Board Member Conflict of Interest  
BCC, Qualifications and Duties of the Treasurer  
DI, Fiscal Accounting and Reporting  
DID, Inventories (Fixed Assets)  
DJ, Purchasing  
DJC, Bidding Requirements  
DJF, Purchasing Procedures  
DK, Payment Procedures  
EF/EFB, Food Services Management/Free and Reduced-Price Food Services  
GBCA, Staff Conflict of Interest  
IGBJ, Title I Programs

## REVENUES FROM INVESTMENTS

### Scope

The Board directs that the investing authority of the District resides with its Treasurer. This policy is designed to cover all monies under the control of the Board.

### Objectives and Guidelines

The following investment objectives are applied in the management of the District's funds:

1. Liquidity: The investment portfolio remains sufficiently liquid to enable the Treasurer to meet reasonably anticipated operating requirements.
2. Safety: Investments are undertaken in a manner consistent with State law, which seeks to ensure the preservation of public funds.
3. Income: The Treasurer strives to achieve a fair and safe rate of return on the investment portfolio over the course of budgetary and economic cycles, taking into account State law, safety considerations and cash flow requirements. Investment income from pooled cash shall be distributed to:
  - A. the General Fund (001)
  - B. the BABS Fund (004)
4. Diversification: The investment portfolio should be diversified in order to avoid incurring potential losses regarding individual securities that may not be held to maturity, whether by erosion of market value or change in market conditions.
5. Prudence: Investments are made with judgment and care – under circumstances then prevailing – which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.
6. Bank Accounts: Relationships with banks are managed in order to secure adequate services while minimizing costs. Deposits should be concentrated in single accounts except where audit control considerations dictate otherwise.

### Authorized Financial Institutions and Dealers

U.S. Treasury and agency securities purchased outright are made only through a member of the National Association of Securities Dealers, through a bank, savings bank or savings and loan association regulated by the Superintendent of Financial Institutions or through an institution regulated by the Comptroller of the Currency, Federal Deposit Insurance Corporation or board of governors of the Federal Reserve System.

1. Repurchase agreements are transacted through banks and/or eligible dealers consistent with State law.
2. Certificates of deposit are transacted through commercial banks or savings and loans with FDIC coverage, and qualify as eligible financial institutions under State law.

### Maturity

To the extent possible, the Treasurer attempts to match the District's investments with anticipated cash flow requirements. Unless matched to a specific cash flow requirement, the Treasurer will not directly invest in securities maturing more than five years from the date of purchase.

### Derivatives

Investments in derivatives are strictly prohibited. A derivative means a financial instrument or contract or obligation whose value or return is based upon or linked to another asset or index, or both, separate from the financial instrument, contract or obligation itself. Additionally, any security, obligation, trust account or instrument that is created from an obligation of a federal agency or instrumentality or is created from both is considered a derivative instrument.

### Allowable Investments

The Treasurer may invest in any instrument or security authorized in State law as amended. A copy of the appropriate section of the Ohio Revised Code is kept with this policy.

### Collateral

All deposits are collateralized pursuant to State law.

### Reporting

The Treasurer reports and maintains records of all investments and deposits. All brokers, dealers and financial institutions initiating transactions with the investment authority by giving advice or executing transactions initiated by the investment authority must acknowledge their agreement to abide by the investment policy's content.

Internal Controls

The investing authority establishes a system of internal controls, which are documented in writing. The internal controls are reviewed periodically by an independent auditor. The controls are designed to prevent loss of public funds due to fraud, employee error and imprudent actions by employees and officers of the District.

[Adoption date: August, 1985]

[Re-adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 8, 2014]

LEGAL REFS.: Intergovernmental Cooperation Act  
ORC 135.01-135.21;  
3313.51

AUTHORIZED SIGNATURES  
(Use of Facsimile Signatures)

The Treasurer's signature is used on checks, drafts, warrant-checks, vouchers and other orders on public funds deposited in designated depositories.

The Treasurer authorizes these designated depositories to honor any instrument bearing the Treasurer's facsimile signature in a form as he/she may designate and to charge the same to the account as fully as though it bore a manually written signature.

A facsimile signature includes, but is not limited to, the reproduction of any authorized signature by a copper plate or a photographic, photo static or mechanical device. The Treasurer must notify the designated depositories, in writing, a description of the device used to produce the facsimile signature and a sample of the signature.

The Board purchases a surety bond to protect the loss of any public funds.

[Adoption date: February 21, 2006]

LEGAL REFS.: ORC 9.10 through 9.14  
1306.06

## BONDED EMPLOYEES AND OFFICERS

At the time of appointment or re-appointment of the Treasurer, the Board authorizes the Treasurer to execute a bond in an amount determined and approved by the Board. The bond must be deposited with the President of the Board and a certified copy must be filed with the County Auditor. The premium is paid by the Board.

The Superintendent, Board President, staff and other employees who handle school funds are included, at Board expense, in a Position Schedule Bond. Position Schedule Bonds pertain to a specific position, not to an individual.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3.06  
131.18  
3313.25; 3313.83  
3319.05  
5705.412

## FISCAL ACCOUNTING AND REPORTING

The District's accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of school districts, federal funds also are accounted for in conformance with the Uniform Guidance issued by the U.S. Office of Budget and Management and any applicable state requirements. The Treasurer is responsible for receiving and properly accounting for all funds of the District.

The financial records must be adequate to:

1. guide the making or deferring of purchases, the expansion or curtailing of programs and the controlling of expenses;
2. ensure that current data are immediately available and in such form that routine summaries can be readily made;
3. serve as a guide to budget estimates for future years and to hold expenditures to the amounts appropriated and
4. show that those in charge have handled funds within limitations established by law and in accordance with Board policy.

The Board receives monthly financial statements from the Treasurer, which show receipts, disbursements, appropriations, encumbrances and balances. The Treasurer makes all other financial reports required by law or by state or federal agencies and submits them to the proper authorities.

The Treasurer provides the Board with any other financial management reports that the Board determines necessary.

Financial records are permanent. The supporting documents may be destroyed only in compliance with the provisions of State law and in compliance with specifications of the District's records commission, the Auditor of State and the Ohio Historical Society.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 26, 2012]

[Re-adoption date: October 27, 2014]

[Re-adoption date: September 25, 2017]



LEGAL REFS.: ORC 117.101; 117.38; 117.43  
149.01 through 149.43  
3301.07  
3313.29; 3313.32  
3315.04  
Chapter 1347  
Chapter 5705  
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds  
EHA, Data and Records Retention

## TYPES OF FUNDS

### Textbook and Instructional Materials Fund

The Board maintains a Textbook and Instructional Materials Fund. The fund is accounted for within the District's General Fund using a reasonable accounting method implemented under the Auditor of State's Guidelines as they are currently enacted. The requirement may be less than 4% for a particular fiscal year.

This fund is used for textbooks, instructional software, materials, supplies and equipment. Any money in the fund that is not used in a fiscal year is brought forward to the next fiscal year.

The percentage of revenues on deposit, as well as the definition of what constitutes textbooks and instructional materials, is subject to applicable rules to be jointly adopted by the State Auditor and the Superintendent of Public Instruction.

The fund may be used for other purposes if both of the following steps occur during a fiscal year.

1. All of the following individuals must certify, in writing, that the District has sufficient textbooks, instructional software, materials, supplies and equipment to ensure a thorough and efficient education within the District.
  - A. the Superintendent
  - B. a person designated by vote of the business advisory council (in districts where required)
  - C. the president of the teacher's union (or designee), if applicable
2. The entire Board must unanimously adopt a resolution stating that the District has sufficient textbooks and instructional software, materials, supplies and equipment to ensure a thorough and efficient education within the District.

### Capital and Maintenance Fund

The Capital and Maintenance Fund consists of 4% of all revenues received that would otherwise have been deposited in the General Fund, except that money received from a permanent improvement levy may be used to meet this requirement. Money in this fund may be used only as provided by Ohio law. The Fund is implemented under the Auditor of State's Guidelines as they are currently enacted; therefore, the requirement may be less than 4% for a particular fiscal year.

[Adoption date: April 14, 1998]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3315.17; 3315.18

Cloverleaf Local School District, Lodi, Ohio

CROSS REFS.: DBD, Budget Planning  
HA, Negotiations  
IIAA, Textbook Selection and Adoption

INVENTORIES  
(Fixed Assets/Materials/Supplies)

The Board expects the Treasurer or his/her designee to maintain a Fixed Asset System, which is a system of methods, policies and procedures for recording and reporting monetary amounts to account for Board-owned real property and equipment. The District is not responsible for any private property (student or staff).

This Fixed Asset System shall maintain sufficient information to permit:

1. preparation of year-end financial statements in accordance with generally accepted accounting principles;
2. adequate insurance coverage;
3. control and accountability;
4. donation/salvage value and
5. depreciable assets.

The Treasurer is authorized to contract for the annual fixed asset inventory and establishment of values for all real estate and equipment owned by the Board. Staff members shall participate in the continuous updating of the fixed asset inventories of Board-owned equipment. A computer generated listing of all equipment is updated annually by each building and department at the close of the school year or as deemed necessary by the Treasurer or his/her designee.

Criteria for Fixed Asset Capitalization (Financial Reporting)

Tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period (One year).

The cost of the asset is equal to or greater than \$5,000.

Criteria for Non-Capitalized Fixed Assets (Controlled Assets)

1. The asset purchased does not meet criteria for capitalization but is classified as a “controlled asset.” These assets are to be included in inventory because of their sensitive, portable and/or theft-prone nature. Examples below:
  - A. Computer Hardware and Laser Printers
  - B. Teacher/Office Desk and Chairs

C. A/V Equipment (TV's, VCR's, DVD's Projectors)

2. All assets purchased with federal grant dollars.
3. All assets donated with a fair market value of \$500 or more at the time of acquisition.
4. All assets leased that the District will eventually own.
5. All assets that must be reported for adequate insurance purposes.
6. The cost of the asset is equal to or greater than \$500 and has an estimated useful life of five years or more will be tagged and made part of the equipment inventory.

Supplies/Materials

The Treasurer may establish an inventory process that tracks supplies and materials that have an individual value of \$200 or more. The tracking system will include:

1. Item
2. Location
3. Individual responsible for monitoring
4. Value

[Adoption date: August 2, 1994]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 19, 2009]

[Re-adoption date: December 8, 2014]

LEGAL REFS.: ORC 117.38  
3313.20; 3313.41

## AUDITS

In accordance with State statutes, all District financial records are subject to audit by the Bureau of Inspection and Supervision of Public Offices of the State Auditor's Office. The Board has the right to request an independent audit with the approval of the State Auditor's Office.

A copy of the Auditor's report is placed on file in the State Auditor's Office; another copy is submitted to the Board. The Board makes the audit report available for public inspection.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 117.09; 117.10; 117.101; 117.11; 117.12; 117.26; 117.27; 117.28  
3313.27; 3313.30; 3313.483

## PURCHASING

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment and services. The Board's authority for the purchase of materials, equipment, supplies and services is extended to the District administration through its adoption of the annual appropriations resolution.

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. The purchase of items and services found on lists from the appropriations resolution requires no further Board approval, except in those instances in which, by law or Board policy, the purchases or services must be put to bid.

The Board authorizes "blanket" purchase orders to be issued for generic supplies for up to \$20,000. Blanket purchase orders will not extend beyond the current fiscal year.

A "super blanket" purchase order for a "specific" permitted purpose and in an amount not to exceed the line-item appropriation and fund is authorized to the extent permitted by law. The permitted purpose list may include payment for accountants, architects, attorneys, construction project managers, consultants, engineers, fuel oil, gasoline, food items and utilities. The super blanket purchase order may not extend beyond the current fiscal year.

The acquisition of supplies, equipment and services is centralized in the business office, which functions under the supervision of the purchasing agent through whose office all purchasing transactions are conducted.

The Board assigns to the purchasing agent the responsibility for the quality and quantity of purchases made. The Treasurer is charged with the responsibility to ensure that all purchases do not exceed appropriations and that they are consistent with the approved educational goals and programs of the District and are conducted in accordance with all applicable laws and regulations.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: Ohio Const. VIII, Section 2e  
ORC 9.314  
3313.172; 3313.18; 3313.33; 3313.46  
3319.04  
3327.08  
5705.38; 5705.39; 5705.40; 5705.41; 5705.412  
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds  
DJC, Bidding Requirements  
DJF, Purchasing Procedures  
DK, Payment Procedures



## PURCHASING AUTHORITY

The Board's authority for the purchase of materials, equipment, supplies and services is extended to the District administration through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual appropriations resolution.

The purchase of items and services on such lists require no further Board approval except in those instances where by law or Board policy the purchases or services must be put to bid.

In an effort to bring about the smooth and efficient operation of the school system, the Board of Education will pass, at its annual organization meeting, specific authorizations for the procurement of supplies, equipment and services for the budget year, and for the disposal of obsolete equipment and materials.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.17; 3313.171; 3313.172; 3313.18

## PETTY CASH ACCOUNTS

The Board directs the Treasurer not to utilize petty cash accounts in the District.

[Adoption date: May 6, 2008]

[Re-adoption date: December 8, 2014]

LEGAL REFS.: ORC 9.38  
3313.291; 3313.31; 3313.51

CROSS REF.: DM, Cash in School Buildings

## BIDDING REQUIREMENTS

Contracts for construction or demolition of buildings or for any improvements or repairs that exceed \$50,000 are let only after bids are solicited and received in compliance with law. However, if the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

If feasible, all purchases over \$10,000 and not otherwise subject to required federal or state bidding requirements will be based on price quotations submitted by at least three vendors. These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.

The Business Manager assembles the proper specifications and makes the necessary arrangements for public bidding and price quotations. The Treasurer receives the bids and price quotations and records them. The Business Manager makes his/her recommendations to the Board. Upon approval by the Board, he/she processes purchase orders to those bidders awarded contracts and notifies the other bidders of the results of the bidding.

Purchases made through the use of federal funds are made in compliance with the requirements of State and Federal law and District policies and procedures including the applicable bidding requirements.

[Adoption date: August, 1985]  
[Re-adoption date: January 21, 1997]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: March 3, 2009]  
[Re-adoption date: March 21, 2017]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 9.314  
153.01; 153.12 through 153.14; 153.50 through 153.56  
3313.372; 3313.373; 3313.46  
3319.04  
2 C.F.R. Part 200

CROSS REFS.: DJ, Purchasing  
DJF, Purchasing Procedures  
ECF, Energy Conservation  
FA, Facilities Development Goals  
FEF, Construction Contracts Bidding and Awards

## PURCHASING PROCEDURES

Monies under the jurisdiction of the Board may not be expended except upon a warrant drawn against a specific appropriation and against a specific fund. Therefore, no contract or purchase order for the expenditure of money will be made unless there is attached to it a certificate of the Treasurer certifying that the amount required to meet the contract or purchase order has been appropriated and is in the treasury, or is in the process of collection, and is free from previous encumbrance.

Any contract or purchase order issued without such a certificate attached is void, except as the law allows later issuance within 30 days of the certificate and except that, if the amount involved is less than \$3,000, the Treasurer may authorize it to be paid without the ratification or affirmation of the Board. Under certain conditions, the law also allows the Treasurer to issue blanket certification, subject to limitations of time and amount as set by law.

Purchasing procedures are designed to ensure the best possible price for the desired products and services. Procedures for purchasing are developed to require that all purchases are made on properly approved purchase orders and that, for items not put up for bid, price quotations are solicited.

Special arrangements may be made for ordering perishable and emergency supplies.

Prior to July 1, 2018, the District followed the requirements outlined in previous OMB guidance. Effective July 1, 2018, all purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

[Adoption date: August, 1985]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: December 10, 2012]  
[Re-adoption date: September 25, 2017]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3313.46  
3327.08  
5705.41(D)(1); 5705.412; 5705.44  
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds  
DJ, Purchasing  
DJC, Bidding Requirements

## PURCHASING PROCEDURES

### General

1. The Board designates the Superintendent as the purchasing agent.
2. No person may commit the District to a purchase without the appropriate certificate of the availability of funds by the Treasurer.
3. The materials, equipment, supplies and/or services to be purchased are of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner, Treasurer and the Superintendent.
4. It is the responsibility of the requisitioner to provide an adequate description of the item(s) purchased so that the purchasing agent may be able to prepare the specifications and to procure most expeditiously and economically the desired commodity and/or service. A source of supply should be included on requisitions for specialty or unusual items.
5. No requisitioner shall knowingly restrict competition or otherwise preclude the most economical purchase of the required items.
6. When a low bidder proposes an alternate as equal to that specified, it is the responsibility of the Treasurer to determine whether the proposed substitution is, in fact, an equal. Such decision is based on his/her evaluation and that of the requisitioner. In the case of disagreement between the requisitioner and the Treasurer, either party may refer the matter to the Superintendent.

### Requisitions

1. The District establishes a standardized requisition procedure to allow authorized representatives to submit requests for the purchase of materials and supplies.
2. The following are designated as “requisitioner”; that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations: the Superintendent, administrative assistants, directors, supervisors, Treasurer Office staff and building principals. Each requisitioner is responsible for limiting his/her requisitions to the appropriate amounts.
3. Only District-approved electronic methods or forms are used for requisitioning.

### Purchase Orders

1. Purchase orders are prepared by the appropriate person and at a minimum include the following essentials:
  - A. a specification that adequately describes to the supplier the characteristics and the quality standards of the item required;
  - B. a firm, quoted, net-delivered price, whenever possible (unit prices are shown);
  - C. clear delivery instructions, including place and time;
  - D. appropriate account code number or appropriation code and
  - E. the Treasurer's certificate of available revenue and appropriation.
2. Purchase orders use an identifiable tracking system established by the District.
3. Verbal confirmation orders subject to subsequent confirmation by an electronic purchase order may be issued only in cases in which a bona fide emergency situation exists that can be handled only by this procedure:
  - A. whenever possible, a purchase order number should be given to the supplier and
  - B. a confirming requisition is issued immediately, marked "confirmation" indicating the purchase order number, if one was given.

### Federal Procurement

Purchasing of goods and services using federal funds must be done in accordance with the above procedures and also in accordance with all federal requirements including allowability of costs. All purchases must be reasonable and free of conflicts of interest and conducted in a manner providing full and open competition.

No purchase will be made using federal funds unless the District verifies that the contractor is not suspended or debarred.

Once the threshold has been established, the following methods of procurement will be used for all purchases of goods and services made with federal funds.

1. Micro-purchases are purchases up to \$10,000 and may be made in accordance with District purchasing procedures when the costs are reasonable. To the extent practicable, these purchases are distributed equitably among qualified suppliers.

2. Small purchase are purchases between \$10,000 and \$250,000. Prior to authorizing the purchase, the District will try to obtain price rates or quotations from a minimum of three vendors or providers. The District will obtain these price rates or quotations by written quote or bidding process.
3. Sealed bid procedures are used for firm fixed price contracts over \$250,000 and is used as the preferred method for construction projects. Bids are solicited from an adequate number of known suppliers, which cannot be less than two responsible bidders. The District will solicit bids by newspaper or electronic means. The contract will be awarded to the lowest responsive and responsible bidder.
4. Competitive proposals are used for all purchases over \$250,000 for which sealed bids are not appropriate and must be used for architectural or engineering services. Contracts entered into for competitive proposals may be fixed-price or cost-reimbursement. The District will publicize a request for proposal by newspaper or electronic means.

The District will evaluate proposals in order to award the contract to the most advantageous proposal when considering cost and other factors. The District will evaluate proposals by specification as established in the bidding documents.

5. Sole source procurement is used only when the goods or services are only available from a single source; a public exigency or emergency exists; there is inadequate competition and the applicable pass through entity approves this method.

All solicitations:

1. Include clear and accurate description on the technical requirements for the material, product or service to be procured. This description sets forth the minimum and essential characteristics the material, product or service must meet.
2. Will not contain specifications that unduly restrict competition.
3. Identify all requirements offerors must fulfil and all other factors to be used in evaluating bids or proposals.

The District maintains records to verify selection of procurement type and compliance with applicable procurement requirements.

(Approval date: November 26, 2018)

## CREDIT CARDS

The Board recognizes the efficiency and convenience afforded the day-to-day operation of the District through the use of credit cards under the supervision of the Treasurer. However, credit cards are not to be used to circumvent the general purchasing procedures required by State law and Board policies. A purchase order must be in place prior to the use of a credit card with the exception of an emergency authorized by the Treasurer.

The Board authorizes the Treasurer to review available credit card accounts to determine which account and account provider best meets the needs of the District. The Treasurer will determine how many accounts, cards and checks are to be issued, and establish a process for credit card reissuance or cancellation.

### Credit Cards

1. The District name must appear on each card associated with the credit card account. The maximum credit card account limit is \$50,000 for the Treasurer's Office credit card and \$10,000 or less for any other district credit card. The Treasurer provides an annual report to the Board detailing all rewards received based on use of the credit card account. The Treasurer's Office may also issue virtual cards at \$10,000 or less.
2. All credit cards issued to and in the name of the District are to be held and supervised by the Treasurer and used only for purposes authorized by this policy. The Treasurer establishes a system for cards to be signed out for use by an authorized user.
3. Credit cards may only be used by the following individuals:
  - A. Treasurer
  - B. Superintendent
  - C. Classified Employees
  - D. Certified Employees
  - E. Exempted Employees
  - F. Supplemental Employees
  - G. Board Members



4. Credit cards may be used for District-related transportation, reservations and expenses, conference registrations and hotel reservation guarantees for the Board and staff. Such expenses are subject to the reimbursement limits established by the Board.
5. If monies are budgeted with the Treasurer in advance, credit cards may be used by school employees for student trips and competitions for safety and security reasons.
6. With approval through the purchase order process, credit cards may be used by school employees for school-related purchases from a vendor who does not accept purchase orders or as authorized by the Treasurer.
7. Gratuities are permissible.
8. All credit card statements are sent directly to the Treasurer's office. The Treasurer keeps a record of all credit card use.
9. Receipts and appropriate form(s) are to be turned in with the credit card to the Treasurer within two business days upon completion of approved use. Receipts for meals must include the names of all individuals for whom meals were provided and the purpose of the meeting. Failure to turn in receipts and appropriate form(s) to the Treasurer within the required timeframe will result in the charges being deemed unrelated or unsubstantiated. The user is responsible for any unsubstantiated or unrelated purchases. Any late fees assessed to the District due to an employee failing to submit invoices and credit card receipts on a timely basis are the responsibility of the employee.
10. All authorized users must immediately report loss or theft of the District credit card to the Treasurer who will immediately contact the credit card issuer.

The use of the credit card for the following items is considered unauthorized use and classified as credit card misuse:

1. expenditures not specifically authorized by this policy;
2. purchase of personal goods or services for an administrator, an administrator's spouse, children or anyone employed or not employed by the Board and attending a District business function;
3. payment of any fines, penalties or personal liabilities incurred by the administrator or anyone else;
4. alcoholic beverages or tobacco;

5. fuel for use in a personal vehicle;
6. pay-per-view movie charges and/or
7. cash advances.

Persons using a credit card for personal, nonauthorized purposes or undocumented expenditures shall be held personally responsible for those expenditures. Misuse of the credit card is subject to disciplinary procedures, including termination. An employee or officer of the Board who knowingly misuses a District credit card account also is in violation of State criminal law.

[Adoption date: August 1, 2007]

[Re-adoption date: May 6, 2008]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 9.21; 9.22  
2913.21  
3313.311

CROSS REFS.: DJ, Purchasing  
DLC, Expense Reimbursement  
GCL, Certified Staff Development Opportunities  
GDL, Classified Staff Development Opportunities

## PAYMENT PROCEDURES

All claims for payment from District funds will be processed by the Treasurer. Payment is authorized against invoices supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the Board.

As an operating procedure, the Board will receive each month lists of bills for payment from school funds. The lists will be certified as correct and approved for subsequent payment by the Treasurer. Actual invoices, statements and vouchers are available for inspection by the Board.

The Treasurer is responsible for assuring that appropriate allocations are observed and that total expenditures do not exceed the amount allocated in the appropriations at all items.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.18  
3315.08  
5705.41; 5705.412

## SALARY DEDUCTIONS

Except for deductions for absence not covered by paid leave or those required by law, salary deductions are allowed only upon authorization by the employee and approval by the Board.

The following deductions are required:

1. Federal, State and local income tax;
2. employee's share of retirement contribution according to current rate as set by law;
3. unexcused or excused absence not covered by paid leave and
4. Medicare deduction in compliance with Federal law.

Other deductions are in accordance with negotiated agreements and/or Board policy.

The District may limit the right of an individual employee to designate the agent, broker or company to write tax-sheltered annuities by requiring designation by at least one percent of the District's full-time employees or at least five, whichever is greater, except that a District may not require that a company be designated by more than 50 employees.

When a teacher is absent from duty and there is no leave applicable, the absence is unauthorized. The salary deduction for each day of unauthorized absence is based on the current annual salary divided by the number of teacher work days in the official school calendar as adopted by the Board. In no case will only the salary of the substitute be deducted or a teacher be allowed to employ and pay for the substitute.

When an employee is absent from duty and there is no leave applicable, the absence is unauthorized. The salary deduction for an unauthorized absence is made on a per-diem basis in accordance with the required work year for that particular job classification.

Unauthorized absences should not occur. Repeated unauthorized absences can result in the teacher or other employee being disciplined.

[Adoption date: August 21, 2001]

LEGAL REFS.: ORC 9.41-9.43; 9.80; 9.81; 9.90; 9.91  
145.37; 145.71-145.73  
3307.51  
3313.262  
3917.04

CROSS REF.: GCBD, Certified Staff Leaves and Absences

Cloverleaf Local School District, Lodi, Ohio

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## EXPENSE REIMBURSEMENTS

District personnel who incur expenses in carrying out their authorized duties are reimbursed by the District upon submission of a properly filled out and approved voucher with supporting receipts required by administrative regulations. Expenses may be approved and incurred within the limits of budgetary allocations for the specific type of expense.

When official travel by a personally owned vehicle is authorized, mileage payment is made at the rate currently approved by the Board and within the limitations of Federal law.

The Board prohibits employees and Board members from accepting, soliciting or using the authority or influence of his/her position to secure, for personal travel, a discounted or “frequent flyer” airline ticket or other benefit from an airline if he/she has obtained or earned the ticket on official travel. Any miles earned become the property of the District and must be used for future official travel by District employees or the Board.

A traveler on official school business is expected to exercise the same care in incurring expenses as a prudent person exercises in traveling on personal business. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations, are not considered prudent, nor are they accepted for reimbursement.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 17, 2003]

[Re-adoption date: March 3, 2009]

LEGAL REFS.: ORC 2921.42; 2921.43  
3313.12; 3313.20  
3315.15

CROSS REFS.: BHD, Board Member Compensation and Expenses  
GCL, Professional Staff Development Opportunities

## EXPENSE REIMBURSEMENTS

All expenses must have prior approval from the Superintendent or his/her designee. The following regulations apply to travel and other types of reimbursable expenses directly related to the performance of District business.

1. Travel Requests: These must be submitted in advance through the appropriate administrators to the Superintendent or his/her designee.
2. Transportation: All modes of transportation are authorized consistent with the requirements of the assignment and the efficient and economic conduct of official business. Travel is by the most direct route.
  - A. Automobile: Reimbursement is made at the IRS rate. This is the maximum rate regardless of the number of passengers. Parking charges, as well as toll and ferry charges are reimbursable.
  - B. Travel by Public Conveyance: Round-trip tickets should be purchased if these offer a price advantage. Approval is for coach fare only.
  - C. Local Transportation: Local transportation such as taxicabs, airport limousines and buses should be used when justified.
  - D. Car Rentals: Rental cars may be used only in cases of emergencies or when no other means of local transportation is practicable and the rental has been pre-approved. Emergencies include: canceled airline flights or change in destination due to inclement weather or other circumstances.
3. Subsistence:
  - A. Lodging: Any person on official District business, who must secure lodging in connection with that business is entitled to reimbursement for the cost of a single room. If the traveler is accompanied by his/her spouse, lodging expenses are reimbursed at the single occupancy rate.

Meals: Meals consumed by a person on official business are reimbursed upon submission of appropriate itemized receipts

4. Other Reimbursable Expenses

- A. Telephone and Postage: Telephone toll calls from or to the District must be charged to the District office, thereby eliminating a claim on an expense voucher. Calls other than from or to the District should be charged whenever possible to the District. If an expense for telephone, postage or certified or registered mail must be paid in cash, the claim may be made on an expense voucher as a “miscellaneous expense.” An explanation must be given, such as the origin and destination of the call. A receipt should be obtained.
- B. Conference Registration Fees: Conference and convention registration fees are reimbursable as a miscellaneous expense on the travel expense voucher: Registration fees in excess of \$50.00 or more may be requested for advance payment to the agency by separate purchase order prior to the event.
- C. Gratuities: Staff members are reimbursed with bona fide documentation for gratuities for any meals while on professional leave in the performance of their duties within the limits of prior approved meal reimbursements.

5. Travel Form and Receipts

Reimbursement for expenses is obtained by submitting an expense voucher after the expense was incurred.

(Approval date: March 3, 2009)



## CASH IN SCHOOL BUILDINGS

Monies collected by employees and by student treasurers are handled with prudent business procedures, in order to demonstrate the ability of employees to operate in that fashion and to teach such procedures to our students.

State law requires a proper receipting and depositing of all public monies. Therefore, all monies collected are receipted, accounted for and deposited every day, if possible. Specifically, if the money collected:

1. exceeds \$1,000, it must be deposited on the next business day or placed in a safe or
2. does not exceed \$1,000, it must be deposited the next business day or placed in a safe place to be deposited within three business days.

In no case shall more than \$10 be left overnight in unsecured areas of school buildings. The Treasurer provides for making bank deposits after regular banking hours in order to avoid leaving money in a school building overnight.

[Adoption date: August 21, 2001]

[Re-adoption date: May 6, 2008]

LEGAL REFS.: ORC 9.38  
3313.291

CROSS REFS.: DH, Bonded Employees and Officers  
DJB, Petty Cash Accounts  
IGDG, Student Activities Funds Management  
KMB, Relations with Booster Organizations

## SCHOOL PROPERTIES DISPOSAL

The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the District.

The Board recognizes that most unused property of the District has value and that it may be practical to retain such property for a period of time. Once property is no longer needed for school purposes currently or in the future, it should be slated for disposal at the Superintendent's discretion. State law governs the retention and method of disposal of the Board's property. Property and goods purchased with federal funds also are subject to the disposal requirements outlined in the Uniform Guidance issued by the U.S. Office of Budget and Management. Therefore, the Board follows the procedures required by the various statutes governing the disposal of real or personal property.

The Board follows the procedures set forth in State and Federal law for the disposal of real or personal property at the minimum dollar value set forth in the statute on the date the Board decides to dispose of the property. The Board is required to offer its real property for sale to all community schools and college-preparatory boarding schools for the period of time set forth in law. High-performing community schools as defined by State law, are given first priority. If the high-performing community school is not interested in buying the property, the Board will then proceed with offers to purchase from other start-up community schools operating in the District and college-preparatory boarding schools located within the territory of the District. If no community school or preparatory boarding school is interested in buying the property, the Board can sell its real or personal property at a public auction and follow specific statutory requirements if the property exceeds \$10,000 in value. If this amount is changed by the legislature, the Board and administration's responsibility changes automatically to reflect the new minimum statutory dollar value.

The Board directs the periodic review of all District property and authorizes the disposition by sale, donation, trade or discard of any property not required for school purposes.

The District complies with State law regarding the sale or lease of unused District property to high-performing community schools, community schools and college-preparatory boarding schools.

### Disposal of Property Valued at Less Than the Dollar Value Set Forth in State Law

For the disposal of property that is not governed by the Ohio Revised Code or administrative regulations, the administration is required to follow these procedures:

1. The Superintendent determines that the value of the property is less than the value set forth in State and Federal law when applicable. The property is valued pursuant to a reasonable method as determined by the Superintendent.
2. The Board is notified when real or personal property is no longer needed for school purposes and directs that the property be sold.
3. The Superintendent sells the property to a start-up community school or by bids, general sale, negotiated sale or by trade as determined by the Superintendent or the Board on an individual basis.

[Adoption date: December 10, 2012]

[Re-adoption date: October 27, 2014]

[Re-adoption date: December 8, 2014]

[Re-adoption date: April 24, 2017]

[Re-adoption date: September 25, 2017]

LEGAL REFS.: ORC 131.09  
3313.17; 3313.37; 3313.40; 3313.41; 3313.411; 3313.413  
3314.051  
5705.10  
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds  
FL, Retirement of Facilities

## SECTION E: SUPPORT SERVICES

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EA*	Support Services Goals
EAA	Support Services Priority Objectives
EB*	Safety Program
EBA	Buildings and Grounds Inspections
EBAA*	Reporting of Hazards
EBAB	Warning Systems
EBB	Accident Prevention and Safety Procedures
EBBA*	First Aid
EBBB	Accident Reports
EBBC*	Bloodborne Pathogens
EBC*	Emergency Management and Safety Plans
EBCA	Disaster Plans
EBCB	Fire Drills
EBCBA	Tornado Drills
EBCC	Bomb Threats
EBCD*	Emergency Closings
EBCE*	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBD*	Crisis Management
EBDC*	Non-Individual Specific Epinephrine Autoinjector
EBDE*	Procurement and Use of Naloxone (Narcan®)
EC	Buildings and Grounds Management
ECA*	Buildings and Grounds Security
ECAA	Access to Buildings
ECAB*	Vandalism
ECABA	Staff Identification
ECB*	Buildings and Grounds Maintenance
ECC	Custodial Services
ECD	Traffic and Parking Controls
ECE	Buildings and Grounds Records and Reports
ECF*	Energy Conservation
ECG*	Integrated Pest Management
ED	Material Resources Management
EDA	Receiving and Warehousing
EDB	Maintenance and Control of Materials
EDBA	Maintenance and Control of Instructional Materials
EDBB	Maintenance and Control of Noninstructional Materials
EDC	Authorized Use of School-Owned Materials
EDD	Material Resources Records and Reports
EDE*	Computer/On-Line Services (Acceptable Use and Internet Safety)

SECTION E: SUPPORT SERVICES

(Continued)

EDEA*	Computer/Online Services (Staff Acceptable Use Policy)
EE*	Transportation Services Management
EEA*	Student Transportation Services
EEAA*	Student Riders
EEAB*	School Bus Scheduling and Routing
EEAC*	School Bus Safety Program
EEACA*	Bus Driver Examination and Training
EEACB*	School Bus Maintenance
EEACC*	Student Conduct on District Managed Transportation (Also JFCC)
EEACD*	Drug Testing for District Personnel Required to Hold A Commercial Driver's License
EEACE*	School Bus Idling
EEACCA*	Recording Devices on Transportation Vehicles
EEAD*	Non-Routine Use of School Buses
EEAE*	Student Transportation in Private Vehicles
EEAF	Student Transportation Insurance
EEAG	Student Transportation Records and Reports
EEB	Business and Personnel Transportation Services
EEBA*	School-Owned Vehicles
EEBB	Use of Private Vehicles on School Business
EEBC	Business and Personnel Transportation Insurance
EEBD	Business and Personnel Transportation Records and Reports
EF*	Food Services Management
EFA	Food Purchasing
EFAA	Use of Surplus Commodities
EFB*	Free and Reduced-Price Food Services
EFC	Vending Machines
EFD	Food Sanitation Program
EFE	Food Services Records and Reports
EFF*	Food Sale Standards
EFG*	Student Wellness Program
EFH*	Food Allergies
EG	Office Services Management
EGA	Office Communications Services
EGAA	Printing and Duplicating Services
EGAAA*	Copyright
EGAB	Mail and Delivery Services
EGAC*	Telephone Services
EGB	Clerical Services
EGC	Office Services Records and Reports

SECTION E: SUPPORT SERVICES  
(Continued)

EH	Data Management
EHA*	Data and Records Retention
EI*	Insurance Management
EIA	Property Insurance
EIB	Liability Insurance
EJ	Evaluation of Support Services (Also AFF)

\* denotes the areas covered by Board policy

## SUPPORT SERVICES GOALS

Support services are essential to the educational program. The Board serves as trustee of District facilities and overseer of school operations for the purpose of providing the facilities and services which support a thorough and efficient educational program.

In order to provide support services for the overall educational program, the Board develops goals that include:

1. a safe and pleasant physical environment for teaching and learning for the school community through the continual evaluation of the facilities;
2. a transportation program for the safe transporting of students to and from school;
3. a food services program which supports nutrition through participation in the National Child Nutrition Programs and
4. a safety program which evaluates personnel, buildings, vehicles, equipment and supplies to maintain a safe environment and to minimize the effects of a disaster.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## SAFETY PROGRAMS

The Board is concerned with the safety of students, employees and members of the school community present on District property and at all District-sponsored events at other sites. The Board directs the administration to develop a safety program, which is reviewed on an annual basis.

The Superintendent/designee has the responsibility for the safety program of the District and develops written procedures to comply with all applicable Federal and State laws and regulations.

The practice of safety is also a part of the instructional plan of the District through educational programs. The educational program includes instruction in traffic and pedestrian safety, fire prevention, in-service training and emergency procedures appropriately geared to students at different grade levels.

All staff are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 27, 2014]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.  
ORC 2744  
3313.536  
3313.60; 3313.643  
3707.26  
3737.73  
OAC 3301-35-06

CROSS REFS.: EA, Support Services Goals  
EEAC, School Bus Safety Program  
GBE, Staff Health and Safety  
IGAE, Health Education  
JHF, Student Safety



## REPORTING OF HAZARDS

The Board is concerned with the safety of students and staff and, therefore, complies with all Federal and State laws and regulations to protect students and staff from known hazards that pose an immediate risk to health and safety.

### Toxic Hazards

Toxic hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens and in the cleaning of rooms and equipment.

The Superintendent appoints an employee to serve as the District's Toxic Hazard Preparedness (THP) officer. The THP officer:

1. identifies potential sources of toxic hazards in cooperation with material suppliers who supply the THP officer with safety data sheets (SDS);
2. ensures that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning and the name and address of the manufacturer or responsible party;
3. maintains a current file of SDS for every hazardous material present on District property;
4. designs and implements a written communication program that:
  - A. lists hazardous materials present on District property;
  - B. details the methods used to inform staff and students of the hazards and
  - C. describes the methods used to inform contractors and their employees of any hazardous substances to which they may be exposed and of any corrective measures to be employed;
5. conducts a training program in compliance with State and Federal law for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment and the District's plan for communication, labeling, etc. and
6. establishes and maintains accurate records for each employee at risk for occupational exposure including name, Social Security number, hepatitis B vaccine status, results of exams, medical testing and follow-up procedures for exposure incidents and other information provided by and to health care professionals.

In fulfilling these responsibilities, the THP officer may enlist the aid of county and municipal authorities and others knowledgeable about potential toxic hazards.

### Asbestos Hazards

In its efforts to comply with the Asbestos Hazard Emergency Response Act, the Public Employment Risk Reduction Program (PERRP) and the Asbestos Abatement Contractors Licensing Act, the Board recognizes its responsibility to:

1. inspect all District buildings for the existence of asbestos or asbestos-containing materials;
2. take appropriate action based on the inspections;
3. establish a program for dealing with friable asbestos, if found;
4. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos and
5. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials.

The Superintendent appoints a person to develop and implement the District's Asbestos-Management Program, which ensures proper compliance with Federal and State law and the appropriate instruction of staff and students.

The Superintendent also ensures that, when conducting asbestos abatement projects, each contractor employed by the District is licensed pursuant to the Asbestos Abatement Contractors Licensing Act.

### Occupational Exposure Training

All employees with occupational exposure are required to participate in a training program at the time of their initial assignment to tasks where occupational exposure may occur.

Follow-up training for employees is provided one year after their initial training. Additional training is provided when changes such as modifications of tasks and procedures or institution of new tasks and procedures affect employees' occupational exposure.

A record of attendance at occupational exposure training is completed and maintained by the THP officer following each training session. These records are maintained for three years from the date of the training.

Records Availability

All records required to be maintained are made available upon request for examination and copying by the employee, employee representatives and under the provisions of PERRP. Medical records, however, are not made available to employee representatives or other persons without written consent of the employee.

Other Conditions Injurious to the Safety or Health of Building Occupants

In addition to the reporting of toxic hazards, the Board directs the Superintendent/designee to comply with all board of health inspections to ensure that conditions injurious to the safety or health of persons on District property are minimized.

During a board of health inspection, each building principal/designee provides:

1. access to the building and grounds during regular school hours;
2. a record of inspections of the school grounds and buildings for dangerous and recalled products;
3. any records or other information the board of health considers necessary to evaluate the health and safety of the school and
4. a representative who accompanies the sanitarian during the course of the inspection, with advance notice from the board of health.

Liability Disclaimer

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

[Adoption date: August 21, 2001 ]

[Re-adoption date: June 30, 2010]

[Re-adoption date: October 27, 2014]

LEGAL REFS.: 29 CFR 1910.1030  
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.  
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.  
Comprehensive Environmental Response, Compensation and Liability Act;  
42 USC 9601 et seq.  
ORC 3313.643; 3313.71; 3313.711  
3707.26  
4113.23  
4123.01 et seq.  
Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REFS.: EB, Safety Program  
EBBC, Bloodborne Pathogens  
EBC, Emergency Management and Safety Plans  
ECG, Integrated Pest Management  
GBE, Staff Health and Safety

## FIRST AID

The school nurse develops guidelines for the emergency care of any student or staff member who is injured or becomes ill at school or while engaged in a school-sponsored activity. The guidelines are reviewed by the Board prior to implementation.

The guidelines provide for at least one person in each building to have special training in first aid.

The District provides employee automated external defibrillator (AED) training in accordance with State law. Compliance with this training requirement is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

In the case of an emergency involving a student, the emergency medical authorization form is followed and efforts are made to contact the parent/guardian.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 27, 2011]

[Re-adoption date: March 12, 2018]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 2305.23  
3301.56  
3301.68  
3313.6021; 3313.6023  
3313.712; 3313.717  
OAC 3301-27-01  
3301-35-06

CROSS REFS.: EB, Safety Program  
EBBC, Bloodborne Pathogens  
EBC, Emergency Management and Safety Plans  
IGD, Cocurricular and Extracurricular Activities  
JHCD, Administering Medicines to Students  
Emergency Medical Authorization Form  
Staff Handbooks

## FIRST AID

The following requirements shall be adhered to by all personnel.

1. A school nurse or other trained persons are responsible for administering first aid and emergency care in each building. Although each nurse is assigned a school or group of schools for providing regular nursing services, a nurse is subject to call from any school if needed. An emergency medical service will be called in case of serious illness or injury.
2. The parents of all students are asked to sign and submit an emergency medical authorization form that indicates the procedure they wish to be followed in the event of a medical emergency involving their child. The forms are kept readily accessible in the health center of each school.
3. Only emergency care and first aid are provided. A physician or nurse provides training for first-aid treatment and emergency care for various types of illness and injury. Use of medications is limited to topical applications as directed by a physician for certain types of injuries or to such medication as might have been officially authorized for an individual student.
4. In cases in which the nature of an illness or an injury appears serious, the parent(s) are contacted and the instructions on the student's emergency card are followed. In extreme emergencies, arrangements may be made for a student's immediate hospitalization whether or not the parent(s) can be reached.
5. No elementary student who is ill or injured is sent home alone. Junior and senior high students may be sent home if the illness is minor and the parents, who have authorized such dismissal on the emergency medical forms, have been informed in advance.
6. Board-approved procedures are followed to guard against athletic injuries and to provide care and emergency treatment for injured athletes. Coaches meet all requirements of the State Board of Education.

(Approval date: August 21, 2001)

(Re-approval date: March 12, 2018)

## BLOODBORNE PATHOGENS

Staff and students incur some risk of infection and illness each time they are exposed to bodily fluids or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to universally recognized precautions. Universally recognized precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV, HCV and/or other bloodborne pathogens.\*

To reduce the risk to staff and students by minimizing or eliminating staff exposure incidents to bloodborne pathogens, the Board directs the Superintendent to develop and implement an exposure control plan. This plan must be reviewed and updated at least annually in accordance with Federal law.

The plan includes annual in-service training for staff and students; first-aid kits in each school building and each student transportation vehicle; correct procedures for cleaning up body fluid spills and for personal cleanup.

Training is followed by an offer of immunization with hepatitis B vaccine for all staff who are required to provide first aid to students and/or staff. The vaccine is also offered to all staff who have occupational exposure as determined by the administrator.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 27, 2011]

[Re-adoption date: October 27, 2014]

LEGAL REFS.: 29 CFR 1910.1030

ORC 3707.26

Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REFS.: EBBA, First Aid

EBC, Emergency Management and Safety Plans

GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)

JHCC, Communicable Diseases

\* Bloodborne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

## EMERGENCY MANAGEMENT AND SAFETY PLANS

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

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

### Comprehensive Emergency Management Plan and Test

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

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

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



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

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

### Emergency Drills

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

[Adoption date: August, 1985]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: April 15, 2008]  
[Re-adoption date: June 30, 2010]  
[Re-adoption date: June 27, 2011]  
[Re-adoption date: October 27, 2014]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 149.433  
2305.235  
2923.11  
3301.56  
3313.20; 3313.536; 3313.717; 3313.719; 3313.951  
3314.03; 3314.16  
3701.85  
3737.73; 3737.99  
OAC 3301-5-01

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

EMERGENCY MANAGEMENT AND SAFETY PLANS  
(Administrative Rules/Protocols)

The Board directs the Superintendent/designee to prepare and maintain comprehensive emergency management and safety plans and administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office in a secure location.

Administrative Rules/Protocols

1. A list of dangerous or recalled products.
2. Radon rules or protocols including evidence that each school has been built radon resistant or has been tested for radon within the past five years.
3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.
4. A schoolwide safety or crisis management plan, which provides a protocol for responding to any emergency events and a protocol providing for immediate notification to the appropriate fire department and board of health in the event of any spill or release of a hazardous substance on school grounds.
5. Guidance regarding bloodborne pathogen risk reduction.
6. Procedures for administering medications to students.
7. A written comprehensive safety plan addressing:
  - A. safety management accountabilities and strategies;
  - B. safe work practices;
  - C. accident analysis procedures;
  - D. job safety analysis procedures;
  - E. safety committees and employee involvement strategies;

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

(Approval date: June 27, 2011)

(Re-approval date: October 27, 2014)

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

The Board is concerned with the safety of everyone present on District property and has directed the Superintendent/designee to develop and maintain a comprehensive safety plan, in accordance with State law, that addresses potential safety issues that may arise within the District.

In addition to the comprehensive safety plan, staff members are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

The Board also is concerned with the prevention of fraud, including the misuse and misappropriation of public money, and, in accordance with State law, shall provide information to all staff members about the fraud-reporting system established through the Auditor of State.

The Board shall put forth its best efforts in prevention and correction of safety and fraud issues; however, there may be times when such violations may occur. Staff members who report these violations in good faith have the right to do so without any retaliation by the Board, District administrators or other staff members.

The Board does not condone, nor does it tolerate, any act of discrimination, harassment or other acts of retaliation at any time for the reporting of safety and fraud violations. Staff members in violation of this policy will be disciplined in accordance with the negotiated agreement, Board policy and/or State law.

[Adoption date: April 22, 2013]

LEGAL REFS.: ORC 117.103  
124.341  
4113.52

CROSS REFS.: EB, Safety Program  
EBC, Emergency Management and Safety Plans  
Emergency Management and Safety Plans Handbook

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

State law contains a number of provisions concerning the reporting of safety and fraud violations. The following regulation gives a brief overview of these provisions.

A. Safety Violations

1. Awareness and reporting of a violation

If an employee becomes aware of a violation of any State or Federal law, or any Board policy or regulation that the District has authority to correct, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently file with the supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

2. Not correcting the violation

If the District does not correct the violation or make a reasonable and good faith effort to correct the violation within 24 hours after the oral notification or the receipt of the report, whichever is earlier, the employee may file a written report that provides sufficient detail to identify and describe the violation with the city or county prosecutor where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general's jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the District.

3. Notifying the employee

If an employee makes a report, the employer, within 24 hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the employee, in writing, of any effort of the employer to correct the alleged violation or hazard, or of the absence of the alleged violation or hazard.

4. Reporting fellow employees' violations

If an employee becomes aware of a violation by a fellow employee of any State or Federal law, any Board policy or regulation or any work rule or procedure, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently shall file with that supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

5. Retaliation

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report or having made any inquiry or taken any other action to ensure the accuracy of any information reported.

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report if the employee made a reasonable and good faith effort to determine the accuracy of any information so reported, or as a result of the employee's having made any inquiry or taken any other action to ensure the accuracy of any information reported.

Disciplinary or retaliatory action by the District includes, but is not limited to:

- A. removing or suspending the employee from employment;
- B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- C. transferring or reassigning the employee;
- D. denying the employee a promotion that otherwise would have been received or
- E. reducing the employee in pay or position.

6. Accuracy of reports

The employee shall make a reasonable and good faith effort to determine the accuracy of any information reported. If the employee fails to make such an effort, the employee may be subject to disciplinary action, including suspension or removal, for reporting information without a reasonable basis to do so.

7. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a report, the employee may bring a civil action in the Court of Common Pleas for appropriate injunctive relief or for the remedies set forth in the next paragraph, or both, within 180 days after the date the disciplinary or retaliatory action was taken.

The court, in rendering a judgment for the employee, may order, as it determines appropriate, reinstatement of the employee to the same position that the employee held at the time of the disciplinary or retaliatory action and at the same site of employment or to a comparable position at that site, the payment of back wages, full reinstatement of fringe benefits and seniority rights or any combination of these remedies.

The court also may award the prevailing party all or a portion of the costs of litigation and, if the employee who brought the action prevails in the action, may award the prevailing employee reasonable attorney's fees, witness fees and fees for experts who testify at trial, in an amount the court determines appropriate. If the court determines that the District has deliberately retaliated, the court, in making an award of back pay, may include interest.

B. Fraud Violations

1. Reporting of a fraud violation

If an employee becomes aware of fraud, including the misuse of public resources by a public office or public official, the employee may file a written report identifying the fraud or misuse with his/her supervisor or responsible administrator or file a complaint with the Auditor of State's fraud-reporting system.

If an employee reasonably believes that the fraud or misuse of public resources is a criminal offense, the employee may, besides filing a report with his/her supervisor or responsible administrator or with the Auditor of State's fraud-reporting system, report it to a prosecuting attorney, director of law or chief legal officer with the appropriate jurisdiction.

2. Retaliation

The District shall not take any disciplinary action against an employee for filing a report if the employee made a reasonable effort to determine the accuracy of any information in the report.



Disciplinary or retaliatory action by the District includes, but is not limited to:

- A. removing or suspending the employee from employment;
- B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- C. transferring or reassigning the employee;
- D. denying the employee a promotion that otherwise would have been received or
- E. reducing the employee in pay or position.

3. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a complaint or report, the employee may file an appeal with the State Personnel Board of Review within 30 days after receiving actual notice of the District's action.

The Board shall immediately notify the District and shall hear the appeal. The Board may affirm or disaffirm the action of the District or may issue any other order as is appropriate. The order is appealable to the Court of Common Pleas.

(Approval date: April 22, 2013)

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

The Auditor of State's office maintains a system for the reporting of fraud, including misuse of public money by any official or office. The system allows all Ohio citizens, including public employees, the opportunity to make anonymous complaints through a toll-free number, the Auditor of State's website, or through the United States mail.

Auditor of State's fraud contact information:

Telephone: 1-866-FRAUD OH (1-866-372-8364)

US Mail: Ohio Auditor of State's Office  
Special Investigations Unit  
88 East Broad Street  
P.O. Box 1140  
Columbus, OH 43215

Web: [www.ohioauditor.gov](http://www.ohioauditor.gov)

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

Acknowledgement of receipt of Auditor of State fraud-reporting system information

Pursuant to Ohio Revised Code Section 117.103(B)(1), a public office shall provide information about the Ohio fraud-reporting system and the means of reporting fraud to each new employee upon employment with the public office.

Each new employee has 30 days after beginning employment to confirm receipt of this information.

By signing below you are acknowledging Cloverleaf Local School District provided you information about the fraud-reporting system as described by Section 117.103(A) of the Revised Code, and that you read and understand the information provided. You are also acknowledging you have received and read the information regarding Section 124.341 of the Revised Code and the protections you are provided as a classified or unclassified employee if you use the before-mentioned fraud-reporting system.

I, \_\_\_\_\_, have read the information provided by my employer regarding the fraud-reporting system operated by the Ohio Auditor of State's office. I further state that the undersigned signature acknowledges receipt of this information.

\_\_\_\_\_  
Print Name, Title, and Department

\_\_\_\_\_  
Please Sign Name

\_\_\_\_\_  
Date

## EMERGENCY CLOSINGS

The Superintendent may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather, other emergencies that threaten the safety or health of students or staff members, law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary. It is understood that the Superintendent takes such action only after consultation with transportation or other necessary authorities.

Parents, students and staff members are informed early in each school year of the method of notification in the event of emergency closings or early dismissals.

The District may choose to make up a maximum of three days via online lessons and/or blizzard bags.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 6, 2008]

[Re-adoption date: June 30, 2010]

[Re-adoption date: December 10, 2012]

[Re-adoption date: July 24, 2017]

LEGAL REF.: ORC 3313.48; 3313.482

CROSS REFS.: EBC, Emergency Management and Safety Plans  
IC/ICA, School Year/School Calendar  
ID, School Day

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## CRISIS MANAGEMENT

A crisis can occur at any time and such situations have the ability to make a significant impact on members of the community. A crisis is defined as any event which threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment.

There are unlimited possibilities for crisis situations that could impact the District. These include, but are not limited to: suicide, death of a student or employee, acts of violence, trauma and accidents.

In recognizing the need to be proactive in preparing for possible crises, the Board directs the Superintendent to prepare a Crisis Management Plan, which addresses:

1. the primary goal of preventing a crisis from occurring;
2. the issue of devising appropriate means of dealing with a crisis in the District, including who shall serve as the primary spokesperson for the District and the steps in which the plan shall be carried out and
3. a plan, which provides for assessment of the way the situation, was handled with suggestions for improvement in the future, if necessary.

The administration annually reviews the Crisis Management Plan, considering the most current information dealing with the subject, as well as making relevant information about the Plan known to the community.

[Adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.20

CROSS REFS.: EBC, Emergency Management and Safety Plans  
GBE, Staff Health and Safety  
JHF, Student Safety  
KBCA, News Releases  
Emergency Plans/Crisis Plans Handbook

## NON-INDIVIDUAL SPECIFIC EPINEPHRINE AUTOINJECTOR

1. This policy is intended to accommodate individuals with undiagnosed life-threatening allergies.
2. The District will obtain a prescriber-issued protocol specifying definitive orders for epinephrine autoinjector and dosages of epinephrine to be administered through them. This prescriber shall be a licensed health care professional authorized to prescribe drugs, as defined in Ohio Revised Code (RC) 4729.01.
3. The District may procure epinephrine autoinjectors through purchase or may accept donations of epinephrine autoinjectors from a wholesale distributor of dangerous drugs or a manufacturer of dangerous drugs, as defined in RC 4729.01. The District may accept donations of money to purchase epinephrine autoinjectors.
4. Building level administration shall be responsible for identifying one or more locations in the school in which an epinephrine autoinjector must be stored. Epinephrine autoinjectors must be stored in a safe, secure, accessible, locked location that will allow for rapid, life-saving administration.
5. Epinephrine autoinjectors that have expired should be disposed of in a sharps container. Epinephrine autoinjectors that have been used should either be sent with the emergency medical service (EMS) or disposed of in a sharps container. Used and expired epinephrine autoinjectors shall be replaced in a reasonable time period.
6. Building level administration shall be responsible for identifying individuals employed by or under contract with the District Board, in addition to the school nurse licensed under RC 3319.221 or an athletic trainer licensed under Chapter 4755 of the RC, who may access and use an epinephrine autoinjector to provide a dosage of epinephrine to an individual in an emergency situation.
7. Identified individuals specified above, other than a school nurse or athletic trainer, must complete training based on protocol developed with the prescriber before being authorized to access and use an epinephrine autoinjector. Only trained personnel should administer an epinephrine autoinjector to a person believed to be having an anaphylactic reaction. EMS must be requested immediately after an epinephrine autoinjector is used.
8. Identified and trained individuals may administer an epinephrine autoinjector to students, school employees or contractors, school visitors and other individuals in the school building in an emergency situation when a person exhibits signs and symptoms of anaphylaxis on school premises during the school day.

9. The District will report each procurement of and occurrence in which an epinephrine autoinjector is used to the department of education per protocol.
10. A school or school district, a member of a district board of education, or a district or school employee or contractor is not liable in damages in a civil action for injury, death or loss to person or property that allegedly arises from an act or omission associated with procuring, maintaining, accessing, or using an epinephrine autoinjector under this section, unless the act or omission constitutes willful or wanton misconduct.

[Adoption date: July 27, 2015]

LEGAL REF.: ORC 3313.7110

## PROCUREMENT AND USE OF NALOXONE (NARCAN®)

In accordance with State Law, the Board, the Superintendent, and/or the Superintendent's designee(s) shall maintain a supply of Naloxone (also known as "Narcan") on District grounds for use in emergency situations. Naloxone is a drug that may be obtained, pursuant to State Law, with or without a perscription and is used to reverse the effects of an opioid-related drug overdose. The Superintendent shall develop Administrative Guidelines governing the procurement, storage and use of Naloxone on school grounds. The Superintendent or his/her designee(s) shall consult with a licensed health professional when developing such Administrative Guidelines.

The Administrative Guidelines shall:

1. specify the individuals (by position) employed by the Board who may, in accordance with law, procure Naloxone;
2. include the physician-established protocol(s), as required by law;
3. identify the locations(s) in each school building where Naloxone shall be stored;
4. specify the conditions under which Naloxone must be stored, replaced, and disposed of, including whether a license must be obtained to stock Naloxone on school grounds;
5. specify the individuals (by position) employed by or under contract with the Board who are authorized to access and use Naloxone in emergency situations;
6. specify frequency and type of training that District employees or contractors must complete before being authorized to access and administer Naloxone;
7. specify that the assistance from an emergency medical service provider (911) must be requested as soon as practicable before or after Naloxone is administered and
8. specify any required documentation or reporting required in the event that Naloxone is administered on school grounds.

To the extent provided by law, the Board, its members, employees and contractors shall not be subject to criminal or civil liability for acts or omissions associated with procuring, maintaining, accessing, or using Naloxone in emergency situations as prescribed by this Policy and any Administrative Guidelines.

[Adoption date: July 10, 2017]

[Re-adoption date: July 22, 2019]



LEGAL REFS.: ORC 2925.61  
4729.44  
4730.431  
4731.94  
4731.941  
OAC 4729-5-39

CROSS REF.: EBBA, First Aid

## BUILDINGS AND GROUNDS SECURITY

Buildings and grounds constitute one of the greatest investments of the District. It is in the best interest of the District to protect such investments.

Security means not only maintenance of a secure (locked) building and protection from fire hazards, faulty equipment and safe practices in the use of electrical, plumbing and heating equipment. The Board requires and encourages close cooperation with local police and fire departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the entrance to buildings by persons unauthorized to have keys.

### Surveillance Equipment

The Board recognizes the District's responsibility to maintain order and discipline on school property and in school vehicles. Recognizing the value of electronic surveillance systems in monitoring activity, the Board directs the administration to develop regulations to implement the surveillance program. The regulations must be in compliance with law to protect the privacy rights of students and staff.

#### 1. Cameras

Surveillance cameras may be used both inside and outside of buildings and on school vehicles to assist in the security of students, staff and property.

#### 2. Metal Detectors

The administration is authorized to use stationary or mobile metal detectors at its discretion. The Board directs the administration to develop regulations for the use of detectors.

Any search of a student's person as a result of activation of the detector is conducted in private.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 28, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Family Educational Rights and Privacy Act; 20 USC Section 1232g  
U.S. Const. Amend. IV  
ORC 3313.20

CROSS REFS.: EBC, Emergency Management and Safety Plans  
EEACCA, Recording Devices on Transportation Vehicles  
JFC, Student Conduct (Zero Tolerance)  
JFCJ, Weapons in the Schools  
JFG, Interrogations and Searches  
JO, Student Records  
KK, Visitors to the Schools

## BUILDINGS AND GROUNDS SECURITY

The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. Carefully weighing the rights of privacy of students and staff against the District's duty to maintain order and discipline, the Board authorizes the use of electronic surveillance systems.

### Cameras

1. Cameras are not positioned in areas where individuals have a reasonable expectation of privacy.
2. The administration provides prior written notice to staff, students and parents/guardians that electronic surveillance may occur on school property or in school vehicles. In addition, appropriate signs are posted in building entrances and at other locations deemed appropriate by the administration to inform visitors that electronic surveillance may occur on District property.
3. The use of cameras in transportation vehicles is supervised by the building principals and the transportation supervisor.
4. The use of cameras is subject to District policies concerning the confidentiality of students and staff records.
5. Surveillance cameras are used only to promote the order, safety and security of students, staff and property.

(Approval date: May 28, 2013)

## VANDALISM

Parents and students are made aware of the legal consequences of vandalism. Students, employees and citizens of the District are urged to report any incidents of vandalism to property belonging to the District together with the name(s) of the person(s) believed to be responsible. The Board may offer a reward for information leading to the arrest and conviction of any person who steals or damages Board property.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. The Superintendent is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

In addition to any potential criminal charges, any student found guilty of any form of vandalism or defacement of school property may be subject to suspension or expulsion.

Parents are liable up to the amount provided by law for the willful destruction of property by a minor in their custody or control. The Board may allow the parents and/or students to perform community service for the District instead of, or addition to, repayment of the damages.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 27, 2011]

LEGAL REFS.: ORC 2909.05  
3109.09  
3313.173  
3737.73; 3737.99

CROSS REFS.: JG, Student Discipline  
JGA, Corporal Punishment  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion

## BUILDINGS AND GROUNDS MAINTENANCE

It is the desire of the Board to provide for regular preventive maintenance of its buildings. The Superintendent or designee will prepare an annual schedule for maintenance, upkeep and rehabilitation of the buildings. The Board will review the schedule and approve it in keeping with available financial resources.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## ENERGY CONSERVATION

The Board believes that measures should be taken to conserve energy in order to protect our natural resources and to minimize the District's expenditures as energy costs continually increase. The Superintendent, supported by the school staff, will develop and implement operating procedures to reduce energy consumption in the schools. The Board also directs the Superintendent and the staff continually to assess the consumption of energy and make recommendations for improved use of energy resources.

One component of the District's energy management plan will be a periodic energy audit. The purpose of the audit will be to provide the schools with guidelines for energy efficiency and economical operation. The energy audit will take into consideration:

1. type of construction of the building;
2. mechanical systems (heating, cooling, ventilation);
3. lighting and use of glass;
4. how the school is used (during the day, after school, evenings, weekends);
5. utility bills or measurement of fuel consumed;
6. local weather;
7. age of buildings;
8. floor space and
9. amount of insulation.

The Board may approve the purchase and installation of energy conservation measures via shared savings and/or installment contracts. The Board may dispense with competitive bidding in awarding such contracts in accordance with law.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REF.: DJC, Bidding Requirements

## INTEGRATED PEST MANAGEMENT

The Board is committed to providing students with a safe learning environment free of pests, pesticides and other harmful chemicals through adoption of an integrated pest management policy. The goals of the District's integrated pest management program are:

1. to provide the healthiest learning environment possible by preventing unnecessary exposure of children and staff to toxic pesticides;
2. to promote safer alternatives to chemical pesticides while preventing economic and health damage caused by pests;
3. to ensure that clear and accurate notification concerning the use of pesticides is given so that measures may be taken to prevent and address pest problems effectively without endangering the health of those within the school building and
4. to reduce the need for reliance on chemical pesticides.

The Board directs the administration to develop regulations that detail cost-effective strategies that reduce the use of pesticides that pose health risks to students and staff. The regulations must include procedures for the identification of pests and conditions that attract pests, prevention and monitoring techniques, education and training, approved least toxic chemical use and prenotification of chemical use.

In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and nonchemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

[Adoption date: February 19, 2008]

LEGAL REFS.: 29 CFR 1910.1030  
Comprehensive Environmental Response, Compensation and Liability Act,  
42 USC 9601 et seq.  
Public Employment Risk Reduction Act; ORC 4167.01 et seq.  
OAC 3701-54-09

CROSS REFS.: EB, Safety Program  
EBAA, Reporting of Hazards  
EBBC, Bloodborne Pathogens  
EBC, Emergency Management and Safety Plans  
GBE, Staff Health and Safety  
ING, Animals in the Schools



## INTEGRATED PEST MANAGEMENT

The District's Integrated Pest Management (IPM) program includes the following components:

### Identification

A knowledgeable person or company competent to carry out pest management duties finds the origin of a pest problem or potential problem.

### Prevention and Monitoring

Pest problems are prevented by routine monitoring, identification of potential pest problems and through education of the school community. When necessary, habitat modification is used to discourage pests from an area.

The individual/company responsible for the District's IPM program routinely inspects the building, including entrances, food/water storage sites and restrooms for pest activity. The individual/company responds to complaints reported by students, staff, parents or other school community members.

### Education and Training

Everyone in a school community plays a role in pest management. Students, staff and other stakeholders are provided with the information necessary to implement the IPM program successfully. The IPM policy is distributed to students and staff in District handbooks and to any individual/company hired to carry out pest management duties.

Education and training programs address common human habits and other cultural practices which may be pest conducive.

### Approved Least Toxic Chemical Use

Nontoxic methods of pest control are preferred. When applicable, the District uses environmental, cultural, mechanical and sanitation controls as the primary sources of pest control.

If nontoxic methods of pest control fail or are impractical, the least toxic chemical pesticide that is effective is used. Application techniques that minimize exposure are approved prior to being used. Only trained and qualified workers handle and apply the pesticides.

A record of all chemical pest control treatments is kept for at least a three years. All records are made available upon request to the general public, the Ohio Department of Agriculture- Section of Pesticide Regulations and the board of health upon request.

Prenotification

Whenever possible, pesticides are administered during noninstructional periods and/or during school breaks.

If it becomes necessary to administer pesticides during times school is in session, the administration provides notice to affected persons, prior to the date and time of the pesticide application. The notice includes the date, time and location of the application, the name of the product being used and the telephone number to contact the school/company for more information.

(Approval date: February 19, 2008)

INTEGRATED PEST MANAGEMENT  
(Use of Pesticides)

The following specific regulations are used by District staff and contractors when pesticides or alternative pest-control products are used.

1. An Integrated Pest Management Program (IPMP) is developed and implemented to reduce the use of pesticides. Lawn care standards including mowing height and frequency, aeration, overseeding and fertilization are implemented to improve turfgrass density and reduce weed growth.
2. Structural and lawn chemicals such as insecticides, herbicides and fertilizers are chosen with as low a level of toxicity as practical. The least toxic or organic formulation with the safest method of application is selected when there is a choice of products with comparable cost and effectiveness. Products labeled “caution” are to be preferred over products labeled “warning” or “danger.”
3. Long-term storage of chemicals is kept to a minimum. Since many chemicals lose effectiveness with storage, and storage further increases risk, only enough of the product for a given application is purchased. All materials are stored in accordance with label instructions. All products and application equipment are stored in a separate facility away from classrooms and food preparation or storage areas. Storage facilities are kept inaccessible to students and the general public and are clearly marked as pesticide storage areas.
4. All chemicals have complete label instructions and remain in the original containers until used. Material Safety Data Sheets (MSDS) and sample labels for lawn chemicals are kept on file in the District and are readily available to anyone who must handle such materials or who may be exposed to the product. Structural pesticide labels and MSDS are filed in the District as well.
5. All applications of pesticides and fertilizers are made in strict compliance with the label instructions, and under no circumstances do the product concentrations exceed those specified in the application instructions.
6. An annual written plan of seasonal applications is distributed to building administrators and kept on file in the District. The plan contains the following information:
  - A. the season of the application;

- B. the purpose of the application;
  - C. the product to be used;
  - D. the formulation of the product;
  - E. an estimate of the amount of product to be used;
  - F. the District site and specific area to be treated;
  - G. the type of equipment to be used and
  - H. any requirements necessary to comply with the Ohio Department of Agriculture and the Ohio Environmental Protection Agency regulations, including any warning or notification signs.
7. All chemicals and organic products are applied at times that individuals are not in the immediate area or scheduled to use District facilities within the restricted entry limitations identified on the product label.
8. A sign is posted on each affected site seven days prior to the target application date identified in the seasonal application plan to notify staff and residents of pending applications. The sign includes a phone number to call to request additional information.
9. Treated school grounds are posted with a sign identifying the date and time of the application, product used and re-entry date and time. Signs remain posted for 24 hours after the expiration of the re-entry date and time.
10. Records are kept in the District following each application and contain the following information:
- A. name of certified applicators supervising the application and name of trained service technicians making application;
  - B. application and re-entry dates;
  - C. District site and specific areas treated;
  - D. pests controlled;

- E. size of site treated;
  - F. trade name (brand name) and EPA registration number of chemicals used;
  - G. total amount of each chemical used;
  - H. rate of application and concentration of chemical formulation applied;
  - I. type of equipment used;
  - J. time of day, including the time of starting the actual application and the time of completion or, if uncompleted, the time when operations ceased for the day and
  - K. wind direction and velocity, air temperature and other weather conditions when applicable.
11. District employee(s) responsible for handling and applying pesticides are required to have a valid pesticide application license issued by the Ohio Department of Agriculture, or must work under the direct supervision of a licensed applicator as permitted by ODA guidelines.
  12. No school support groups, i.e., PTA, PTO, athletic boosters, etc. are permitted to apply chemicals on District property.
  13. Any contracted services requiring the use of pesticides or any other chemicals must abide by Board policy and administrative regulations.

(Approval date: February 19, 2008)

COMPUTER/ONLINE SERVICES  
(Acceptable Use and Internet Safety)

Technology can greatly enhance the instructional program, as well as the efficiency of the District. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

Computers and use of the District network or online services support learning and enhance instruction, as well as assist in administration. For purposes of this policy computer include District-owned desktop computers, laptops, tablets and other mobile computing devices.

All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege. Unacceptable uses of the computer/network include but are not limited to:

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;
2. using profanity, obscenity or other language, which may be offensive to another user or intended to harass, intimidate or bully other users;
3. accessing personal social networking websites for non-educational purposes;
4. reposting (forwarding) personal communication without the author's prior consent;
5. copying commercial software and/or other material in violation of copyright law;
6. using the network for financial gain, for commercial activity or for any illegal activity;
7. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;
8. accessing and/or viewing inappropriate material and
9. downloading of freeware or shareware programs.

The Superintendent/designee shall develop a plan to address the short- and long-term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

Because access to online services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that neither the school nor the District can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

The Board does not condone the use of such materials. Employees, students and parents of students must be aware that the privileges to access online services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user's agreement is signed to indicate the user's acknowledgment of the risks and regulations for computer/online services use. The District has implemented technology-blocking measures to prevent students from accessing inappropriate material or materials considered to be harmful to minors on school computers. The District has also purchased monitoring devices, which maintain a running log of Internet activity, recording which sites a particular user has visited.

“Harmful to minors” is defined as any picture, image, graphic image file or other visual depiction that:

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;
2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or lewd exhibition of genitals and
3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Superintendent/designee will develop a program to educate students on these issues.

Annually, a student who wishes to have computer network and Internet access during the school year must read the acceptable use and Internet safety policy and submit a properly signed agreement form. Students and staff are asked to sign a new agreement each year after reviewing the policies and regulations of the District. These policies and regulations also apply to use of District-owned devices, or accessing of District intranet off District property.

[Approval date: May 19, 1998]  
[Re-approval date: June 1, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: February 21, 2006]  
[Re-adoption date: July 11, 2011]  
[Re-adoption date: December 10, 2012]  
[Re-adoption date: May 22, 2017]

LEGAL REFS.: U.S. Const. Art. I, Section 8  
Family Educational Rights and Privacy Act; 20 USC 1232g et seq.  
Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554,  
HR 4577, 2000, 114 Stat 2763)  
ORC 3313.20  
3319.321

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
EDEB, Bring Your Own Technology (BYOT) Program  
GBCB, Staff Conduct  
GBH, Staff-Student Relations (Also JM)  
IB, Academic Freedom  
IIA, Instructional Materials  
IIBH, District Websites  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
Staff Handbooks  
Student Handbooks



COMPUTER/ONLINE SERVICES  
(Acceptable Use and Internet Safety)

The following guidelines and procedures shall be complied with by staff, students or community members who are specifically authorized to use the District's computers or online services.

1. Use appropriate language. Do not use profanity, obscenity or other language that may be offensive to other users. Illegal activities are strictly forbidden.
2. Do not reveal your personal home address or phone number or those of other students or colleagues.
3. Note that electronic mail (email) is not guaranteed to be private. Technology coordinators have access to all messages relating to or in support of illegal activities and such activities may be reported to the authorities.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in such a way that it disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be property of the District.
7. Rules and regulations of online etiquette are subject to change by the administration.
8. The user in whose name an online service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers and passwords private. They shall use this system only under the account numbers issued by the District.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or personal use of the system is strictly prohibited. The administration reserves the right to monitor any computer activity and online communications for improper use.
10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco nor shall they promote unethical practices or any activity prohibited by law or Board policy.

11. Users shall not view, download or transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment, intimidation, bullying or disparagement of others based on their race, color, national origin, ancestry, citizenship status, sex, sexual orientation, age, disability, religion, economic status, military status, political beliefs or any other personal or physical characteristics.
12. Copyrighted material may not be placed on the system without the author's permission.
13. Vandalism results in the cancellation of user privileges. Vandalism includes uploading/downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.
14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
15. Users are expected to keep messages brief and use appropriate language.
16. Users shall report any security problem or misuse of the network to the teacher, his/her immediate supervisor or building administrator.

(Approval date: May 22, 2017)



COMPUTER/ONLINE SERVICES  
(Network/Internet Agreement Form)

I hereby apply for a student/employee account on the District computer network:

Circle one:            Student                    Employee

Name: \_\_\_\_\_

School: \_\_\_\_\_

Home Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_

I have read and I understand this computer policy and its guidelines and regulations and agree to abide by all of the rules and standards for acceptable use stated therein. I further state that all information provided for the creation of this account is truthful and accurate.

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



Parental Release Form  
(for students under 18 years of age)

I/We, \_\_\_\_\_, the parent(s) of (student name) \_\_\_\_\_, have read and understand the computer policy and its guidelines and regulations and we agree to its terms and conditions. We confirm our child's intentions to abide by the terms and conditions therein. We also agree to supervise our child's use of the computer network from home or outside of the classroom.

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

(Re-approval date: May 22, 2017)

COMPUTER/ONLINE SERVICES  
(Staff Acceptable Use Policy)

1. The use of the network is a privilege which may be revoked by the District at any time for just cause. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software or the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access and refer the staff member for other disciplinary actions.
2. The District reserves all rights to any material stored in files which are generally accessible to others and will remove any material which the District, at its discretion, believes may be unlawful, obscene, pornographic, abusive or otherwise objectionable a staff member will not use his/her District-approved computer account/access to obtain, view, download or otherwise gain access to such materials.
3. All information services and features contained on District or network resources are intended for the private use of its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e., advertisements, political lobbying), in any form, is expressly forbidden.
4. The District and/or network resources are intended for the exclusive use by their registered users. The staff member is responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a staff member's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges.
5. Any misuse of the account will result in suspension of the account privileges and/or other disciplinary action determined by the District. Misuse shall include, but not be limited to:
  - A. intentionally seeking information on, obtaining copies of or modifying files, other data or passwords belonging to other users;
  - B. misrepresenting other users on the network;
  - C. disrupting the operation of the network through abuse of the hardware or software;
  - D. malicious use of the network through hate mail, harassment, profanity, vulgar statements or discriminatory remarks;

- E. interfering with others use of the Network;
  - F. extensive use for noncurriculum-related communication;
  - G. illegal installation of copyrighted software;
  - H. unauthorized down-sizing, copying or use of licensed or copyrighted software or
  - I. allowing anyone to use an account other than the account holder.
6. The use of District and/or network resources are for the purpose of (in order of priority):
- A. support of the academic program;
  - B. telecommunications;
  - C. general information and
  - D. recreational.
7. The District and/or network does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental or consequential damages (including lost data, information or time) sustained or incurred in connection with the use, operation or inability to use the system.
8. The staff member will diligently delete old mail messages on a regular basis from the personal mail directory to avoid excessive use of the electronic mail disk space.
9. The District and/or network will periodically make determinations on whether specific uses of the network are consistent with the acceptable use practice The District and/or network reserves the right to log Internet use and to monitor electronic mail space utilization by users. (Staff will be given updates on acceptable use determinations. Any decisions made regarding proper and/or improper use will be distributed to the staff.)
10. The staff member may transfer files from information services and electronic bulletin board services. For each file received through a file transfer, the staff member agrees to check the file with virus-detection program before opening the file for use.

11. The District reserves the right to log computer use and to monitor fileserver space utilization by users. The District reserves the right to remove a user account on the network to prevent further unauthorized activity. (Prior to removal of a user account, the affected staff member will be given notice and an opportunity to respond.)

[Adoption date: May 19, 1998]

[Re-adoption date: September 1, 1998]

[Re-adoption date: December 7, 1999]

[Re-adoption date: August 21, 2001]

[Re-adoption date: September 3, 2002]

[Re-adoption date: February 21, 2006]

[Re-adoption date: July 24, 2017]

LEGAL REFS.: U.S. Const. Art. I, Section 8

Family Educational Rights and Privacy Act; 20 USC 1232g et seq.  
Children's Internet Protection Act; (P.L. 106-554, HR 4577, 2000,  
114 Stat 2763)

ORC 1329.54 through 1329.67  
3313.20  
3319.321

CROSS REFS.: AC, Nondiscrimination

ACA, Nondiscrimination on the Basis of Sex

ACAA, Sexual Harassment

IB, Academic Freedom

IIA, Instructional Materials

JFC, Student Conduct (Zero Tolerance)

Staff Handbooks

Student Handbooks

TRANSPORTATION SERVICES MANAGEMENT

Regulations for School Bus Operation

The Department of Education, by and with the advice and consent of the Department of Highway Safety, shall adopt and enforce regulations to govern the operation of all school buses. The officers, employees, and every person employed by the District shall be subject to such regulations.

Any officer, school bus driver, or other employee of the District who violates any such regulation is guilty of misconduct and subject to disciplining action, as set forth in the approved discipline code and/or the classified staff negotiated agreement.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3317.07  
3327.01-3327.10  
4511.76-4511.78  
OAC 3301-83  
3301-87-01

CROSS REF.: Discipline Code

CONTRACT REF.: Classified Staff Negotiated Agreement



## STUDENT TRANSPORTATION SERVICES

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school. It is the desire of the Board that the transportation schedule serves the best interests of all students and the District. The Board provides transportation as required by State law.

In addition to that required by law, the Board may provide transportation to all elementary and secondary school students to the extent determined by the administration in accordance with all statutory obligations and approved by the Board. All regulations governing student transportation are in accordance with the Ohio School Bus Operation Regulations issued by the Ohio Department of Education, the Ohio State Highway Patrol and the Ohio Department of Public Safety and as required by State law.

The District will transport as many students as practical on school buses that meet all the state requirements for pupil transportation. In some cases, students may be transported by other means as defined by State law.

Fees may not be charged to students for routine transportation or for non-routine transportation for educational field trips provided during the school day.

The Board annually approves designated bus stops and time schedules as presented by the Superintendent/designee, and grants authority to the transportation supervisor/designee to adjust stops during the school year.

The transportation program is under the direction of the transportation supervisor who is responsible to the Superintendent. The Board directs the Superintendent/designee to develop District-level policies and procedures for the safe and efficient operation of student transportation services.

### Transportation to Community, STEM, STEAM and Private Schools

The District will provide transportation for eligible students who attend community, STEM, STEAM, and private schools in compliance with State law when practical.

When transportation for any student is not practical by any means approved by State law, the Board may resolve to declare transportation impractical and offer the student payment in lieu of transportation.

[Adoption date: August 1985]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: June 3, 2008]  
[Re-adoption date: June 16, 2014]  
[Re-adoption date: November 25, 2019]

LEGAL REFS.: ORC 3327.01 through 3327.10; 3327.015  
4511.76 through 4511.78  
OAC 3301-83

CROSS REFS.: EEAA, Eligibility Zones for Pupil Transportation  
EEAC, School Bus Safety Program

## ELIGIBILITY ZONES FOR PUPIL TRANSPORTATION

The Board provides transportation for resident elementary students in grades kindergarten through eight, who live more than two miles from school, and for all students with physical or mental disabilities that make walking impossible or unsafe. The transportation of high school students is optional.

The administration designates and the Board approves areas of residence from which students are provided transportation to schools. The Board may create exceptions to the established eligibility zones.

Resident students attending a joint vocational school are provided with transportation to the program from the high school they are assigned to.

The Board authorizes the staff responsible for administering the student transportation program to require student identification as a prerequisite to riding a school bus when this is deemed necessary.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 16, 2014]

LEGAL REFS.: ORC 3327.01; 3327.011  
OAC 3301-51-10

CROSS REF.: EEA, Student Transportation Services

## SCHOOL BUS SCHEDULING AND ROUTING

### Transportation Policy

The vast majority of District students are transported by bus. The Transportation Department assumes the responsibility for getting these students to and from school in a safe and efficient manner.

### Bus Passes

Bus passes will be issued for a student to ride alternate transportation home only when approved by a building administrator. Additional students riding on a bus add to the responsibility of the bus driver in respect to discipline, to changes in seating arrangements, to proper dismissal at a requested stop and to possible overcrowding.

Passes may also be issued for a medical or accident-related emergency. The parent or legal guardian should contact the building principal with an alternate bus request to get the child home safely. The necessary paperwork is completed by the building principal or his/her designee. This paperwork includes a medical authorization form which is given to the bus driver.

### Child Care

We recognize the need for parents to have their children picked up or dropped off at a child care provider or day care center. Therefore, with certain restrictions, transportation will be provided to and from a given location. The restrictions that apply are that the schedule is consistent and a bus is already regularly routed past that location.

### Routing

Students with disabilities who are enrolled in the Medina County Achievement Center (MCAC) ride MCAC vehicles to the extent it is possible and practical to do so. Where it is impractical to utilize MCAC vehicles, Board-owned vehicles and/or other means of transportation are provided in the most efficient and economical manner for these students.

The Board recognizes the importance of typically developing peers for purposes of modeling age appropriate behavior, language and adaptive skills. Where practicable and economically feasible, the Board provides transportation to and from the MCAC for typically developing peers in the same manner as for students with disabilities.

[Adoption date: August, 1985]

[Re-adoption date: May 17, 1994]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 17, 2005]

LEGAL REFS.: ORC 3327.01; 3327.03; 3327.12

Cloverleaf Local School District, Lodi, Ohio

## SCHOOL BUS SAFETY PROGRAM

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following.

1. The transportation program meets all state requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.
2. Drivers of Board-owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law.
3. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.
4. Emergency evacuation drills, supervised by someone other than the bus driver, are conducted annually to thoroughly acquaint student riders with procedures in emergency conditions.
5. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum delay and disruption of service due to mechanical or equipment failure.
6. Students in kindergarten through third grade are given instruction on school bus safety and behavior within the first two weeks of the school year. Regularly transported students in grade four through 12 are instructed in safety procedures in accordance with State law.
7. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip.

[Adoption date: August 21, 2001]

[Re-adoption date: May 6, 2008]

[Re-adoption date: June 16, 2014]

[Re-adoption date: January 11, 2016]

LEGAL REFS.: ORC 3327.09; 3327.10  
4511.75; 4511.76; 4511.761; 4511.762 through 4511.78  
OAC 3301-51-10  
3301-83

CROSS REFS.: EB, Safety Program  
EEA, Student Transportation Services  
EEAD, Non-Routine Use of School Buses  
GBQ, Criminal Records Check  
IICA, Field Trips

## BUS DRIVER EXAMINATION AND TRAINING

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. The drivers shall meet all State standards and the Board shall approve drivers with emphasis on the following qualities:

1. safety and driving ability;
2. dependability and cooperation and
3. moral values.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3327.10

## SCHOOL BUS MAINTENANCE

The Board provides and maintains buses to ensure the safety of the students and buses that will meet the State standards.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]



## STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The Board furnishes transportation in compliance with State law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the bus and after the student leaves the vehicle at the end of the school day.

Students on District managed transportation are under the authority of, and directly responsible to, the driver. The driver has the authority to enforce the established regulations for rider conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from District managed transportation privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

The Board's policy regarding suspension from District managed transportation privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on District managed transportation, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: September 23, 2009]

[Re-adoption date: June 27, 2011]

[Re-adoption date: January 11, 2016]

LEGAL REFS.: ORC 3327.01; 3327.014  
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)  
JG, Student Discipline  
Staff Handbooks  
Student Handbooks

## STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The following regulations pertain to student conduct on District managed transportation and are intended to ensure the safety and welfare of the students, the driver and other drivers on the road and to ensure safety and proper maintenance of school vehicles.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic, be sure that the road is clear both ways before crossing the highway and wait in a location clear of traffic;
2. arrive at the bus stop before the bus is scheduled to arrive in order to permit the bus to follow the time schedule;
3. not exhibit behavior at the bus stop that threatens life, limb or property of any individual;
4. sit in assigned seats (drivers have the right to assign a student to a seat and to expect reasonable conduct similar to conduct expected in a classroom);
5. reach assigned seat without disturbing or crowding other students and remain seated while the vehicle is moving;
6. obey the driver promptly and respectfully and recognize that he/she has an important responsibility and that it is everyone's duty to help ensure safety;
7. keep the vehicle clean and sanitary, refrain from chewing gum or consuming candy, food or drinks on the vehicle at any time (accept as required for medical reasons);
8. refrain from using profane language and from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);
9. remain seated keeping aisles and exits clear, keep head, arms and hands inside the vehicle at all times and not throw or pass objects on, from or into the vehicle;
10. be courteous to fellow students and to the driver;
11. treat equipment as one would treat valuable furniture in his/her home (damage to the school vehicle is strictly forbidden);

12. not use tobacco on the vehicle or possess alcohol or drugs on the vehicle except as prescription medications may be required for a student and
13. carry on the vehicle only items that can be held in their laps.

Students must remain seated until the vehicle stops, then promptly unload and wait in their designated place of safety until the vehicle leaves. Students who must cross the street to reach the residence side of the street must wait for the signal from the driver and cross in front of the vehicle after also checking for traffic themselves.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation on District managed transportation.

### Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from transportation privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.
2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.
3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

(Approval date: January 11, 2016)

## RECORDING DEVICES ON TRANSPORTATION VEHICLES

As part of the District's ongoing program to improve student discipline and ensure the health, welfare and safety of all those riding school transportation vehicles, the Board may utilize video and audio recording devices on all school vehicles transporting students to and from curricular, cocurricular and extracurricular activities.

The recording devices monitor student behavior and the recordings are hereby stipulated as admissible evidence in student disciplinary proceedings. The recordings may be student records subject to confidentiality and are subject to Board policy and administrative regulations.

[Adoption date: August 26, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 11, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.

ORC 149.43

3313.20; 3313.47; 3313.66

3319.321

3327.014

CROSS REFS.: EEAC, School Bus Safety Program

EEACC, Student Conduct on District Managed Transportation (Also JFCC)

JO, Student Records

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

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of federal and state regulations. The Board directs the Superintendent/designee to develop a school bus driver drug testing program in compliance with State and Federal laws and regulations.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 11, 2016]

LEGAL REFS.: 49 USC 31136; 31301 et seq.  
49 CFR, Subtitle A, Part 40  
ORC 4506.15; 4506.16  
OAC 3301-83-07

CROSS REFS.: EB, Safety Program  
GBCB, Staff Conduct  
GBE, Staff Health and Safety  
GBP, Drug-Free Workplace  
GBQ, Criminal Records Check  
Staff Handbooks

## SCHOOL BUS IDLING

The Board is committed to transporting students on school buses in a manner that is safe and consistent with the Board's goal of resource conservation. The Board recognizes that accumulated emissions from diesel engines can be harmful to students and bus drivers. Also, unnecessary engine idling wastes diesel fuel and financial resources. Therefore, the Board prohibits all unnecessary diesel engine idling in excess of five minutes.

Diesel engine idling in excess of five minutes in school loading zones is not permitted unless the operation of a wheelchair lift is required. This policy applies to all buses used to transport students to and from school, cocurricular/extracurricular activities, field trips and other school-related activities.

The Board directs the Superintendent/designee to develop and maintain regulations to implement this policy.

[Adoption date: March 4, 2008]

LEGAL REFS.: ORC 3327.01  
4511.76  
OAC 3301-83-20 (O)

CROSS REFS.: ECF, Energy Conservation  
EEAC, School Bus Safety Program  
Staff Handbooks

## NON-ROUTINE USE OF SCHOOL BUSES

Buses owned by the Board are used primarily for the purpose of transporting students to and from school and for school-approved activities.

“Non-routine student transportation” is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school. School buses may be used for non-routine trips only when approved by the Board and the trips do not interfere with routine transportation services.

All non-routine transportation will be conducted in compliance with State law. The Superintendent/designee will issue a trip permit that meets the requirements of the Ohio Administrative Code for any non-routine student transportation.

Buses are available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District-owned buses is scheduled through the transportation office.
2. Fees charged to groups for the use of the buses are established and made part of District regulations.
3. The drivers of the buses must meet all federal, state and District requirements for school bus drivers, and be registered with the Ohio Department of Education as a qualified bus driver.
4. The drivers of the buses ensure that the buses are not overloaded, emergency exits are not blocked, and that students conduct themselves in a safe and orderly manner while in the buses and that the buses are operated in a safe and lawful manner.
5. The drivers of the buses are responsible for reporting in writing to the transportation office the condition of buses, particularly any need for repair or servicing.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 19, 2013]

[Re-adoption date: January 11, 2016]

LEGAL REFS.: ORC 3327.01; 3327.05; 3327.10; 3327.13; 3327.14; 3327.15  
OAC 3301-83-16

CROSS REFS.: EEACD, Drug Testing for District Personnel Required to Hold a  
Commercial Driver’s License  
GBQ, Criminal Records Check  
IICA, Field Trips

Cloverleaf Local School District, Lodi, Ohio

## STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School bus transportation is provided for all officially approved transportation requests to and from student activities. The use of private vehicles for transportation of students, volunteers, teachers and other employees to and from student activities is discouraged. If an emergency arises, transportation by private vehicles is permitted only in extenuating circumstances and if previously approved by the appropriate administrator. The driver must present evidence that the vehicle and the driver are covered for liability, medical payments, physical damage and uninsured motorist liability.

If it is necessary to use private vehicles on a routine basis, evidence must be presented to the appropriate administrator that the vehicle, driver and purpose meet the requirements in Ohio Administrative Code for transportation in vehicles other than school buses, and that the driver is listed as a certified van driver by the Ohio Department of Education. The Board may procure accident insurance covering all pupils and other authorized passengers transported under the authority of the Board. This excess insurance provides compensation for injury or death to any student or authorized passenger caused by any accident arising out of or in connection with the operation of a private vehicle transporting students and other authorized passengers. The amounts and terms must be agreed upon by the Board and the insurance company.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 11, 2016]

LEGAL REFS.: ORC 3327.01; 3327.02; 3327.09  
OAC 3301-83-19



## SCHOOL-OWNED VEHICLES

School transportation is provided for all officially approved transportation requests. Employees permitted to use school vehicles must comply with the following:

1. All drivers must hold a current and appropriate Ohio Driver's License and insurance.
2. All laws of the state vehicle code must be adhered to during operation of the vehicle.
3. The assignment of school-owned vehicles must be defined in the employee's job description and/or permission granted by the Superintendent or his/her designee.
4. Employees cannot use the vehicle for personal business. Should an accident occur at a time when the vehicle is being used for personal business, the employee is responsible for both bodily injury and property damages.
5. Unless administrative approval is given, all employees driving school vehicles must park them on school property. Those employees on 24-hour call must park the vehicle on the school premises when absent for vacation or an extended period of time. Any exception to this provision must have administrative approval.
6. School employees must operate Board vehicles in a safe, efficient and prudent manner. Vehicles operated by school employees are parked in secure areas and locked when unattended.
7. The operator of a school vehicle cannot use a cell phone while the vehicle is in motion.
8. The driver of the vehicle is responsible for inspecting the vehicle prior to use and reporting any mechanical or physical damage to the bus garage mechanic for repair.
9. The operator of the vehicle is required to report any parking or traffic ticket incurred while operating the vehicle to his/her supervisor.
10. All above rules also apply for occasional operation of school-owned vehicles by professional and support employees.
11. Those authorized to use the vehicle for any personal reason (e.g., commute to and from residence) must report it as a taxable benefit in accordance with Internal Revenue Service regulations.
12. Drivers are responsible for the appearance, interior and exterior cleanliness and general condition of the vehicle.
13. Violation of this policy may result in disciplinary action up to and including termination.

[Adoption date: April 19, 2005]

FOOD SERVICES MANAGEMENT/  
FREE AND REDUCED-PRICE FOOD SERVICES

The Board operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs.

The food services staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to Board approval, except for a la carte food prices. The food services supervisor sets these prices without Board approval.

As required for participation in the National Child Nutrition Programs, the Board agrees that:

1. breakfast and a "Type A" lunch are made available to students, provided at least one-fifth of the students are eligible under Federal law for free meals;
2. breakfast is made available in every school in which the parents of at least one-half of the children enrolled have requested that the breakfast program be established;
3. students who qualify receive free or reduced-price meals;
4. all meals must meet USDA nutritional standards;
5. the management of food services complies with all federal, state and local regulations and
6. a summer meal program is provided to students attending a state-mandated summer remedial program.

All students are expected to eat lunch at school and may not leave school grounds during the lunch hour, except when permission has been granted by the principal. Students are permitted to bring their lunches from home and to purchase milk and incidental items.

School lunch funds and other food service funds are kept in a special account.

The District provides for 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.

### Meal Charges

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

### Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, school-wide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: August, 1985]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: July 26, 2010]  
[Re-adoption date: September 25, 2017]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265  
(Title I, Section 204), 118 Stat. 729  
National School Lunch Act; 42 USC 1751 et seq.  
Child Nutrition Act; 42 USC 1771 et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et  
seq.  
Rehabilitation Act of 1973; 29 USC 794  
ORC 3313.719; 3313.81; 3313.812; 3313.813; 3313.815  
3314.18  
OAC 3301-91-01 through 3301-91-09

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability  
EFF, Food Sale Standards  
EFG, Student Wellness Program  
EFH, Food Allergies  
JHCD, Administering Medicines to Students  
JN, Student Fees, Fines and Charges

FOOD SERVICES MANAGEMENT/FREE AND REDUCED-PRICE FOOD SERVICES  
(School Meal Charge)

The District is implementing this charge policy pursuant to U.S. Department of Agriculture memo SP 46-2016 “Unpaid Meal Charges: Local Meal Charge Policies.”

The food service department is self-supporting and no general funds are used to support this department. All funds come from purchases and reimbursements from meals sold. Unpaid charges place a financial strain on the food service department.

We understand that emergencies occur and a child can leave home without having lunch or lunch money in their account. The food service department will take care of your child/children’s needs when this happens. Please understand we must comply with state and federal guidelines and must maintain a system for accounting for charged meals for both reduced and full paid students.

We encourage all families to register on EZPay, our online payment site. You can choose the amount to add to the account. You will need your child’s student number, which can be found on the PowerSchool parent portal or contact the food service director. Your account can be customized to receive low balance reminder notices, which can be sent to your email or your phone.

Students can charge up to \$10. Students with negative balances cannot purchase ala carte items until the balance is no longer negative. This includes students who have negative balances and wish to purchase ala carte items with cash. The cash will be used to pay off their negative balance and they will not receive the ala carte item. In addition, students may not charge ala carte items. This includes extra sandwiches, snack foods and beverages to include milk.

Parents are responsible for their child/children’s lunch accounts. This includes times when a child may throw away a lunch brought from home and charge a lunch with the food service department. If you do not want your child/children to purchase meals and/or ala carte, please call or email Carrie Beegle, the food service director at 330-302-0312; [carrie.beegle@cloverleaflocal.org](mailto:carrie.beegle@cloverleaflocal.org) or the cafeteria manager at your school. We will then place a notification on your child’s account stating no charging for the item specified.

When a child reaches their charge limit at the elementary school, they will receive a choice of a cheese sandwich or peanut butter and jelly uncrustable along with a fruit, vegetable and a milk. They will not be charged for the meal for the first five meals. After five meals, they will be charged the normal lunch price.

There is no charging at the middle and high school levels past the \$10.

“Colts Care” Meals program is supported through community donations and is used to help pay the cost of breakfast or lunch when a student has used all charging privileges. This fund may be used a total of three meals per month. Anything over that amount will be considered excessive and your child will be denied a charge. Colts Care charges must be repaid to allow other students the opportunity when they are in need.

Negative lunch charges will follow students from year to year and will not drop off until they are paid. If you have a child that is graduating, their school fees and negative balance must be paid before they receive their diploma.

(Approval date: March 19, 2019)

## FOOD SALE STANDARDS

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines.

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:
  - A. daily nutritional needs of students, consistent with the guidelines established by the U.S. Department of Agriculture (USDA);
  - B. provisions of the District's student wellness program and
  - C. nutritional guidelines established by State law.
2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:
  - A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school premises in compliance with State law and
  - B. specifying the time and place each type of food or beverage may be sold.
3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced for non-breakfast/lunch food and beverage sales:
  - A. Foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations may not be sold during the school day. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.
  - B. Bake sales and other school fundraising activities involving food and beverage items may not be held during the school day.
4. Annually, the food services supervisor reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for events and activities held outside the school day.

Compliance with nutritional standards is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]

[Re-adoption date: October 27, 2014]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3301.68  
3313.814; 3313.816; 3313.817  
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management  
EFG, Student Wellness Program  
IGDF, Student Fundraising Activities



## STUDENT WELLNESS PROGRAM

The Board directs the Superintendent/designee to develop and maintain a student wellness plan in compliance with Federal law.

The student wellness plan:

1. includes goals for nutrition promotion and education, physical activity and other school-based activities designed to promote student wellness that are developed with consideration of evidence-based strategies and techniques;
2. includes nutrition guidelines for all foods provided, but not sold to students in the District during the school day in order to promote student health and reduce childhood obesity;
3. provides assurance that District guidelines for all food and beverages sold during the school day are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture (USDA) and that marketing of foods and beverages on the school campus during the school day is prohibited for foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations and
4. establishes a plan of implementation and evaluation, including designating one or more persons within the District with the responsibility for ensuring that the District is compliant with Federal law.

Development of the student wellness plan must be a collaborative effort between parents, students, food service workers, physical education teachers, school health professionals, administrators, the Board and the public.

The District notifies the public of the wellness plan at least annually. The wellness plan is assessed at least once every three years and the results of the assessment are made available to the public.

[Adoption date: August 1, 2006]

[Re-adoption date: May 22, 2017]

[Re-adoption date: November 26, 2018]

[Re-adoption date: November 25, 2019]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265  
(Title I, Section 204), 118 Stat. 729  
National School Lunch Act; 42 USC 1751 et seq.  
Child Nutrition Act; 42 USC 1771 et seq.  
7 CFR, Subtitle B, Chapter 11, Part 210  
7 CFR 220  
7 CFR 225  
7 CFR 245  
ORC 3313.814  
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management  
EFB, Free and Reduced-Price Food Services  
EFF, Food Sale Standards  
IGAE, Health Education  
IGAF, Physical Education  
KJ, Advertising in the Schools

## STUDENT WELLNESS PROGRAM

### Nutrition Guidelines

The Board is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

1. child nutrition programs comply with federal, state and local requirements and child nutrition programs are accessible to all children;
2. sequential and interdisciplinary nutrition education is provided and promoted;
3. patterns of meaningful physical activity connect to students' lives outside of physical education;
4. all school-based activities are consistent with local wellness policy goals;
5. all foods made available on campus adhere to food safety and security guidelines and
6. the school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals.

To achieve these policy goals:

#### I. School Health Councils

The District and/or individual schools within the District create, strengthen or work within existing school health councils to develop, implement, monitor, review and, as necessary, revise school nutrition and physical activity policies. The councils also serve as resources to school sites for implementing these policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students and representatives of the school food authority, members of the Board, school administrators, teachers, health professionals and members of the public.)

2. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast programs:

- A. are appealing and attractive to children;
- B. are served in clean and pleasant settings;
- C. meet, at a minimum, nutrition requirements established by local, state and federal statutes and regulations;
- D. offer a variety of fruits and vegetables and
- E. serve low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA).

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- A. schools, to the extent possible, operate the School Breakfast Program;
- B. schools, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast or breakfast during morning break or recess;
- C. schools that serve breakfast to students notify parents and students of the availability of the School Breakfast Program and
- D. schools encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals

Schools make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

### Meal Times and Scheduling

Schools:

- A. when possible, provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- B. should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- C. schedule lunch periods to follow recess periods (in elementary schools); when schedules permit;
- D. provide students access to hand washing or hand sanitizing before they eat meals or snacks and
- E. should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

### Qualifications of School Food Service Staff

Qualified nutrition professionals administer the school meal programs. As part of its responsibility to operate a food service program, the District provides continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers and cafeteria workers, according to their levels of responsibility.

### Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal and snack times, given concerns about allergies, other restrictions on some children's diets and to prevent the spread of germs.

### Fund-Raising Activities

Schools encourage fund-raising activities that promote physical activity. The District makes available a list of ideas for acceptable fund-raising activities. Fund-raisers are to be approved by the building principal taking these guidelines into consideration.

### Snacks and Rewards

Schools assess if and when to offer snacks and rewards based on timing of school meals, children's nutritional needs, children's ages and other considerations. The District disseminates a list of healthful snack items to teachers, after-school program personnel and parents. Schools will not withhold food or beverages (including food served through school meals) as a punishment.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

### In School Celebrations

The District disseminates a list of healthy party ideas to parents and teachers that promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;

#### 3. School Fluoride program

Schools will work towards expanding the present rinse fluoride program.

### Prevention Guidelines

Our District prevention mission is to educate and empower our students to accomplish their goals while providing them support in health decision making.

To accomplish these goals:

1. prevention, intervention and referral is available, District-wide, whenever possible, through education and alternate activities for students;
2. support services, to the extent possible, are provided to students who may be at-risk or have code of conduct violations;
3. individual and group education/support (anger management, grief, life skills training, healthy decisions making, etc.) are available District-wide including, but not limited to, early intervention and referral;
4. tobacco education groups are made available to students via group intervention and/or mentoring programs;
5. student meditation is available to students;

6. classroom presentation on depression, tobacco, alcohol and other drugs via trained professional, community members or trained mentors;
7. Red Ribbon Activities are available District-wide;
8. parent and staff education opportunities are provided via PTO, staff meetings, parent newsletters, training, etc. and
9. community service projects are made available for students to participate in (Toys for Tots, Mix It Up Day, Cloverleaf Memorial Garden).

### Physical Education Guidelines

1. Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
2. Adequate equipment is available for all students to participate in physical education. Physical activity facilities on school grounds are safe.
3. Information is provided to families to help them incorporate physical activity into their student's lives.
4. Schools are encouraged to provide community access to and encourage students and community members to use the school's physical activity facilities outside of the normal school day.

### Physical Activity Opportunities ad Physical Education

#### Physical Education (P.E.) K-12

To the extent possible, all students in grades K-12, including students with disabilities, special health-care needs and in alternative educational settings receive daily activity for the entire year. Students spend at least 50% of physical education class time participating in moderate to vigorous activity.

#### Daily Recess

To the extent possible, all elementary school students have daily supervised recess, (preferably outdoors) during which moderate to vigorous activity is encouraged, verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school wide testing, make it necessary for students to remain indoors for long periods of time, schools should give the students periodic breaks during which they are encouraged to stand and be moderately active.

#### Physical Activity Opportunities Before, During and After School

To the extent possible, all elementary, middle and high schools offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, as appropriate, offer interscholastic sports programs. Schools offer a range of activities that meet the needs, interest and abilities of all students, including boys, girls, students with disabilities and students with special health-care needs.

To the extent possible, after-school child care and enrichment programs provide and encourage, verbally and through the provision of space, equipment, and activities, daily periods of moderate to vigorous physical activity for all participants.

#### Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. To the extent possible:

1. classroom health education complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as television watching and video games;
2. opportunities for physical activity are incorporated into other subject lessons, as appropriate and
3. classroom teachers provide short physical activity breaks between lessons or classes, as appropriate.

#### Communication with Parents

To the extent possible, the District/school provides information about physical education and other school-based activity opportunities before, during, and after the school day. The information about physical education and physical activity can be shared through website, newsletter or take-home materials, special events or physical education homework.



Staff Wellness Program

Cloverleaf Local School District highly values the health and well-being of every staff member and plans to implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The District establishes and maintains a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, union representative and employee benefits specialists. The committee should develop, promote and oversee a multi-faceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity and other elements of a healthy lifestyle among school staff.

(Approval date: August 1, 2006)

## FOOD ALLERGIES

The purpose of this policy is to establish a safe environment for students with food allergies and to support parents regarding food allergy management. In accordance with State law, it is the policy of the Board to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The Board takes food allergies seriously and understands that food allergies can be life threatening. Recognizing that the risk of accidental exposure to foods can be reduced in the school setting, the District administration is committed to minimizing risks and providing a safe educational environment for food-allergic students. Students with dietary needs that qualify as disabilities under State and Federal law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The administration consults with parents, school nurses and other school employees, school volunteers, students and community members to gather information for the development and implementation of a food allergy plan. The plan includes, but is not limited to, school-wide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: December 15, 2009]

[Re-adoption date: July 26, 2010]

LEGAL REFS.: Child Nutrition Act of 1966; 42 USC 1771 et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et  
seq.  
Rehabilitation Act of 1973, 29 USC 794  
ORC 3313.719; 3313.81; 3313.812; 3313.813  
3314.03  
3326.11  
OAC 3301-91-01 through 3301-91-08

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability  
EF, Food Services Management  
EFB, Free and Reduced-Price Food Services  
EFF, Food Sale Standards  
EFG, Student Wellness Program  
IGBA, Programs for Students with Disabilities  
JHCD, Administering Medicines to Students

## COPYRIGHT

The Board conforms to existing Federal copyright laws and maintains the highest ethical standards in the use of copyrighted materials for instructional purposes.

The Board encourages its staff to enrich the learning programs by making proper use of supplementary materials. It is the responsibility of the staff to abide by the copying procedures and obey the requirements of Federal law. Under no circumstances may employees of the District violate copyright requirements in order to perform their duties properly. The Board is not responsible for any violations of the Copyright Act by its employees.

The Copyright Act affects all employees because it sets guidelines regarding the duplication and use of all copyrighted materials – print, nonprint, music, computer software and others. The Superintendent is responsible for disseminating the guidelines for duplication and use of copyrighted materials to all employees.

Any employee who is uncertain as to whether the use or reproducing of copyrighted materials complies with federal guidelines or is permissible under Federal law shall contact the Superintendent/designee.

[Adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 11, 2011]

LEGAL REFS.: U.S. Const. Art. I, Section 8  
Copyright Act; Pub. L. No. 94-533; 17 USC101 et seq.

CROSS REFS.: IIA, Instructional Materials  
IIAC, Library Materials Selection and Adoption

## COPYRIGHT

### Educational Use of Copyrighted Print Materials

#### 1. Fair use

The fair use of copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered include the:

- A. purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- B. nature of the copyrighted work;
- C. amount and substantiality of the portion used in relation to the copyrighted work as a whole and
- D. effect of the use upon the potential market for or value of the copyrighted work.

#### 2. Single copying for teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- A. a chapter from a book;
- B. an article from a periodical or newspaper;
- C. a short story, short essay or short poem, whether or not from a collective work or
- D. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

3. Multiple copies for classroom use

Multiple copies (not to exceed more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. the copying meets the tests of brevity, spontaneity and cumulative effect as defined below and
- B. each copy includes a notice of copyright.

1) Brevity

Poetry: (a) a complete poem if fewer than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

Prose: (a) a complete article, story or essay of fewer than 2,500 words or (b) an excerpt of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

Each of the numerical limits stated in "poetry" and "prose" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

Illustration: one chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.

Special work: certain work in poetry, prose or "poetic prose", which often combines language with illustrations, of fewer than 2,500 words.

A "special work" may not be reproduced in its entirety. However, an excerpt comprising not more than two of the published pages of a special work, and containing not more than 10% of the words found in the text thereof, may be reproduced.

2) Spontaneity

The copying is at the instance and inspiration of the individual teacher. The inspiration and decision to use the work, and the moment of its use for maximum teaching effectiveness, are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3) Cumulative effect

The copying of the material is for only one course in the school in which copies are made.

Not more than one short poem, article, story or essay, or two excerpts, may be copied from the same author, nor more than three from the same collective work or periodical volume, during one class term.

The limitations stated in the preceding two paragraphs shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

The limitations as to single copying for teachers and multiple copies for classroom use are applicable.

4. Prohibitions

- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works. Such replacements or substitutions may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- B. There shall be no copying of or from works intended to be “consumable” in the course of study or teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets and similar consumable material.
- C. Copying shall not:
  - 1) substitute for the purchase of books, publishers’ reprints or periodicals;
  - 2) be directed by higher authority or
  - 3) be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

Educational Use of Copyrighted Music

1. Permissible uses

- A. Emergency copying may be done to replace purchased copies which for any reason are not available for an imminent performance, provided purchased replacement copies shall be substituted in due course.

- B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.
  - C. Printed copies which have been purchased may be edited or simplified, provided that the fundamental character of the work is not distorted or that lyrics, if any, are not altered or added.
  - D. A single copy of recordings of performances by students may be retained by the educational institution or individual teacher.
  - E. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)
2. Prohibitions
- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works.
  - B. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets and similar material is prohibited.
  - C. Copying shall not be used for the purpose of performance except as previously stated.
  - D. Copying shall not be used for the purpose of substituting for the purchase of music except as previously stated.
  - E. Copying without inclusion of the copyright notice which appears on the printed copy is prohibited.

#### Educational Use of Copyrighted Audiovisual Material

- 1. Before reproducing small portions of sound recordings, filmstrips, slide sets, transparencies or motion pictures, or videotaping commercial television broadcasts, employees shall consult with the principal to determine whether the proposed action complies with the “fair use” principles of the Copyright Act.



2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting Systems educational television station. Before recording the telecast, the following conditions shall be satisfied.
  - A. The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.
  - B. Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, Board meeting or similar activity.
  - C. Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.
  - D. Recordings made from evening programs, which may be copied, shall be retained for no more than seven days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

#### Educational Use of Copyrighted Library Material

1. A library may make a single copy of unpublished work to replace a damaged, deteriorated, lost or stolen copy, provided that an unused replacement cannot be obtained at a fair price.
2. A library may provide a single copy of copyrighted material at cost to a student or staff member.
  - A. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. Under the latter circumstances, the entire work may be copied.
  - B. The copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.
3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies as previously stated.

### Copying Limitations

1. Circumstances arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the Superintendent shall be contacted. If the Superintendent is uncertain, he/she shall consult with the District's legal counsel.
2. The following prohibitions have been expressly stated in federal guidelines.
  - A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
  - B. Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets or similar materials.
  - C. Employees shall not:
    - 1) use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material, except as permitted by District procedure;
    - 2) copy or use the same items from term to term without the copyright owner's permission;
    - 3) copy or use more than nine instances of multiple copying of protected material in any one term;
    - 4) copy or use more than one short work or two excerpts from works of the same author in any one term or
    - 5) copy or use protected materials without including a notice of copyright. The following shall constitute a satisfactory notice:

NOTICE: THIS MATERIAL MAY BE PROTECTED BY  
COPYRIGHT LAW.
3. Employees shall not reproduce or use copyrighted material at the direction of a District administrator without permission of the copyright owner.

### Computer Software Copyright

The Board recognizes that computer software piracy is a major problem for the industry, and that violations of copyright laws contribute to higher costs and lessen incentives for publishers to develop effective educational software. Therefore, in an effort to discourage software piracy and to prevent such illegal activity, the District takes the following steps.

1. The ethical and practical implications of software copyright violations are provided to all employees and students using District computer facilities and software.

2. Employees and students are informed that they are expected to adhere to the Copyright Act and all subsequent amendments thereto governing the use of software.
3. Wherever possible, efforts will be made to prevent software from being duplicated from compact disks, hard drives or networked systems.
4. Illegal copies of copyrighted software shall not be made or used on District equipment.
5. District administrators are designated as the only individuals who may sign license agreements for educational software used on District computers.
6. Documentation of licenses for software used on District computers is located at the site where the software is being used.

#### Unsupervised Copy Equipment

The following notice, in large type, shall be affixed to all District copying equipment (Xerox, Thermofax, audio recorder, video recorder and copy camera):

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE  
MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON  
USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

#### Library Copying for Students or Staff

1. The following notice, in large type, shall be posted prominently where copies are made available to students or staff:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE  
MAKING OF COPIES OF COPYRIGHTED MATERIAL.

2. The following notice, in large type, shall be posted prominently where print copies are made available to students and/or staff:

#### WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE  
MAKING OF COPIES OR OTHER REPRODUCTION OF COPYRIGHTED  
MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIED CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

## TELEPHONE SERVICES

District telephones are provided for official school use. In order to permit staff members to make necessary personal calls with minimum loss of time, certain telephones may be used for personal calls. Staff members making personal calls are responsible for and shall pay any long distance and/or toll charges.

Students are not to use the school office telephones, except in cases of emergency. Use of pay telephones by students while classes are in session is subject to the approval of authorized school personnel.

Cellular telephones may be provided to certain staff members who have:

1. administrative authority;
2. supervision of students during field trips;
3. supervision of students during athletic and other extracurricular activities, practices or events that meet away from District buildings or
4. employees needing cellular telephones for communication in the performance of their duties.

The Board authorizes the Superintendent or his/her designee to develop administrative guidelines for the proper handling of use and charges.

[Adoption date: August 21, 2001]

[Re-adoption date: August 21, 2007]

LEGAL REFS.: ORC 3313.20  
OAC 3301-35-06

CROSS REFS.: JFCK, Use of Electronic Communications Equipment by Students  
Staff Handbooks  
Student Handbooks

## TELEPHONE SERVICES

The administration has established the following regulations for the appropriate use of District-owned cellular telephones and other communication devices.

1. The Superintendent/designee approves the request by an employee for a cellular telephone or other communication device prior to purchase. The requesting employee provides the justification for purchase.
2. The Treasurer's office facilitates the purchase of all cellular telephones or other communication devices in accordance with applicable State laws and District policies including the selection of cellular carriers and identification of costs for equipment and rate plans.
3. The following approvals are required for the purchase of additional, supplemental or replacement equipment:
  - A. Board President/designee for the Superintendent or
  - B. Superintendent/designee for other staff members.
4. The Treasurer/designee selects the rate plan which best meets the needs of the user considering the position of the user and the requirements for out-of-office duties.
  - A. The Treasurer/designee researches and establishes acceptable rate plans for consideration that meet the mission of the District.
  - B. The Treasurer/designee is responsible for making appropriate changes or adjustments to rate plans.
  - C. Detailed billing, delineating all calls placed and received, is required for all cellular telephones and/or communication devices.
5. The Treasurer/designee, as a minimum, completes an annual review of all cellular telephones or communication devices in order to determine if the:
  - A. phones are being used appropriately and frequently enough to justify continued use and
  - B. rate plan(s) assigned are appropriate for the type of use required.

6. Each user of a cellular telephone or communication device is responsible for reviewing their monthly billing/statement to verify all charges.
  - A. All District-related long distance calls are clearly delineated and initialed.
  - B. Monthly billings/statements are forwarded to the Treasurer's office in a timely manner to ensure prompt payment. The District is not responsible for late fees or finance charges.
7. If the total of the monthly billing exceeds the base plan, the employee reimburses the District for the difference less any District-related long distance and roaming charges.
8. The following are unauthorized uses of cellular telephone and communication devices:
  - A. any call which could reasonably be made from a standard telephone or other communication method;
  - B. any call made in relation to an employee's personal business enterprise or
  - C. any call for the purpose of personal entertainment (e.g., 900 numbers, movie links, Internet access, etc.).
9. The Treasurer/designee retains the right to suspend or discontinue the use of any or all cellular telephones or communication devices if determined to be in the best interest of the District.
10. When using cellular telephones or communication devices, employees shall exercise appropriate measures to ensure their personal safety and the safety of those around them. For example, using cellular telephones or communication devices:
  - A. near combustible fuels (or similar products) or supply sources;
  - B. when operating a motor vehicle;
  - C. near public safety equipment;
  - D. at or near any other location where the safety of citizens or facilities can be compromised;
  - E. in any location where use is stated or posted as being inadvisable or unlawful or
  - F. in any location deemed inappropriate or unsafe.

11. Violations of the cell phone rules may result in disciplinary action up to and including termination of employment.

(Approval date: August 21, 2007)



## DATA AND RECORDS RETENTION

All records<sup>1</sup> are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

The District Records Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months.

The function of the commission is to review applications for one-time disposal of obsolete records and schedules of records retention and disposition submitted by any employee of the District. Records may be disposed of by the District pursuant to the procedure outlined below. The commission may at any time review any schedule it has previously approved and may revise that schedule, in accordance with State law.

The Superintendent designates a Records Officer in each department/building who is responsible for all aspects of records retention, including electronic mail, within that department/building.

When the District Records Commission has approved an application for one-time disposal of obsolete records, or any schedule of records retention and disposition, the applications and/or schedules are sent to the Ohio History Connection (OHC) for review. The OHC will review the application or schedule within a period of 60 days. During this time, the OHC may select for its custody any records it considers to be of continuing historical value. The OHC will denote upon any schedule of records retention, and disposal, the records for which they will require a certificate of records disposal prior to their disposal. After the OHC has completed their review, OHC will forward the applications and/or schedules to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application and/or schedule within 60 days.

Before public records are disposed of pursuant to an approved schedule, the District must inform OHC of the disposal of only the records that OHC has requested to see. OHC is given the opportunity for a period of 15 days to select for its custody such public records as it considers to be of continuing historical value.<sup>2</sup>

### Electronic Mail and Social Media Content

Electronic mail sent or received by the Board and/or District employees and social media content may be considered a public record subject to public disclosure or inspection under the Open Meetings Act (Sunshine Law). If the electronic mail or social media content is the District's official record and meets the definition of a record as defined by State law, then the information must be retained in accordance with the District records retention schedule.

All Board and District electronic mail communications and social media content are monitored in accordance with the attached regulation to ensure that all electronic mail and social media public records are retained, archived and destroyed in compliance with State law.

District employees are subject to disciplinary action for violation of this policy and regulation.

[Adoption date: April 14, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: June 27, 2011]  
[Re-adoption date: June 24, 2013]  
[Re-adoption date: January 23, 2017]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.  
ORC 9.01  
149.011; 149.35; 149.381; 149.41; 149.43  
3313.29  
3319.321  
3701.028  
Ohio History Connection Form RC-1  
Ohio History Connection RC-2  
Ohio History Connection Form RC-3

CROSS REFS.: DI, Fiscal Accounting and Reporting  
GBL, Personnel Records  
JO, Student Records  
KBA, Public's Right to Know

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<sup>1</sup>Records include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District, RC 149.011.

<sup>2</sup>The Ohio History Connection may not review or select for its custody the records set forth in RC 149.381(E).

## DATA AND RECORDS RETENTION (Electronic Mail)

The Ohio Electronic Records Committee has established the following guidelines for managing electronic mail (email) and social media content.

Retention or disposition of email messages and social media content must be related to the information they contain or the purpose they serve. The content, transactional information and any attachments associated with the message are considered a record (if they meet State law criteria). Because the content of email messages and social media content may vary considerably, the content must be evaluated to determine the length of time messages and content must be retained.

### Electronic Mail

There are two categories of email retention: non-record messages and official record messages.

### Non-Record Messages

Email messages that do not meet the criteria of the Ohio Revised Code definition of a record may be deleted at any time, unless they become part of some official record as a result of special circumstances. These items may be immediately deleted, or maintained in a “Non-Record” mail box and deleted later, just as you might trash the unwanted publications or promotional flyers. Types of messages may include:

1. Personal Correspondence: Any email not received or created in the course of state business may be deleted immediately since it is not an official record. Examples include, but are not limited to, the “Let’s do lunch” (not a business lunch) or “Can I catch a ride home” type of note.
2. Non-State Publications: Publications, promotional material from vendors and similar materials that are “publicly available” to anyone are not official records. In the electronic world, this includes list serve messages (other than those you post in your official capacity), unsolicited promotional material (“spam”), files copied or downloaded from Internet sites, etc.

## Official Record Messages

Email messages that meet the definition of a record in the Ohio Revised Code are official records and must be scheduled, retained and disposed of as such. These official records fall into the following categories:

1. Transient Messages: This type of email has a very limited administrative value. Transient messages do not set policy, establish guidelines or procedures, certify a transaction or become a receipt. The informal tone of transient messages might be compared to a communication that might take place during a telephone conversation or in an office hallway.

Transient Documents: Include telephone messages, drafts and other limited documents that serve to convey information of temporary importance in lieu of oral communication.

Retention: Until no longer of administrative value, then destroy

2. Intermediate Messages: Email messages that have more significant administrative, legal and/or fiscal value but are not scheduled as transient or permanent should be categorized under other appropriate record series. These may include (but are not limited to):
  - A. General Correspondence: Includes internal correspondence (e.g., letters, memos); also, correspondence from various individuals, companies and organizations requesting information pertaining to agency and legal interpretations and other miscellaneous inquiries. This correspondence is informative. (It does not attempt to influence District policy.)

Retention: One year, then destroy

- B. Routine Correspondence: Referral letters, requests for routine information or publications provided to the public by the District that are answered by standard form letters.

Retention: Six months, then destroy

- C. Monthly and Weekly Reports: Document status of ongoing projects and issues; advise supervisors of various events and issues.

Retention: One year, then destroy

- D. Minutes of Agency Staff Meetings: Minutes and supporting records documenting internal policy decisions.

Retention: Two years, then transfer to State Archives for their possible retention or destruction

3. Permanent Messages: Email messages that have significant administrative, legal and/or fiscal value and are scheduled as permanent also should be categorized under the appropriate record series. These may include, but are not limited to:

- A. Executive Correspondence: Correspondence dealing with significant aspects of the administration of executive offices. Correspondence includes information concerning policies, program, fiscal and personnel matters.

Retention: Two years, then transfer to State Archives

- B. Departmental Policies and Procedures: Includes published reports, unpublished substantive reports and policy studies.

Retention: Retain until superseded, obsolete or replaced, then transfer to State Archives for their possible retention and destruction

### Social Media Content

Social media content that meets the definition of a record as defined by State law is an official record of the District and must be scheduled, retained and disposed of as such. The District will work with stakeholders to determine the appropriate method for preserving content created through the use of social media. When determining whether social media content must be retained, the District will:

1. Look beyond the electronic social medium and analyze the content to determine if the information meets the definition of a record as defined by State law that must be managed and kept in accordance with retention schedules.
2. Determine whether the information or social media content is duplicated elsewhere:
  - A. If the content or information is duplicated elsewhere, then the social media version will be considered a secondary copy and will not need to be maintained in accordance with the records retention schedule.
  - B. When the official record becomes eligible for disposal, duplicate content maintained on social media will also be purged.

3. Whenever possible, the District will make an effort to map the information value of the social media content to existing records retention schedules. If content is determined to have record value and cannot be mapped to an existing schedule, a new retention schedule will be created and approved.

(Approval date: June 27, 2011)

(Re-approval date: June 24, 2013)

## INSURANCE MANAGEMENT

The Board has the responsibility to maintain an adequate and comprehensive insurance program covering its buildings and grounds, fleet of school buses and individuals discharging responsibilities for the District.

The Superintendent/Treasurer have the responsibility of administering the total insurance program.

The District will make every effort to obtain insurance at the most economical cost, consistent with required coverage and service, through obtaining quotations or bids.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 9.83  
9.90  
3313.201; 3313.202; 3313.203  
3327.09  
3917.01; 3917.04

CROSS REFS.: GBEA, Staff Protection  
JHA, Student Insurance Program

## SECTION F: FACILITIES DEVELOPMENT

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FA*	Facilities Development Goals
FAA	Facilities Development Priority Objectives
FB*	Facilities Planning
FBA	Facilities Planning Advisers
FBB	Enrollment Projections
FC	Facilities Capitalization Program
FD*	Tax Issues (Also KBE)
FE	Facilities Construction
FEA	Educational Specifications
FEB	Selection of Architect
FEC	Facilities Development Plans and Specifications
FECA	Site Plans and Specifications
FECB	Construction Plans and Specifications
FECC	Equipment Plans and Specifications
FED	Construction Cost Estimates and Determinations
FEE*	Site Acquisition Procedure
FEF*	Construction Contracts Bidding and Awards
FEFA	Contractor's Fair Employment Clause
FEFB	Contractor's Affidavits and Guarantees
FEG	Supervision of Construction
FEH	Construction Project Insurance Program
FEI	Construction Project Records and Reports
FF	Naming New Facilities
FFA	Memorials
FFB	Names on Building Plaques
FG	Board Inspection and Acceptance of New Facilities
FH	Staff Orientation to New Facilities
FI	Public Dedication of New Facilities
FJ	Temporary School Facilities
FK	Facilities Renovations
FL*	Retirement of Facilities

\* denotes the areas covered by Board policy



## FACILITIES DEVELOPMENT GOALS

The educational program is influenced significantly by the environment within which it functions. The development of a quality educational program and District facilities which help to implement it should be complementary.

It is this Board's goal to provide the facilities needed for the number of students in the District, to provide the kind of facilities which best support and accommodate the educational program and to develop a long-range planning and evaluation program.

The Board recognizes that capital outlay funds are limited and that it must establish priorities in order to make the best use of the school building funds. Whenever possible, the cultural as well as educational needs of the community are considered in planning facilities expansions.

Architects employed by the Board are expected to plan for simplicity of design, sound economics (including low, long-range maintenance costs), efficiency in energy consumption, low insurance rates and high educational utility and flexibility.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3318.01  
OAC 3301-35-03

## FACILITIES PLANNING

The Board is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board concerns itself with both short- and long-range planning as they relate to the properties of the District.

The Board follows a long-term building program to serve as a guide for capital improvements. This program is subject to systematic study, revision and extension. The respective construction projects are acted upon individually when proposed for implementation.

The Board building program is designed to provide adequate facilities to conduct educational programs for all students residing in the District. The building program is based upon specific Board policies which have been, and continue to be, modified to conform to changes in the curriculum, availability of construction funds, technological needs, changes in enrollments and the results of annual evaluation of facilities. The Board establishes priorities using these and other relevant factors.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.37  
3315.10; 3315.18  
Chapter 3318  
OAC 3301-35-03(c); 3301-35-06

## TAX ISSUES

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school building needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the Sexennial Reappraisal and/or the Triennial Update in affected District counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 27, 2015]

LEGAL REFS.: Ohio Const. Art XII, Sections 2, 5  
ORC Chapter 133  
319.301  
3311.21  
3313.37; 3313.375  
3315.07  
3501.01  
Chapter 5705  
Chapter 5713  
5715.33  
5748.01 et seq.  
OAC 5703-25-45 through 5703-25-49

CROSS REFS.: BCF, Advisory Committees to the Board  
FL, Retirement of Facilities

## SITE ACQUISITION PROCEDURE

When the Board determines that a particular piece of land should be acquired for school purposes, it authorizes the Superintendent to discuss the purchase of the property. He/She may acquire information about the property from a qualified appraiser and advice about the purchase from an attorney. If an agreement is reached, the Board authorizes the Superintendent to acquire the property at the agreed-upon price.

If the Board is unable to reach an agreement with the property owners, appropriation proceedings may begin. The amount of compensation to be awarded to the owners of the land is deposited in escrow with the Clerk of the Court of Common Pleas when the action is filed.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 163.01-163.22  
3313.37; 3313.39

## CONSTRUCTION CONTRACTS BIDDING AND AWARDS

Upon the approval of working drawings and specifications by the Board and State agencies, the Board solicits bids to be submitted at the office of the Board on or before a specified time. Each bid is accompanied by either a bond for the full amount of the bid or a cashier's check or letter of credit equal to 10 percent of the total bid. The advertisement states that the Board reserves the right to reject any or all bids and to re-advertise the project, if necessary.

The architect or authorized individual takes the responsibility for preparing the advertisements, bid forms, bid bond forms, performance and payment bonds and forms of agreement between the Board and the successful bidder(s). Bids are opened publicly and entered into the minutes of the Board. The architect or other authorized individual assists the Board and District personnel in analyzing the bids. The Board attorney or other authorized individual's advice on awarding the contract is of particular value with respect to legal aspects of the contract provisions regulating alterations, extras, nonperformance, damages and security bonds.

School Districts are now exempt from paying prevailing wage rates on construction work.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 9.3-9.333  
Chapter 153  
Chapter 1305  
3313.37; 3313.46  
3318.08; 3318.10  
3319.04  
Chapter 4703  
OAC generally 4101 (Ohio Building Code)

CROSS REFS.: DJC, Bidding Requirements  
FD, Tax Issues (Also KBE)

## RETIREMENT OF FACILITIES

When a school building becomes inadequate due to age, condition, size of site, lack of need or other overriding limitations and cannot reasonably and economically be brought up to current educational standards, the building is considered for a comprehensive closing study. The Superintendent recommends to the Board which facilities appear to justify further analysis.

The Board may seek both professional advice and advice from the community prior to taking action to retire any school facility. The Board may consider the following factors:

1. age and current physical condition of the facility, its operating systems and program;
2. adequacy of site, location, access, surrounding development, traffic patterns and other environmental conditions;
3. re-assignment of students, including alternative plans, according to Board policy;
4. transportation factors, including number of students bused, time, distance and safety;
5. alternative uses of buildings;
6. cost/savings (e.g., personnel, plant operations, transportation, capital investment and alternative use) and
7. continuity of instructional and community programs.

If the Board determines to close a school, it first considers other uses of the building before considering its sale. The historic value of any building is also considered by the Board. In such cases, it may take special action to provide for its preservation.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.41

## SECTION G: PERSONNEL

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GA*	Personnel Policies Goals
GAA	Personnel Policies Priority Objectives
GB	General Personnel Policies
GBA*	Equal Opportunity Employment
GBB*	Staff Involvement in Decision Making (Also ABB)
GBC*	Staff Ethics
GBCA*	Staff Conflict of Interest
GBCB*	Staff Conduct
GBD*	Board-Staff Communications (Also BG)
GBE*	Staff Health and Safety
GBEA*	HIV/AIDS (Acquired Immune Deficiency Syndrome) (Also JHCCA)
GBEB	Chemical Dependency
GBF	Staff Participation in Community Activities (Also KE)
GBG*	Staff Participation in Political Activities
GBH*	Staff-Student Relations (Also JM)
GBI*	Staff Gifts and Solicitations
GBIA*	Online Fundraising Campaigns/Crowdfunding
GBJ	Staff Funds Management
GBK*	No Tobacco Use on District Property By Staff Members
GBL*	Personnel Records
GBM*	Staff Complaints and Grievances
GBN*	Extended Group Health Coverage
GBO*	Verification of Employment Eligibility
GBP*	Drug Free Workplace Acts
GBQ*	Criminal Records Check
GBR*	Family Medical Leave
GBRA	Family and Medical Leave Act Expansion (Families First Coronavirus Response Act)
GBRAA*	Emergency Paid Sick Leave (Families First Coronavirus Response Act)
GBS*	Staff Identification
GC	Certified Staff
GCA*	Certified Staff Positions
GCB*	Certified Staff Contracts and Compensation Plans
GCBA*	Certified Staff Salary Schedules
GCBAA	Certified Staff Merit System
GCBB*	Certified Staff Supplemental Contracts
GCBC	Certified Staff Fringe Benefits
G CBD*	Certified Staff Leaves and Absences
G CBDA	Certified Staff Assault Leave

SECTION G: PERSONNEL  
(Continued)

GCBE*	Certified Staff Vacations and Holidays
GCC*	Certified Staff Recruiting
GCCA	Posting of Certified Staff Vacancies
GCD*	Certified Staff Hiring
GCE*	Part-Time and Substitute Certified Staff Employment
GCEA	Arrangements for Certified Staff Substitutes
GCF	Certified Staff Orientation
GCG	Certified Staff Probation and Tenure
GCH	Certified Staff Seniority
GCI*	Certified Staff Assignments and Transfers
G CJ*	Certified Staff Time Schedules
GCK	Certified Staff Work Load
GCKA	Certified Staff Extra Duty
GCKB	Certified Staff Meetings
GCL*	Certified Staff Development Opportunities
GCLA	Certified Staff Visitations and Conferences
GCLB	Local Professional Development Committee
GCM	Supervision of Certified Staff
GCN*	Evaluation of Certified Staff (Also AFC)
GCO	Certified Staff Promotions
GCP	Certified Staff Termination of Employment
GCPA*	Reduction in Certified Staff Work Force
GCPB*	Resignation of Certified Staff Members
GCPC	Retirement of Certified Staff Members
GCPCA*	Severance Pay
GCPD*	Suspension and Dismissal of Certified Staff Members
GCQ	Miscellaneous Certified Staff Policies
GCQA	Nonschool Employment by Certified Staff Members
GCQAA	Certified Staff Consulting Activities
GCQAB	Tutoring for Pay
GCQB	Professional Research and Publishing
GCQC	Exchange Teaching
GCQD	Professional Organizations
GD	Classified Staff
GDA*	Classified Staff Positions
GDB*	Classified Staff Contracts and Compensation Plans
GDBA*	Classified Staff Salary Schedules
GDBAA	Classified Staff Merit System
GDBB	Classified Staff Supplementary Pay Plans
GDBC	Classified Staff Fringe Benefits



SECTION G: PERSONNEL  
(Continued)

GDBD*	Classified Staff Leaves and Absences
GDBE	Classified Staff Vacations and Holidays
GDC*	Classified Staff Recruiting
GDCA*	Posting of Classified Staff Vacancies
GDD*	Classified Staff Hiring
GDE*	Part-Time, Temporary and Substitute Classified Staff Employment
GDEA	Arrangements for Classified Staff Substitutes
GDF	Classified Staff Orientation
GDG	Classified Staff Probation and Tenure
GDH	Classified Staff Seniority
GDI*	Classified Staff Assignments and Transfers
GDJ	Classified Staff Time Schedules
GDK	Classified Staff Work Load
GDKA	Classified Staff Extra Duty
GDKB	Classified Staff Meetings
GDL*	Classified Staff Development Opportunities
GDLA	Classified Staff Visitations and Conferences
GDM	Supervision of Classified Staff
GDN*	Evaluation of Classified Staff (Also AFD)
GDO	Classified Staff Promotions
GDP	Classified Staff Termination of Employment
GDPA*	Reduction in Classified Staff Work Force
GDPB*	Resignation of Classified Staff Members
GDPC*	Retirement of Classified Staff Members
GDPCA	Severance Pay
GDPD*	Suspension, Demotion and Termination of Classified Staff Members
GDQ	Miscellaneous Classified Staff Policies
GDQA	Nonschool Employment by Classified Staff Members

\* denotes the areas covered by Board policy

## PERSONNEL POLICIES GOALS

The personnel employed by the Board are a very important resource for effectively conducting a quality educational program. The District's program functions best when it employs properly certified or licensed personnel, conducts appropriate staff development activities and establishes policies and working conditions that are conducive to high morale and enable each staff member to make the fullest contribution to District programs and services.

The goals of the personnel program include:

1. developing and implementing those strategies and procedures for personnel recruitment, screening and selection, which result in employing the best available candidates: those with the highest capabilities, strongest commitment to quality education and greatest probability of effectively implementing the educational program;
2. developing a general assignment strategy, which makes the greatest contribution to the educational program, and using it as the primary basis for determining staff assignments;
3. providing positive programs of staff development designed to contribute both to improvement of the educational program and to each staff member's career development aspirations;
4. providing for a genuine team approach to education, including staff involvement in planning, decision making and evaluation;
5. developing and using for personnel evaluation positive processes that contribute to the improvement of staff capabilities and assist in making employment decisions and
6. encouraging all employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all students.

[Adoption date: August, 1985]

[Re-adoption date: September 16, 1991]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 124.11  
3313.602  
3319.01; 3319.02; 3319.081; 3319.11; 3319.111  
Chapter 4117

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

Cloverleaf Local School District, Lodi, Ohio

## EQUAL OPPORTUNITY EMPLOYMENT

The District provides equal opportunities for employment, retention and advancement of all personnel.

This Board encourages all personnel to assist in the accomplishment of this goal through their personal commitment to the concept of equal opportunity for all personnel regardless of race, color, national origin, citizenship status, religion, sex, economic status, age, disability or military status.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

[Re-adoption date: March 26, 2012]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d  
Executive Order 11246, as amended by Executive Order 11375  
Equal Employment Opportunity Act, Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
Rehabilitation Act; 29 USC 794  
Age Discrimination in Employment Act; 29 USC 623  
Immigration Reform and Control Act; 8 USC 1324a et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
ORC Chapter 4112.02

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
ACB, Nondiscrimination on the Basis of Disability

## STAFF INVOLVEMENT IN DECISION MAKING

A District involves the efforts of many people and functions best when all personnel are informed of the District's major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of a District. Problems and unfavorable attitudes develop when employees are denied information essential for the performance of their respective assignments or when they feel that their ideas and concerns are not heard. Morale is enhanced when employees are assured that their voices are willingly heard by those in positions of authority.

A pattern of decision making and problem solving close to the task also contributes to efficiency and high morale.

All employees in this District have the opportunity to bring their ideas or grievances to the Board of Education. They are expected to proceed through the recognized administrative channels; however, final authority for all decisions rests with the Board.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REFS.: BF, Board Policy Development  
CCB, Line and Staff Relations  
CD, Management Team  
CE, Administrative Councils, Cabinets and Committees  
DBD, Budget Planning  
IF, Curriculum Development

CONTRACT REF.: Teachers' Negotiated Agreement

## STAFF ETHICS

The following policy on general responsibilities and conduct applies to all employees of the school system, except where teachers and their certified personnel are specifically mentioned.

1. Conduct: All persons employed by the Board are representatives of the school system. They are expected to conduct themselves in a manner that will reflect credit upon themselves and the school system, such as:
  - A. no use of abusive and/or profane language and
  - B. no unseemly conduct.
2. Records and Reports: All personnel will keep all records and prepare and submit promptly all reports that may be required by State law, State Board regulations, Board of Education policy and administrative directives.
3. Reporting Crime and Disruptive Behavior: It will be the responsibility of the Superintendent to develop, and distribute periodically, procedures relating to the reporting of criminal acts and/or behavior determined to be unduly disruptive. All employees of the school system are required to report to their immediate supervisors any criminal act and/or unduly disruptive behavior occurring on school property. The responsible administrator has the obligation to conduct an immediate investigation of the allegation and, upon verification, report in a manner consistent with procedures established by the Superintendent.
4. Instructional Personnel: Members of the instructional staff will develop a learning atmosphere, using the books and materials required, following the prescribed courses of study, and employing effective methods of instruction.
5. Communication: Each member of the educational team will establish an ongoing coordinated pattern of oral and written communication with the parents of students for which he/she is academically responsible.
6. Professional Growth: All employees should avail themselves of opportunities to keep themselves abreast of developments in their field of work and advance in the skills and knowledge of their particular areas.

[Adoption date: August 15, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 2744.03; 2744.07  
2921.22  
3313.20  
3315.07  
3319.01; 3319.08.08; 3319.131; 3319.14; 3319.15; 3319.16

## STAFF ETHICS

These guidelines reflect the generally accepted ethical practices relating to the educator's profession as approved by the State Board of Education.

An educator, in the performance of professional duties, will:

recognize basic dignities of all individuals with whom he/she interacts in the performance of professional duties;

exercise due care to protect the safety of students, colleagues and subordinates;

adhere to Board policy that no employee shall be permitted to bring his/her child or children with him/her to Cloverleaf employment sites while on duty unless granted permission to do so by the Superintendent or his/her designee;

be accountable for maintaining his/her integrity and avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment;

accurately represent his/her professional qualifications;

be responsible to present subject matter in a comprehensive, accurate and objective manner in light of current scientific knowledge;

accurately represent his/her professional qualifications;

be responsible to present subject matter in a comprehensive, accurate and objective manner in light of current scientific knowledge;

extend to students the opportunity to pursue individual learning and take steps to ensure that the students will have access to various points of view unless there is just cause to act otherwise;

take steps to ensure that his/her actions or that of another on his/her behalf are not made with specific intent of advancing private economic interests;

private economic interests will not be construed as including fair remuneration for professional services;

keep in confidence such information as he/she may secure, unless disclosure serves professional purposes or is required by law and

direct persons to carry out only professional functions for which they are qualified.

(Approval date: August 15, 1988)  
(Re-approval date: August 21, 2001)

## STAFF CONFLICT OF INTEREST

Employees of the Board will not engage in nor have a financial interest, directly or indirectly, in any activity that conflicts (or raises a reasonable question of conflict) with their duties and responsibilities in the school system.

Employees will not engage in work of any type where information concerning customer, client or employer originates from any information available to them through school sources.

Employees will not sell textbooks, instructional supplies, equipment, reference books or any other school products to the schools in the District. They will not furnish the names of students, parents or staff members to anyone selling these materials.

In order that there will be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator directly responsible for the supervision and/or evaluation of an employee be related to that employee.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 2921.42  
3313.811  
3319.21  
3329.10  
4117.20

CROSS REFS.: GBL, Personnel Records  
JO, Student Records  
KBA, Public's Right to Know



## STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the state of Ohio, the negotiated agreement, the policies of the Board and the administrative regulations designed to implement them. All educators also are required to comply with the Licensure Code of Professional Conduct for Ohio Educators.

The Board expects staff members to conduct themselves in a manner which not only reflects credit to the District, but also presents a model worthy of emulation by students. Unless otherwise permitted by law, staff members are not permitted to bring a deadly weapon or dangerous ordnance into a school safety zone.

All staff members are expected to carry out their assigned responsibilities. Essential to the success of ongoing operations and the instructional program are the following specific responsibilities which are required of all personnel:

1. faithfulness and promptness in attendance at work;
2. support and enforcement of policies of the Board and regulations of the administration;
3. diligence in submitting required reports promptly at the times specified;
4. care and protection of District property and
5. concern and attention toward their own and the District's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 4, 2009]

[Re-adoption date: July 15, 2020]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 7151  
Gun-Free School Zones Act; 18 USC 922  
ORC 124.34  
2923.1210; 2923.1212; 2923.122  
3319.081; 3319.16; 3319.31; 3319.311; 3319.36  
OAC Chapter 3301-73

CROSS REFS.: GBCA, Staff Conflict of Interest  
GBCC, Staff Dress and Grooming  
GBH, Staff-Student Relations (Also JM)  
JFC, Student Conduct (Zero Tolerance)  
JHF, Student Safety  
KGB, Public Conduct on District Property

## BOARD-STAFF COMMUNICATIONS

The Cloverleaf Local Board of Education wishes to maintain open channels of communication with the staff. The basic line of communication will, however, be through the Superintendent.

Accordingly, all official communications, policies and directives of staff interest and concern are communicated to staff members through the Superintendent. The Superintendent develops appropriate methods to keep staff members informed of the Board's issues, concerns and actions.

### Visit to Schools

Board members must recognize that their presence in the schools could be subject to a variety of interpretations by school employees; therefore, individual Board members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the principals of the various schools. Board members indicate to the principal the reasons(s) for the visit (if it is being made for other than general interest). Such visits are regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members are carried on only under Board authorization.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.20

CROSS REF.: GBM, Staff Complaints and Grievances

## STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices that promote the health and safety of school personnel.

Bus drivers will have an annual physical examination in compliance with State law. The results of all physical examinations are filed with the Superintendent.

Employees who are required by State or Federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

It is our belief that the safety of employees and the public is important to our District. The policy of the Board is to provide a safe work environment, safe work practices and safety equipment for its employee to the extent it is possible to do so within the limitations of the District's resources and the limitations of human error, and considering that some employees must abide hazardous working conditions inherent in the nature of their jobs.

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students, or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board.

Any genetic information acquired as a result of individual examinations will be handled in accordance with Federal law.

### Workers' Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee may be eligible for payment of medical expenses under the Workers' Compensation Act of Ohio.

Any employee who is injured while at work should immediately report such injury to the central office and request the necessary forms to make application for payment under this act.

The injured employee may be requested to undergo chemical testing, as established by law and administrative regulation. The employee must prove that the injury was not proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana). The results of, or the employee's refusal to submit to, any of the requested chemical tests may affect the employee's eligibility to receive worker's compensation benefits.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 26, 2012]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.  
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.  
Comprehensive Environmental Response, Compensation and Liability Act;  
42 USC 9601 et seq.  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 3313.643; 3313.71; 3313.711  
3327.10  
4113.23  
4123.01 et seq.  
4123.35  
4123.54

CROSS REFS.: EB, Safety Program  
EBBC, Bloodborne Pathogens  
EEACD, Drug Testing for District Personnel Required to Hold a  
Commercial Driver's License  
GBCB, Staff Conduct  
GBP, Drug-Free Workplace  
GBQ, Criminal Records Check  
GCBC, Certified Staff Fringe Benefits  
GDBC, Classified Staff Fringe Benefits  
Staff Handbooks

## STAFF HEALTH AND SAFETY

### Workers' Compensation Benefits Eligibility – Chemical Testing

Under Ohio's Workers' Compensation Law, every employee who is injured in the course of employment is entitled to benefits, if necessary, to compensate him/her for lost work time, payment for medical, nursing and hospital services, medicines and funeral expenses, unless the injury was proximately caused by the employee being intoxicated, under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana).

### Testing Procedures

An injury is deemed to have been proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana) if any of the following apply.

1. Within eight hours of the injury, the employee's blood alcohol level tests equal to or greater than .08%\*.
2. Within eight hours of the injury, the employee's breath alcohol level tests equal to or greater than .08g/210L\*.
3. Within eight hours of the injury, the employee's urine alcohol level tests equal to or greater than .11g/100 ml\*.
4. Within 32 hours of the injury, the employee tests above both the following levels established for an enzyme multiplied immunoassay technique (EMIT) screening test and above the following levels established for a gas chromatography/mass spectrometry test, or in the alternative, above the levels established for a gas chromatography/mass spectrometry (GC/MS) test alone as follows, for substances not prescribed by a physician or marihuana (marijuana):
  - A. for amphetamines, 1000 ng/ml of urine for the EMIT test and 500 ng/ml of urine for the GC/MS test;
  - B. for cannabinoids, 50 ng/ml of urine for the EMIT test and 15 ng/ml of urine for the GC/MS test;
  - C. for cocaine, including crack cocaine, 300 ng/ml of urine for the EMIT test and 150 ng/ml of urine for the GC/MS test;

- D. for opiates, 2000 ng/ml of urine for the EMIT test and 2000 ng/ml of urine for the GC/MS test and
  - E. for phencyclidine, 25 ng/ml of urine for the EMIT test and 25 ng/ml of urine for the GC/MS test.
5. The employee, through a chemical test administered within 32 hours of the injury, is determined to have barbiturates, benzodiazepines, methadone or propoxyphene in the employee's system that tests above levels established by laboratories certified by the U.S. Department of Health and Human Services (HHS).
6. The employee refuses to submit to a requested chemical test.

#### Legal Protections

All testing will be conducted by a qualified, federally certified testing laboratory or a laboratory that meets or exceeds HHS standards for laboratory certification selected by the Board, and any positive test result will be confirmed by a medical review officer.

#### Confidentiality

All test results will remain confidential as between the employee, the Board and the Bureau of Workers' Compensation.

\*This represents the minimum testing level used to establish intoxication under current State law prohibiting the operation of a motor vehicle while intoxicated, otherwise known as the State "OMVI" law.

(Approval date: January 23, 2017)







HIV/AIDS  
(Human Immunodeficiency Virus/  
Acquired Immune Deficiency Syndrome)

General Principles

The Board recognizes that the human immunodeficiency virus (HIV) and the condition of acquired immune deficiency syndrome (AIDS), which is caused by the HIV infection, are significant medical, legal, educational and social issues. The Board desires to protect the rights of all students and employees and does not discriminate against students and employees who are HIV infected. The Board works cooperatively with State and local health organizations in assessing the needs of HIV-infected students or staff and keeping up-to-date on current educational information to be included in the District's educational plan.

Current medical information available indicates that HIV cannot be transmitted from one individual to another by casual contact, i.e., the type of contact that occurs in the school setting, such as shaking hands, sharing an office or a classroom, coughing, sneezing sharing drinking fountains. Students who are infected with HIV are entitled to all rights, privileges and services accorded to other students. Decisions about any changes in the educational program of an HIV-infected student shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice.

There shall be no discrimination against employees who are HIV infected. The District provides equal opportunities for employment, retention and advancement for all staff members. Employees who are unable to perform their duties due to an illness, such as that related to HIV, shall retain eligibility for all benefits that are provided for other employees with long-term diseases or disabling conditions, utilizing the information/rights in any negotiated agreements or Board policies as appropriate. Changes in employment status or location due to HIV complications are made on a case-by-case basis.

Evaluating Students and Staff Who Are Infected with HIV

The Superintendent is the designee regarding all HIV incidences. When an individual is found to be infected with HIV, the Superintendent shall attempt to ascertain, in consultation with the infected individual, whether he/she has a secondary infection such as tuberculosis that constitutes a recognized risk of transmission in the school setting. This is a medical question that can only be determined by the infected person's physician. The Superintendent shall also attempt to determine ways that the District may help anticipate and meet the needs of the student or staff member infected with HIV.

If there is no secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall not alter the education program or job assignment of the infected person. The Superintendent shall periodically review the case with the infected person (and the parent(s) of the student) with the medical advisors described above.



If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall consult with the physician, public health official and the infected person (and the parent(s) of the student). If necessary, they will develop an individually tailored plan for the student or staff member. Additional persons may be consulted, if this is essential for gaining additional information, with the consent of the infected staff member or the student's parent(s). The Superintendent should consult with the school attorney to make sure that any official action is consistent with Ohio and Federal laws. When the Superintendent makes a decision about the case, there shall be a fair and confidential process for appealing the decision.

If an individually tailored plan is necessary, it shall have a minimal impact on either education or employment. It must be medically, legally, educationally and ethically sound. The Superintendent periodically reviews individual cases and oversees implementation of the plan in accordance with local, Ohio and Federal laws.

### Confidentiality

Information regarding a student or staff member infected with HIV is classified, by law, as confidential. Those individuals who have access to the proceedings, discussions or documents must treat such information as confidential. Only with the written consent of the staff member or the student's parent(s) shall other school personnel, individuals and agencies be informed of the situation/condition. All information pertaining to the case shall be kept by the Superintendent in a locked file; access to this file is granted only to those people who have the written consent of the infected staff member or the infected student's parent(s).

### HIV Education Program

The Board directs the administration to develop an educational plan to inform employees about HIV-related issues and safety. In developing such programs, it is expected that information from sources such as the National Centers for Disease Control, the Ohio Department of Health and the Ohio Department of Education is utilized.

The educational program should ensure that, at a minimum, students and staff are informed in a consistent manner about:

1. the nature of HIV infection, including how it is and is not transmitted according to current scientific evidence;
2. District guidelines related to students and employees with diseases such as HIV infection;
3. resources within the District and the surrounding community for obtaining additional information or assistance and
4. procedures to prevent the spread of all communicable diseases at school.



[Adoption date: June, 1987]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.

ORC 3313.67; 3313.68; 3313.71

3319.13; 3319.141; 3319.321

3701.13; 3701.14

3707.06; 3707.08; 3707.20; 3707.21; 3707.26

3709.20; 3709.21

OAC 3301-35-02

CROSS REFS.: AC, Nondiscrimination

ACB, Nondiscrimination on the Basis of Disability

EBBC, Bloodborne Pathogens

GBA, Equal Opportunity Employment

GBE, Staff Health and Safety

GBL, Personnel Records

JB, Equal Educational Opportunities

JO, Student Records

Staff and Student Handbooks



## STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Employees of the District have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

Any employee who intends to campaign for an elective public office will notify the Superintendent in writing at the earliest possible moment of the office that he/she intends to seek, together with the decision as to whether he/she wishes to continue employment.

The Superintendent will meet with and discuss this situation with the employee involved, and will present a proposed solution to the Board for consideration. The essential element to be determined by the Board is whether the activities proposed by the employee are compatible with the time requirements for fulfilling the employee's responsibilities to the District.

In accordance with law, the Cloverleaf Board of Education will determine the terms and conditions under which the employee may continue employment as he/she seeks or holds such office.

In connection with his/her campaigning, no employee will use District moneys, facilities, equipment or supplies; nor will the employee discuss his/her campaign with school personnel or students during the working day; nor will the employee use any time during the working day for campaigning purposes.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.643; 3313.71; 3313.711

3327.10

4113.23

4123.01 et seq.

Asbestos School Hazard Abatement Act

Asbestos Hazard Emergency Response Act

Comprehensive Environmental Response Compensation and Liability Act

CROSS REFS.: EB, Safety Program

EBBC, Bloodborne Pathogens

EBD, Crisis Management

GBQ, Criminal Records Check



## STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline, and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines.

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.
4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
5. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
6. Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor or individual who was a student in the preceding 12 months is prohibited.
7. Staff members shall not use disparaging remarks, insults or sarcasm against students under any circumstances.
8. Staff members shall maintain appropriate professional, emotional and social boundaries in the supervision, control and protection of students commensurate with their assigned duties and responsibilities.

9. Staff members shall not send students on personal errands.
10. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
11. Staff members shall not attempt to diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
12. Staff members shall not willingly or knowingly violate any student confidentiality required by Federal or State law.
13. Staff members shall not groom a student or minor for the purpose of establishing an inappropriate emotional, romantic or sexual relationship.

#### Social Media

1. District staff are prohibited from posting data, documents, photographs or inappropriate information on any social media platform that might result in a disruption of classroom activity or that violates State or Federal law relating to staff and student privacy. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.
2. District staff is prohibited from providing personal social networking website passwords to students.
3. Fraternalization between District staff and students via the internet, personal email accounts, text messaging, personal social media and other modes of virtual technology is also prohibited.
4. Access of personal social networking websites during school hours is prohibited.

Violation of the prohibitions listed above may result in staff and/or student discipline in accordance with State law, Board policies and regulations, the staff and student codes of conduct and handbooks and/or staff negotiated agreements. Violations by staff also may be reported to the Ohio Department of Education for further investigation. Nothing in this policy prohibits District staff and students from the use of educational websites and/or use of social media created for curricular, cocurricular or extracurricular purposes.

[Adoption date: August 4, 2009]

[Re-adoption date: December 12, 2011]

[Re-adoption date: July 15, 2020]

LEGAL REF.: ORC 3313.20; 3319.31; 3319.311  
OAC Chapter 3301-73

CROSS REFS.: GBC, Staff Ethics  
GBCA, Staff Conflict of Interest  
GBCB, Staff Conduct  
GBI, Staff Gifts and Solicitations  
IIBH, District Websites  
JFC, Student Conduct (Zero Tolerance)  
JG, Student Discipline  
JHF, Student Safety  
JHG, Reporting Child Abuse and Mandatory Training  
JL, Student Gifts and Solicitations  
JO, Student Records  
KBA, Public's Right to Know  
Staff Handbooks  
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## STAFF GIFTS AND SOLICITATIONS

### Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and tokens of appreciation for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be consistent with the Board's purchasing policy and within the appropriation limits established by the Board.

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the District are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs.
2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

### Vendor Compensation

Any compensation paid by a vendor to a District official or employee, after the official or employee has participated in selecting the vendor, is considered "public money" and must be returned to the District.

### Solicitations

The Superintendent annually approves all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the prior approval of the Superintendent.

Employees may not engage in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes. No staff member is to collect any money or distribute any fundraising literature without the expressed approval of the Superintendent.

Staff members are prohibited from soliciting funds in the name of the school or District through the use of crowdfunding or any similar online fundraising campaigns.

[Adoption date: August, 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 22, 2019]

LEGAL REFS.: ORC 102.03  
117.01  
2921.43  
3313.81; 3313.811  
3315.15  
3329.10

CROSS REFS.: GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFFA)  
IGDG, Student Activities Funds Management  
IICA, Field Trips  
JL, Student Gifts and Solicitations

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

Crowdfunding or any similar online fundraising campaigns on behalf of the District, or any school within the District by any school employee or official is prohibited. Staff is not permitted to use the name of the District or any of its schools, or any images or text related to the District, in any crowdfunding or similar online fundraising effort or campaign.

[Adoption date: July 22, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g  
ORC 9.38  
2921.43  
3313.51  
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest  
GBI, Staff Gifts and Solicitations  
IGDF, Student Fundraising Activities  
KH, Public Gifts to the District  
KI, Public Solicitations in the Schools

## NO TOBACCO USE ON DISTRICT PROPERTY BY STAFF MEMBERS

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 21. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

For the purpose of this policy, “tobacco product” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

For the purpose of this policy, electronic smoking devices and vapor products also are considered a “tobacco product.”

### Tobacco Use Prohibited

No staff member or volunteer is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or
2. on school grounds, athletic facilities or parking lots.

No staff member or volunteer is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours, at any school-sponsored event off campus.

### Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

### Providing Notice to Staff

“No Tobacco” signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District staff will be provided notice of this policy through staff handbooks. District vehicles will display the international “No Smoking” insignia.

Enforcement

Disciplinary measures taken against staff for violations of this policy comply with the requirements of State law, related District policies and regulations and/or the staff negotiated agreements.

Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program.

[Adoption date: December 21, 1994]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 15, 2008]

[Re-adoption date: October 27, 2014]

[Re-adoption date: January 22, 2018]

[Re-adoption date: November 25, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Goals 2000: Educate America Act; 20 USC 6081 through 6084  
ORC 3313.20  
3794.01; 3794.02; 3794.04; 3794.06  
OAC 3301-35-02; 3301-35-05

CROSS REFS.: JFCG, Tobacco Use by Students  
KGC, No Smoking on District Property



## PERSONNEL RECORDS

The Superintendent develops and implements a comprehensive and efficient system of personnel records. The Treasurer is hereby designated as the employee directly responsible for the personnel records system. The following guidelines govern such records.

1. Personnel files contain records and information relative to compensation, payroll deductions, evaluations and such information as may be required by State or Federal law or considered pertinent by the Superintendent. Anonymous material or material from an unidentified source are not placed in a staff member's file.
2. A personnel file for each employee is accurately maintained in the District office in accordance with administrative regulations incorporating the requirements set forth under the Ohio Privacy Act for the protection of employees. Employees will be notified whenever personal information concerning them is placed in their file.
3. State law requires that all public records be promptly prepared and made available for inspection to any member of the general public at all reasonable times during regular business hours. Upon request, the person directly responsible for personnel records is required to make copies available at cost, within a reasonable period of time.
4. The public has access to all records in the personnel file with the following exceptions:
  - A. medical records;
  - B. records pertaining to adoption, probation or parole proceedings;
  - C. trial preparation records;
  - D. confidential law enforcement investigatory records;
  - E. Social Security number and
  - F. records of which the release is prohibited by State or Federal law.

Additional exceptions are listed in Ohio Revised Code Section 149.43.

5. The District is required to keep reports of investigations of employee misconduct in the employee's personnel file, unless the State Superintendent of Public Instruction or his/her designee determines that the report does not warrant taking action against the employee. If the State Superintendent of Public Instruction or his/her designee determines no action is warranted, the investigation report must be moved from the employee's personnel file to a separate public file.

6. Each employee has the right, upon written request, to review the contents of his/her own personnel file. If a document is not disclosed to the employee because it is determined by a physician, psychiatrist or psychologist to be likely to have an adverse effect upon the employee, the document will be released to the designated medical authority. Requests are made to the Superintendent and scheduled for a time convenient for the parties involved.
7. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and becomes part of the employee's personnel file after the appeal procedure outlined in State law. The appeal procedure permits any employee who disputes the accuracy, relevance, timeliness or completeness of information maintained in his/her file to compel the District to investigate the current status of the information.
8. Personnel records should be reviewed only within the confines of the Superintendent's office or the Board's office.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

[Re-adoption date: March 26, 2012]

[Re-adoption date: June 24, 2013]

[Re-adoption date: December 12, 2016]

LEGAL REFS.: Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 9.01; 9.35  
111.41; 111.42; 111.43; 111.46; 111.47; 111.99  
149.011; 149.41; 149.43  
1347.01 et seq.  
3317.061  
3319.311; 3319.314  
4113.23

CROSS REFS.: EHA, Data and Records Retention  
KBA, Public's Right to Know

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## STAFF COMPLAINTS AND GRIEVANCES

The Cloverleaf Board of Education will encourage the administration to develop effective means for resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances and establish and maintain recognized channels of communication between the staff, administration and Board of Education.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and each employee should be assured opportunity for an orderly presentation and review of complaints and concerns.

The machinery established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

LEGAL REFS.: ORC 4117.09; 4117.10

CROSS REF.: GB, General Personnel Policies

## EXTENDED GROUP HEALTH COVERAGE

The Consolidated Omnibus Budget Reconciliation Act (COBRA) provides for certain employees of the District and their dependents to be allowed to purchase extended group health insurance coverage for a limited period of time following their cessation of employment with the District. The Board contracts with a plan administrator who coordinates the program and provides the notices that are necessary.

### 1. Initial Notices

- A. The plan administrator must give a written notice describing the extended coverage rights to all employees and spouses covered by the group health insurance plan.
- B. The plan administrator must give a written notice describing extended coverage rights to each newly covered employee and spouse at the time their group health plan coverage begins. If a covered employee marries following the effective date of this policy, it is the employee's responsibility to inform the Board. The Board informs the plan administrator, who is then responsible for providing the new spouse with the proper notice.

### 2. Notices Related to Event Triggering Continuation Coverage and Election by Beneficiaries

- A. The Board is responsible for notifying the plan administrator, within 30 days, of the death, separation of employment or reduction of hours (leading to less coverage) of an employee and of an employee's entitlement to Medicare benefits.
- B. The employee or beneficiary is responsible for notifying the plan administrator of the divorce or legal separation of the employee and spouse and of the termination of eligibility of a dependent child.
- C. The plan administrator must notify the affected employee and dependents of their extended coverage rights within 14 days after the plan administrator is notified of the event that could lead to loss of coverage.
- D. The employee or dependent is given a period of 60 days after this notice is given in order to elect the extended coverage and to present payment of any applicable premium costs back to the cessation of coverage.

3. Employees' and Dependents' Rights Upon Loss of Coverage

- A. The extended coverage offered to eligible employees and their dependents is the same coverage as that provided under the current group plan to “similarly situated” individuals who remain eligible for regular (i.e., nonextended) coverage.
- B. If an employee incurs a termination of employment, whether voluntary or involuntary (other than for “gross misconduct”), or a reduction of hours that results in loss of coverage, he/she will be offered the extended coverage (including extended coverage for dependents who would otherwise lose existing coverage) for up to 18 months.
- C. If an employee’s spouse or children who are covered as dependents under the group health plan would lose coverage because of the death of the employee, divorce, legal separation or the employee’s becoming eligible for Medicare, the spouse and children will be offered the extended coverage for up to 36 months.
- D. If an employee’s dependent child who is covered by the group health plan ceases to be a dependent child under the terms of the plan and thereby loses coverage, the child must be offered extended coverage for up to 36 months.

4. Early Retirement of Coverage

Extended coverage elected by an eligible employee or dependent is terminated before the expiration of the relevant 18- or 36-month period if the covered individual:

- A. becomes covered by another employer-sponsored group health plan as a result of employment, re-employment or remarriage;
- B. becomes covered by Medicare or
- C. fails to pay for the coverage.

5. Cost of Coverage to the Employee and/or Dependents

- A. Eligible individuals who elect extended coverage can be charged 102% of the cost of the extended coverage. The cost of the extended coverage is the cost for the same period of coverage for similarly situated employees or dependents who remain eligible for regular coverage.
- B. The health care coverage to which this policy applies includes major medical, hospitalization, surgical and dental insurance but does not include life insurance.

[Adoption date: April 20, 1999]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 16, 2014]

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act; 42 USC 300bb-1 et seq.

## VERIFICATION OF EMPLOYMENT ELIGIBILITY

The Board complies with all aspects of the Immigration Reform and Control Act of 1986. The Board delegates to the Superintendent the responsibility of establishing procedures to ensure compliance with this Act.

Federal law requires that all employers and employees hired after November 6, 1986, complete an Employment Eligibility Verification Form (Form I-9) provided by the U.S. Immigration and Naturalization Service. All such employees must provide documents which establish both identity and employment eligibility in order for Form I-9 to be completed and signed by both the employee and the appropriate District official.

The Employment Eligibility Verification Form (Form I-9) must be retained for three years or for one year past the end of the employment of an individual, whichever is longer. Such forms must be made available for inspection to an Immigration and Naturalization Service (INS) or Department of Labor (DOL) officer upon request.

[Adoption date: April 20, 1999]

[Re-adoption date: August 21, 2001]

LEGAL REF.: Immigration Reform and Control Act; 8 USC 1324a et seq.

CROSS REF.: AC, Nondiscrimination

## DRUG-FREE WORKPLACE

No employee of the District shall unlawfully manufacture, distribute, dispense, possess or use or be under the influence of on or in the workplace any narcotic drug, hallucinogen drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance as defined in Schedule I through V of Section 202 of the controlled substance act. The Board also prohibits the use and possession of legally acquired medical marijuana in the workplace.

When the District has reasonable suspicion an employee is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance, as defined in State and/or Federal law, the employee may be subject to testing in accordance with prescribed administrative regulations, local, State and Federal law and/or the negotiated agreement and may be considered in violation of this policy.

Workplace is defined as the site for the performance of work. Workplace therefore includes any Cloverleaf Local Schools District school building or any school premises, any school vehicle or any other school approved vehicle used to transport students to or from school or school activities; off-school property or during any school-sponsored or school-approved activity, event, or function including but not limited to field trips or athletic events where students are under the jurisdiction of Cloverleaf Local Schools.

Employees convicted of violating any Federal, State, or local criminal drug statute, where the violation occurred during work hours, or on the Cloverleaf Local Schools premises, must report the conviction to the Superintendent within five working days of the conviction. This report must be in written form. Disciplinary sanctions are described in section C.

Any employee who violates the terms of this policy shall satisfactorily participate in a drug abuse assistance or rehabilitation program approved by the Cloverleaf Local Schools Board of Education at the employee's expense. If the employee fails to satisfactorily participate in this program, the employee shall be suspended or terminated.

Information regarding alcohol and other drug counseling and rehabilitation programs will be available through the District Prevention Coordinator. Any school employee can utilize prevention staff as resources for current information regarding alcohol and other drug counseling, rehabilitation programs and re-entry programs that are available to employees.

All employees will be provided with a copy of this policy. Compliance with the standards of conduct is mandatory (REF: Drug-Free Workplace Act 1988)



Sanctions against employees including nonrenewal, suspension and termination shall be in accordance with the negotiated agreements between Cloverleaf Local Schools Board of Education and Cloverleaf Local Schools Education Association, and Ohio Association of Public School Employees Chapter #371.

Information provided to administrative personnel as to any problem related to alcohol and other drug abuse or chemical dependency shall be considered part of the employee's medical record, and shall be confidential. Except as may be required by law, no person may discuss or otherwise divulge any information concerning such matters.

Employees are urged to seek help before their dependence causes problems with their jobs.

[Adoption date: September 16, 1991]

[Re-adoption date: November 16, 1993]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: Drug-Free Workplace Act of 1988; 41 USC 701 et seq.;  
20 USC 3474, 1221e-3(a)(1)  
Drug-Free Campus and Schools Act; 20 USC 3224(a)  
ORC 3796.28  
4123.01 et seq.; 4123.35; 4123.54

CROSS REFS.: EB, Safety Program  
EEACD, Drug Testing for District Personnel Required to Hold a  
Commercial Driver's License  
GBCB, Staff Conduct  
GBE, Staff Health and Safety  
GBQ, Criminal Records Check  
Staff Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## CRIMINAL RECORDS CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Investigation (BCI) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCI criminal records checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only a FBI check is required.

The Board may employ persons on the condition that the candidate submit to and pass a BCI criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCI criminal records check is released from employment. Applicants are given a separate written statement informing them that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. This notice must be on a separate document that only contains this notice. The applicant's written authorization to obtain the criminal records check will be obtained prior to obtaining the criminal records check.

Prior to taking an adverse action against an applicant or employee (such as declining to employ, reassigning an employee, denying a promotion, suspension, nonrenewal or termination) based in whole or in part on a criminal records check, the applicant or employee is given a written pre-adverse action disclosure statement that includes a copy of the criminal records check and the Federal Trade Commission's notice titled "A Summary of Your Rights Under the Fair Credit Reporting Act."

After taking an adverse action, the applicant or employee is given a written adverse action notice that includes the name, address and telephone number of the BCI, a statement that the BCI did not make the decision to take the adverse action and cannot give specific reasons for it, the individual's right to dispute the accuracy or completeness of any information furnished by the BCI and the individual's right to an additional free criminal records check from the BCI upon request within 60 days.

An applicant for employment may provide a certified copy of a BCI criminal records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCI.

State law requires subsequent criminal records checks every five years for all school employees except bus drivers. For currently employed bus drivers, a new report is required every six years.

Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the records check shall be assured that all records pertaining to such information are destroyed.

Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

Contractors

Criminal records checks are required for contractors who meet the following four criteria: (1) the contractor is an employee of a private company under contract with the District to provide “essential school services”; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by the Ohio Department of Education and (4) the contractor is not a bus driver.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 19, 2002]

[Re-adoption date: February 19, 2008]

[Re-adoption date: March 3, 2009]

[Re-adoption date: June 24, 2013]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.

ORC 109.57; 109.572; 109.575: 109.576

2953.32

3301.074

3314.19; 3314.41

3319.088; 3319.089; 3319.22; 3319.222; 3319.29; 3319.291

3319.303; 3319.311; 3319.313; 3319.315; 3319.39;

3319.391; 3319.392

3327.10

OAC 3301-83-06

CROSS REFS.: EEAC, School Bus Safety Program

GBL, Personnel Records

GCBB, Certified Staff Supplemental Contracts

GCD, Certified Staff Hiring

GCPD, Suspension and Termination of Certified Staff Members

GDBB, Classified Staff Pupil Activity Contracts

GDD, Classified Staff Hiring

GDPD, Suspension Demotion and Termination of Classified Staff Members

IIC, Community Instructional Resources (Also KF)

ICC, School Volunteers

KBA, Public’s Right to Know

LEA, Student Teaching and Internships

## FAMILY MEDICAL LEAVE

The Board provides leave to eligible employees consistent with the Family Medical Leave Act of 1993 (FMLA). Eligible employees are entitled to up to 12 work weeks (and in one instance, 26 work weeks) of unpaid family and medical leave in any 12-month period. The Board continues to pay the District's share of the employee's health benefits during the leave. In addition, the District restores the employee to the same or a similar position after the termination of the leave in accordance with Board policy.

In complying with the FMLA, the District adheres to the requirements of applicable State and Federal law.

Additional information is contained in the regulations which follow this policy.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 4, 2009]

LEGAL REFS.: Family and Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825  
ORC 124.38 (for city school districts only)  
3313.20;  
3319.08; 3319.13; 3319.131; 3319.14; 3319.141

CROSS REFS.: GCBD, Certified Staff Leaves and Absences  
GDBD, Classified Staff Leaves and Absences

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## FAMILY AND MEDICAL LEAVE

### Eligibility

An employee who has worked for the District for at least 12 months and who has worked at least 1,250 hours in the 12 months preceding the beginning of the leave is eligible for leave under the Family and Medical Leave Act (FMLA). The 12 months an employee must have been employed by the District do not need to be consecutive months. The 1,250 hours of service do not include vacation leave, sick leave, holidays or other paid leaves of absences. However, an employee returning from fulfilling his/her Uniformed Services Employment and Reemployment Rights Act (USERRA) covered service obligation shall be credited with the hours of service that would have been performed but for the period of military service in determining whether the employee worked the 1,250 hours of service.

### Leave Entitlement

An eligible employee is allowed to take up to 12 workweeks of leave during a 12-month period. The District has chosen the following method to determine the 12-month period in which the 12 workweeks of leave entitlement occurs: any fixed 12-month “leave year.”

An employee may be eligible for 26 workweeks of FMLA leave during a single 12-month period to care for a covered servicemember with a serious injury or illness. The District will determine the “single 12-month period” using the 12-month period measured forward from the date an employee’s first FMLA leave to care for the covered servicemember begins.

### Types of Leave

An eligible employee may take FMLA leave for the following purposes:

1. birth and care of a newborn child;
2. placement with an employee of a son or daughter for adoption or foster care;
3. care for a spouse, child or parent with a serious health condition. An employee may not take FMLA leave to care for a parent-in-law;
4. recovery from a serious health condition that keeps the employee from performing the essential functions of his/her job;
5. to respond to a “qualifying exigency” that arises because a spouse, child or parent is a military member on covered active duty or
6. to care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent or next of kin of the covered servicemember.

The District requires eligible employees to use any accrued and unused paid vacation, personal or sick leave concurrently with unpaid FMLA leave.

An employer cannot compel an employee to use, nor may an employee elect to use, accrued medical/sick leave in any situation for which the leave could not normally be used.

### Spouses Employed by the District

If spouses eligible for leave are both employed by the District, their combined amount of leave for birth, adoption, foster care placement and parental illness may be limited to 12 weeks. If spouses eligible for leave are employed by the District, their combined amount of leave to care for a covered servicemember is limited to 26 weeks.

### Intermittent and Reduced Leave

FMLA leave may be taken intermittently or on a reduced leave schedule under certain circumstances. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason.

Reduced leave is a leave schedule that reduces the employee's usual number of hours per workweek or hours per workday.

Intermittent or reduced leave is available for the employee's own serious health condition; to care for a parent, spouse, son or daughter with a serious health condition; to care for a covered servicemember's serious injury or illness or for leave taken due to a qualifying exigency. Such leave may not be used for the birth or adoption/placement of a child only if the Board agrees.

If the employee needs intermittent leave or leave on a reduced schedule that is foreseeable, the Superintendent may require the employee to temporarily transfer during the period that the intermittent or reduced leave schedule is required to an available position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position.

If an eligible instructional employee (i.e., those whose principal function is to teach and instruct students in a class, a small group or an individual setting) needs intermittent leave or leave on a reduced leave schedule due to foreseeable medical treatments, and the employee would be on leave for more than 20% of the total number of working days over the period the leave would extend, the District may require the employee either to:

1. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment or
2. transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

### Benefits

The Board maintains the employee's health coverage under the group health insurance plan during the period of FMLA leave on the same conditions as coverage would have been provided if the employee had been continuously employed during the entire leave period. Prior to the beginning of the FMLA leave, the employee should make arrangements with the Treasurer to pay the employee's share of health insurance.

An employee may, but is not entitled to, accrue any additional benefits or seniority during unpaid FMLA leave. Benefits accrued at the time leave began (e.g., paid vacation, sick or personal leave to the extent not substituted for unpaid FMLA leave), however, must be available to an employee upon return from leave.

The Board is entitled to recover health care premiums paid during the leave if the employee fails to return from leave. Recovery cannot occur if the employee fails to return because of the continuation, recurrence or onset of a serious health condition or due to circumstances beyond the control of the employee.

### Notice

When the FMLA leave is foreseeable, the employee must notify the Superintendent at least 30 days prior to the date when the leave is to begin. If the leave is not foreseeable, the employee must give notice as early as is practical. An employee shall provide at least verbal notice sufficient to make the District aware that the employee needs FMLA-qualifying leave, and the anticipated timing and duration of the leave.

The Board may deny the leave if the employee does not meet the notice requirements.

### Certification

The Board may require the employee to provide a complete and sufficient certification, on employee or other eligible family member, from a health care provider containing specific information if employee requests a medical leave. If there is a question concerning the validity of such certification, a second and, if necessary, a third opinion can be required, both at the expense of the District. In the event that the staff member fails to provide the medical opinion of the second or third healthcare provider, if applicable, any leave taken by the staff member shall not constitute FMLA leave.

### Recertification

Recertification may be required no more often than every 30 days in connection with an absence by the staff member unless the condition will last for more than 30 days. For conditions that are certified as having a minimum duration of more than 30 days, the District will not request recertification until the specified period has passed, except that in all cases the staff member

must submit recertification every six months in connection with an absence by the employee. Additionally, the Superintendent may require a staff member to provide recertification in less than 30 days if the staff member requests an extension of leave, the circumstances described in the previous certification have changed significantly, or if the District receives information that casts doubt upon the staff member's stated reason for the absence or the continuing validity of the certification. Finally, staff members must provide a new medical certification each leave year for medical conditions that last longer than one year.

Upon the employee's return to work from FMLA leave occasioned by the employee's own serious health condition, the Board requires that the employee present a fitness statement from the employee's health care provider certifying that the employee is able to return to work.

### Reinstatement

When the employee returns from the leave, the Board reinstates the employee to the same or an equivalent position with equivalent benefits, pay, terms and conditions of employment. An employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period.

Under certain circumstances, the Board may deny restoration to a key employee. The Board complies with the notice requirements of the FMLA in denying restoration. A key employee is one who is among the highest paid 10 % of the employees and whose absence would cause the District to experience a substantial and grievous economic injury.

### Instructional Employees

Special leave rules apply to instructional employees. Instructional employees are those employees whose principal function is to teach and instruct students in a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists or curriculum specialists. It also does not include cafeteria workers, maintenance workers or bus drivers.

The following limitations also apply to instructional employees who take leave near the end of a semester for purposes other than the employee's own serious health condition.

1. When an instructional employee begins leave more than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if the leave will last at least three weeks and the employee would return to work during the three-week period before the end of the semester.



2. When an instructional employee begins leave less than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if the leave will last more than two weeks and the employee would return to work during the two-week period before the end of the semester.
3. When an instructional employee begins leave less than three weeks before the end of a semester and the leave lasts more than five working days, the Board may require the employee to continue taking leave until the end of the semester.

In all cases, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the Board is not counted as FMLA leave. However, the Board is required to maintain the employee's group health insurance and restore the employee to the same or equivalent job upon the conclusion of the leave.

(Approval date: August 21, 2001)  
(Re-approval date: August 4, 2009)  
(Re-approval date: December 14, 2015)

EMERGENCY PAID SICK LEAVE  
(Families First Coronavirus Response Act)

To comply with the Families First Coronavirus Response Act (FFCRA), the Board provides emergency paid sick leave to eligible employees affected by the COVID-19 outbreak. This policy is in effect from April 1, 2020 until December 31, 2020. Paid emergency sick leave under this policy will not be provided beyond December 31, 2020. Any unused paid emergency sick leave will not carry over to the next year or be paid out to employees. The District's existing sick leave provisions apply to all other eligible leave for reasons outside this policy.

Emergency paid sick leave will be paid as provided in FFCRA. Eligible full-time employees are entitled to up to 80 hours of paid emergency sick leave for reasons described in FFCRA. Eligible part-time employees are entitled to paid emergency sick leave for the number of hours worked, on average, over a two-week period.

Employees on FFCRA-expanded family medical leave act (FMLA) leave may use emergency paid sick leave during the first 10 days of that normally unpaid leave.

In complying with the FFCRA, the District adheres to the requirements of applicable State and Federal law.

Additional information is contained in the regulation, which follows this policy.

[Adoption date: July 15, 2020]

LEGAL REFS.: Families First Coronavirus Response Act of 2020; 29 USC 2601 et seq.;  
29 CFR Part 825  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 3319.13; 3319.141

CROSS REFS.: GBR, Family and Medical Leave Act

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

EMERGENCY PAID SICK LEAVE  
(Families First Coronavirus Response Act)

Eligibility and Reasons for Leave

Any full-time or part-time employee who is employed with the District is eligible to take emergency paid sick leave if the employee is unable to work (or telework) because the employee:

1. is subject to a federal, state or local quarantine or isolation order related to COVID-19;
2. has been advised by a healthcare provider to self-quarantine due to concerns related to COVID-19;
3. is experiencing symptoms of COVID-19 and seeking a medical diagnosis;
4. is caring for an individual who is subject to either number 1 or 2;
5. is caring for his/her child if the school or place of care of the child has been closed, or the childcare provider of such child is unavailable, due to COVID-19 precautions;
6. is experiencing any other substantially similar condition specified by the secretary of health and human services in consultation with the secretary of the treasury and the secretary of labor.

Emergency Paid Sick Leave Entitlement

An eligible full-time employee is entitled to up to 80 hours of Families First Coronavirus Response Act (FFCRA) emergency paid sick leave. Eligible part-time employees are entitled to emergency paid sick leave for the number of hours worked, on average, over a two-week period. Emergency paid sick leave is available between April 1, 2020 and December 31, 2020. Emergency paid sick leave under this policy will not be provided beyond December 31, 2020. Any unused emergency paid sick leave will not carry over to the next year or be paid out to employees.

For employees with varying hours, one of two methods for computing the number of hours paid will be used:

1. The average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes leave, including hours for which the employee took leave of any type or

2. If the employee has worked less than six months, the expected number of hours to be scheduled per day at the time of hire.

### Pay During Leave

The employee's rate of pay for emergency paid sick leave depends on the reason for which the employee is taking leave. For an employee taking leave for reasons 1 through 3, the rate of pay for emergency paid sick leave will be the employee's regular rate of pay (or minimum wage, whichever is greater). Pay for leave taken for reasons 1 through 3 will not exceed \$511 per day and \$5,110 in total.

For an employee taking leave for reasons 4 through 6, the rate of pay for emergency paid sick leave will be two-thirds of the employee's regular rate of pay (or minimum wage, whichever is greater). Pay for leave taken for reasons 4 through 6 will not exceed \$200 per day or \$2,000 in total.

### Interaction With Other Paid Leave

An employee may use emergency paid sick leave under this policy before using any other paid time off for the qualifying reasons stated above.

### Intermittent Leave

Emergency paid sick leave may be taken intermittently under certain circumstances. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason.

An employee who is teleworking, and is taking emergency paid sick leave for reason 1 through 6, may take the leave intermittently.

An employee who is not teleworking, and is taking emergency paid sick leave for reason 5 (to care for the employee's child while the employee's child's school or place of care is closed, or childcare provider is unavailable, due to a COVID-19 precautions), may take the leave intermittently.

An employee who is not teleworking, and is taking emergency paid sick leave for reasons 1 through 4 or 6, must continue to take emergency paid sick leave until the employee either: (1) has used the full amount of emergency paid sick leave to which the employee is entitled; or (2) no longer has a qualifying reason for taking emergency paid sick leave.

### Notice and Requesting Leave

All employees requesting emergency paid sick leave must notify the District of the need and specific reason for leave under this policy. A form will be provided to District employees in a manner accessible to all. Verbal notice will be accepted until it is practicable to provide written notice.

Once emergency paid sick leave has begun, the employee and the District must determine reasonable procedures for the employee to report periodically on the employee's status and intent to continue to use paid sick leave.

### Definitions

“Child” means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is:

1. under 18 years of age or
2. 18 years of age or older and incapable of self-care because of a mental or physical disability.

“Childcare provider” means:

1. a provider who receives compensation for providing childcare services on a regular basis, including:
  - A. a center-based childcare provider;
  - B. a group home childcare provider;
  - C. a family childcare provider (one individual who provides childcare services for fewer than 24 hours per day, as the sole caregiver, and in a private residence);
  - D. other licensed provider of childcare services for compensation.
2. a childcare provider that is 18 years of age or older who provides childcare services to children who are either the grandchild, great grandchild, sibling (if such provider lives in a separate residence), niece, or nephew of such provider, at the direction of the parent.

A family member or friend of an employee who regularly cares for an employee's child can be a childcare provider for purposes of this regulation even if he/she is not compensated or licensed.

“Individual” means an employee's immediate family member, a person who regularly resides in the employee's home, or a similar person with whom the employee has a relationship that creates an expectation that the employee would care for the person if he/she were quarantined or self-quarantined. “Individual” does not include persons with whom the employee has no personal relationship.

“School” means an elementary or secondary school.

(Approval date: July 15, 2020)

## STAFF IDENTIFICATION

The Board will provide, at no cost to the employee, picture identification badges to all employees. Employees of the Cloverleaf Local Schools will wear these picture identification badges at all times during working hours. The badges will be worn in such a manner that the badges are visible to the general public. The badges may be adjusted by the employee so as to not interfere with the performance of their responsibilities.

[Adoption date: September 21, 1999]

[Re-adoption date: August 21, 2001]

## CERTIFIED STAFF POSITIONS

All certified staff positions will be created with the approval of the Cloverleaf Board of Education. It is the Board's intent to activate a sufficient number of positions to accomplish the District's goals and objectives.

Before any new position is established, the Superintendent will present for the Board's approval a job description for the position, which specifies the job holder's qualifications, the job's performance responsibilities and the method by which the performance of these responsibilities will be evaluated.

Although a position may remain temporarily unfilled or the number of persons holding the same type of position be reduced in the event of staff reductions, only the Board may abolish a position it has created.

The Superintendent will keep all job descriptions current and present recommended changes to the Board for approval.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.09; 3319.10; 3319.22  
4117.01  
OAC 3301-35-01; 3301-35-03



CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS  
(Teachers)

The Board believes that a fair teacher compensation plan, which includes an adequate base salary, increments and employee benefits, is necessary to attract and retain properly certified or licensed men and women to provide a quality educational program.

As required by law, notice of annual salary is given to each certificated/licensed employee by July 1.

Teacher Contracts

Written contracts of employment are issued to all certified/licensed teaching personnel. Contracts are by and between the staff member and the Board.

The basic types of contracts are as follows:

1. Limited Contract

A limited contract is one to five years in length. It may be entered into by a teacher who has not been an employee of the Board for at least three years and must be entered into, regardless of length of previous employment, by a teacher who holds a provisional or alternative license or who holds a professional license and is not eligible to be considered for a continuing contract.

Any teacher employed under a limited contract and not eligible to be considered for a continuing contract is, at the expiration of the contract, considered re-employed at the same salary plus any increment provided by the salary schedule, unless acted upon by the Board.

The Board may, acting on the Superintendent's written recommendation that the teacher not be re-employed, not renew a limited contract so long as evaluation procedures have been completed in compliance with law. The Board must give the teacher written notice of its intent not to re-employ on or before June 1.

2. Extended Limited Contract

An extended limited contract of one or two years in length is given to a teacher who is eligible for consideration for, but not awarded, a continuing contract.

3. Continuing Contract

Teachers who have taught in the District for at least three years within the last five years and teachers who have attained continuing contract status elsewhere and have served two years in the District are eligible for continuing contracts.

A continuing contract may be issued to eligible teachers who:

- A. Hold a professional, permanent or life teaching certificate or
- B. Any teacher who was initially issued a teacher's certificate or educator's license prior to January 1, 2011 who meets the following conditions:
  - 1) Holds a professional educator license or a senior professional educator license or lead professional educator license;
  - 2) Has completed the applicable one of the following:
    - a. If the teacher did not hold a master's degree at the time of initially receiving the license, 30 semester hours of course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
    - b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
- C. Any teacher who never held a teacher's certificate and was initially issued an educator license on or after January 1, 2011 who meets the following conditions:
  - 1) Holds a professional educator license or a senior professional educator license or lead professional educator license;
  - 2) Has held an educator license for at least seven years;
  - 3) Has completed the applicable one of the following:
    - a. If the teacher did not hold a master's degree at the time of initially receiving an educator license, 30 semester hours of course work in the area of licensure or an area related to the teaching field since the issuance of the license.

- b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.

Upon the recommendation of the Superintendent that a teacher eligible for continuing contract service status be re-employed, a continuing contract is granted unless the Board rejects the recommendation by three-fourths vote. A continuing contract remains in effect until the teacher resigns, elects to retire, is retired for reasons consistent with law or until he/she is terminated or suspended.

If the Board rejects the recommendation for re-employment of the teacher, the Superintendent may recommend re-employment of the teacher under an extended limited contract for a term not to exceed two years, if continuing service status has not previously been attained elsewhere. Written notice of the Superintendent's intention to make such a recommendation must be given to the teacher with reasons directed at the professional improvement of the teacher on or before June 1. Upon subsequent re-employment of the teacher, only a continuing contract may be entered into.

The Board may reject the Superintendent's recommendation for re-employment of the teacher under an extended limited contract by three-fourths vote of its full membership.

The Board declares its intention not to re-employ the teacher by giving the teacher written notice on or before June 1. If evaluation procedures have not been completed in compliance with law or if the Board fails to give the teacher written notice of its intent not to re-employ by the aforementioned date, the teacher is re-employed under an extended limited contract for a term not to exceed one year at the same salary plus any increment provided by the salary schedule.

The Superintendent's recommendation is considered in all contracts pertaining to certificated/licensed individuals.

[Adoption date: August 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 3, 2008]

[Re-adoption date: November 19, 2013]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3313.53  
3317.13; 3317.14  
3319.07; 3319.08; 3319.09; 3319.10; 3319.11; 3319.111; 3319.12;  
3319.22; 3319.227; 3319.24; 3319.26

CROSS REFS.: GCBA, Certified Staff Salary Schedules  
GCBB, Certified Staff Supplemental Contracts  
GCBC, Certified Staff Fringe Benefits  
GCBD, Certified Staff Leaves and Absences  
GCBE, Certified Staff Vacations and Holidays

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS  
(Administrators)

Fair compensation plans are necessary in order to attract and retain properly certified or licensed administrators to provide and manage a quality educational program.

The Board may establish a salary schedule for its administrators, with the exception that the salary of the Superintendent is usually determined by the employee contract. Notice of annual salary is given to each administrator by July 1.

All administrators shall be issued written limited contracts. The contract specifies the administrative position and duties, the salary and other compensation to be paid for performance of such duties, the number of days to be worked, the number of days of vacation leave and any paid holidays in the contractual year.

The term of the administrator's contract will not exceed three years, except that an individual who has been employed as an administrator for three years or more shall be entitled to receive a contract of not fewer than two nor more than five years. The Superintendent may recommend employment of an individual who has served as an administrator in the District for three years or more under a one-year administrative contract once during such individual's administrative career in the District.

An administrator who has earned teacher tenure in the District retains such status while serving as administrator. Any administrator who previously obtained teacher tenure in another district achieves teacher tenure in the District after re-employment with two or more years' experience as an administrator in the District.

The Superintendent's recommendation is considered in all contract renewals. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed and a written copy is given to the administrator no later than the end of the administrator's contract year as defined by his/her salary notice.

In the year an administrator's contract does expire, two evaluations are completed: one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to any Board action on the employee's contract, and a written copy of the preliminary evaluation is given to the administrator at this time.

The final evaluation includes the Superintendent's intended recommendation for the employee's contract. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. If the Board fails to take action on the expiring contract, then the administrator is renewed. If the administrator has been in the District for two years or less, he/she will receive a one-year contract. If the administrator has been in the District three years or more, he/she will receive a two-year contract.

Before June 1, any administrator whose contract expires at the end of the school year is notified by the Board of the date on which the contract expires and of the individual's right to request a meeting with the Board in executive session to discuss the reasons for considering renewal or nonrenewal of his/her contract. Also prior to June 1 of the year in which the employment contract expires, any administrator whom the Board intends to nonrenew receives written notification of the Board's intent not to re-employ.

The Board may request an alternative administrative license valid for employing a superintendent or any other administrator, consistent with State law.

[Adoption date: August, 1985]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: June 3, 2008]  
[Re-adoption date: April 28, 2014]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.111; 3319.12; 3319.225; 3319.27  
4117.01  
OAC 3301-24-11; 3301-24-12

CROSS REFS.: GCBA, Certified Staff Salary Schedules  
GCBB, Certified Staff Supplemental Contracts  
GCBC, Certified Staff Fringe Benefits  
GCBD, Certified Staff Leaves and Absences  
GCBE, Certified Staff Vacations and Holidays

CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS  
(Administrators)

The Board may request that the Ohio Department of Education (ODE) issue an alternative administrative license valid for employing a principal, superintendent or other administrative specialist as specified by the Board.

ODE may issue a one-year alternative principal license, valid for serving as principal or assistant principal, or a two-year alternative superintendent or administrative specialist license at the request of the District. The individual must:

1. be of good moral character;
2. submit to a BCI background check;
3. have a bachelor's degree (for principals and administrative specialists) with a grade-point average of at least 3.0 or a master's degree (for superintendents) with a graduate grade-point average of at least 3.0 and
4. have two or more years of teaching experience or five years of documented successful work experience in education, management or administration (for principals) or five or more years of documented successful experience in teaching, education, management or administration (for administrative specialists and superintendents).

The District provides a mentoring program for alternatively licensed administrators compliant with State law.

ODE may issue a professional administrative license to an individual with an alternative principal license or alternative superintendent or alternative administrative specialist license in accordance with State law.

For non-educators issued an alternative principal license, the District develops and implements a planned program for obtaining classroom-teaching experience. For non-educators issued an alternative administrative specialist or superintendent license, the District develops and implements a plan that outlines observation or classroom instruction across grade levels and subject areas.

(Approval date: February 17, 1998)  
(Re-approval date: August 21, 2001)  
(Re-approval date: June 3, 2008)  
(Re-approval date: June 16, 2014)  
(Re-approval date: April 25, 2016)

## CERTIFIED STAFF SALARY SCHEDULES

### Basis of the Schedule

The salary schedule for teachers and for other certified personnel is based upon the principle of equal pay for equal qualifications and experience. It is intended to stimulate the continuous professional growth of all teachers in the Cloverleaf Local School District.

### Schedule for Positions of Added Responsibility

Salary provisions for those certified personnel who hold positions of added responsibility shall be contained in the salary schedule.

### Payment of Salary

The annual salary shall be paid in equal installments as per the negotiated or individual contracts.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3317.13; 3317.14  
3319.12

CONTRACT REF.: Teachers' Negotiated Agreement



## CERTIFIED STAFF SALARY SCHEDULES

Placement of certified employees on teachers' salary schedule.

This policy governs the amount of service credit to be granted to certified teachers for purposes of salary schedule placement.

1. All years of teaching in the Cloverleaf Local School District shall be credited for salary schedule placement purposes, with one year consisting of at least 120 days of actual service.
2. In addition, up to five years of service credit for salary schedule placement purposes shall be granted for years of service defined as follows:
  - A. Service in chartered, nonpublic school located in Ohio as a certified teacher, or in another Ohio public school as a certified teacher, with each year consisting of at least 120 days of actual service.
  - B. Service in a chartered school or institution or in a school or institution that subsequently became chartered or a chartered special education program or a special education program that subsequently became chartered operated by the State or by a subdivision or other local governmental unit of this State as a certified teacher, with each year consisting of at least 120 days.
  - C. Active military service in the armed forces of the United States as defined by law, with a partial year of eight continuous months or more of active service in the armed forces counting as a full year.
3. Upon written recommendation of the Superintendent, the Board of Education may exercise discretion to grant service credit beyond the five years specified above for teaching experience outside the District as defined above, and also for service as a certified public school teacher in another state, to a maximum of ten years of credit for service outside the District. Such recommendation shall be based upon consideration of the following factors:
  - A. The urgency of the District's staffing needs, and the availability or scarcity of high-quality candidates holding the necessary teaching certifications.
  - B. The particular qualifications and experiences of a candidate which suggest that he/she could be an exceptional addition to the teaching staff.
  - C. The availability and willingness of candidates to accept supplemental contract duties.
  - D. The District's financial condition.

When credit for prior service is granted to any certified teacher, a record shall be made and retained in the Treasurer's office which identifies the years for which credit is given. A copy of the record to be made, hereby designated as Cloverleaf Form S-11 is attached to this policy.

(Approval date: May 17, 1994)

(Re-approval date: August 21, 2001)

Cloverleaf Local School District  
Placement on Certified Salary Schedule

Candidate's Name \_\_\_\_\_

Teaching Assignment (tentative) \_\_\_\_\_ Contract to begin \_\_\_\_\_

<u>Experience</u>	<u>Dates of Service</u>	<u>Number of Years Credited</u>	<u>Documentation</u>
In Ohio	_____ - _____	_____	_____
Out of State	_____ - _____	_____	_____
Substitution in Ohio (minimum of 120 days in one school year in a single district)	_____ - _____	_____	_____
Military Service	_____ - _____	_____	_____
Other	_____ - _____	_____	_____
Total Number of Years		_____	

Credits: (circle one)    BA      BA+15      MA      MA+15      \_\_\_\_\_

I am in agreement with the above calculations and understand that the above total number of years and college credits are subject to proof by documentation.

Signature of Candidate \_\_\_\_\_ (date) \_\_\_\_\_

Signature of Administrator \_\_\_\_\_ (date) \_\_\_\_\_

## CERTIFIED STAFF SUPPLEMENTAL CONTRACTS

Certain positions assigned to certified staff members may require extra responsibility or extra time beyond that required of all certified staff members. When the Board and administration determine the need, qualified staff selected for such positions are provided supplemental contracts and additional compensation.

The Board approves the positions and the compensation for these assignments. Supplemental contracts for such assignments are awarded by the Board upon the recommendation of the Superintendent.

Supplemental contracts are limited contracts given for terms not to exceed five years. Supplemental contracts expire automatically at the end of their terms, with or without Board action.

The Board directs the Superintendent/designee to identify those supplemental contract positions that supervise, direct or coach student activity programs which involve athletic, routine/regular physical activity or have health and safety considerations. Individuals accepting these contract positions must complete the requirements established by the Ohio Department of Education and State law.

[Adoption date: August 1985]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: May 6, 2008]  
[Re-adoption date: November 19, 2013]

LEGAL REFS.: ORC 3313.53; 3313.539  
3319.08; 3319.11; 3319.111; 3319.303; 3319.39  
3707.52  
OAC 3301-20-01  
3301-27-01

CROSS REFS.: GBQ, Criminal Records Check  
GCB, Certified Staff Contracts and Compensation Plans  
GCKA, Certified Staff Extra Duty  
GDBB, Classified Staff Pupil Activity Contracts  
IGD, Cocurricular and Extracurricular Activities  
IGDJ, Interscholastic Athletics

CONTRACT REF.: Teachers' Negotiated Agreement

## CERTIFIED STAFF LEAVES AND ABSENCES

A leave of absence is a period of extended absence from duty without pay by a staff member for which written request has been made and formal approval has been granted by the Board. The Board provides a plan for considering leaves and absences for its staff members in accordance with State and Federal law and Board policies.

Compensation, if any, during leaves of absence depends upon the type of leave. Deductions are made in salaries for absence in accordance with regulations developed by the administration and approved by the Board.

Depending on the type of leave and when the group insurance policy permits, an employee may continue to participate in Board-approved insurance programs, provided that the employee pays the entire premium for these benefits.

A staff member terminates his/her affiliation with the Board if, at the expiration of the specified period of leave, he/she declines the position that is offered to him/her. Assuming his/her contract has not expired during a leave of absence, an employee holds the same contract status upon returning to duty as was held on the date on which the leave began.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 29, 2012]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 124.38  
3313.211  
3319.08; 3319.09; 3319.13; 3319.131; 3319.14; 3319.141; 3319.143

CROSS REFS.: GBR, Family and Medical Leave  
GCB, Certified Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

## CERTIFIED STAFF VACATIONS AND HOLIDAYS

The school calendar, as adopted by the Board, will establish the school recess periods and holidays for all administrators employed on a school-year basis.

Except as holidays have been declared for the District or vacation days have been scheduled, all certified staff members employed on a 12-month basis (260 work days per year) will be expected to work during the recess periods of the school year.

### Vacations

Administrative personnel employed on a 12-month basis will receive a vacation during the contract year as specified in their contract.

A written request for vacation will be submitted to the Superintendent for approval. Vacations will be allowed provided they do not hinder the operation of the schools.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 3313.20; 3313.63

## CERTIFIED STAFF RECRUITING

Because the quality of the staff hired by the Cloverleaf Local Board of Education is the major component of an effective, productive educational program, the Board and the administration of the District will make every effort to attract and retain the most qualified personnel.

The Board expects the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and the individual schools, and to locate the best qualified candidates to recommend for employment.

Recruitment procedures will include posting all openings so that the talents and potential of individuals already employed by the school system will not be overlooked. Any current employee may apply for any position for which he/she has certification and meets other stated requirements.

All candidates shall be considered on the basis of their merits, qualifications, and the needs of the District.

The appropriate building administrator will be expected to be involved in recruiting and interviewing. The Superintendent's recommendation will reflect, although not necessarily agree with, their estimation of the candidate being recommended.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03

## CERTIFIED STAFF HIRING

The Superintendent determines the District's personnel needs and recommends to the Board properly certified or licensed candidates for employment. Through recruiting and evaluation procedures, the Superintendent recruits and recommends to the Board the employment and retention of personnel.

It is the duty of the Superintendent to see that persons nominated for employment in the schools meet all certification/licensure requirements and the requirements of the Board for the type of position for which the nomination is made.

The following guidelines are used in the selection of personnel.

1. There is no unlawful discrimination in the hiring process.
2. The quality of instruction is enhanced by a staff with widely varied backgrounds, educational preparation and previous experience. Concerted efforts are made to maintain a variation in the staff.
3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination would create an unlawful interest in a public contract.
4. No candidate is hired without an interview and a criminal records check.
5. All candidates are considered on the basis of their merits, qualifications and the needs of the District. In each instance, the Superintendent and others having a role in the selection process seek to recommend the best qualified applicant for the job.
6. All candidates for teaching positions must be properly certified or licensed.

While the Board may accept or reject a nomination, an appointment is valid only if made with the recommendation of the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination would create an unlawful interest in a public contract. In the case of a rejection, it is the duty of the Superintendent to make another nomination.



Employment of Retired Administrators

The Board recognizes that recruiting and retaining properly certified or licensed administrative personnel has become increasingly difficult in Ohio's competitive marketplace. Therefore, the Board will, under appropriate circumstances, offer to enter into administrative employment agreements with qualified retired administrators whenever practical and when such action appears to be in the best interests of the District. Retired administrators may be employed as administrators on a part-time or full-time basis.

For purposes of this policy, a "retired administrator" is an individual who has retired pursuant to STRS or SERS rules and regulations.

The Board authorizes and directs the Superintendent to develop administrative regulations to implement this policy at the soonest practicable time.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 19, 2013]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

ORC 2921.42

3307.01; 3307.353

3313.53

3319.02; 3319.07; 3319.074; 3319.08; 3319.088; 3319.11; 3319.22

through 3319.31; 3319.39

3323.06

OAC 3301-35-05; 3301-35-06

3307.1-13-03

CROSS REFS.: AC, Nondiscrimination

ACA, Nondiscrimination on the Basis of Sex

ACB, Nondiscrimination on the Basis of Disability

GBA, Equal Opportunity Employment

GBQ, Criminal Records Check

GDD, Classified Staff Hiring

## PART-TIME AND SUBSTITUTE CERTIFIED STAFF EMPLOYMENT

All Certified personnel serving as substitute teachers or in part-time positions will be recommended by the Superintendent for appointment by the Board.

The employment of substitute teachers will be centralized for the District in the office of the Superintendent. Candidates selected will be recommended to the Board for placement on the list of approved substitutes. A substitute teacher with a full-time certificate who is assigned a permanent position replacing a teacher who is on leave or who has resigned will be paid according to the teacher's salary schedule.

Building principals will develop regulations, for substitute teachers to guide them in the performance of their duties. The regulations will be approved by the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3317.13  
3319.08; 3319.10; 3319.13

## CERTIFIED STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of teachers shall be the responsibility of the Superintendent. Each teacher will be assigned to a specific area and may be transferred to any other position for which he/she is qualified. Transfers may be initiated at the request of the Superintendent, an administrator, supervisor, teacher and for any purpose that, in the judgment of the Superintendent, is for the welfare of the District.

A transfer may be requested by a staff member when he/she has valid reasons, such as: more adequate training for another assignment; better qualifications to teach at a different grade level or in a different position or ability to work at a higher level of effectiveness in another situation.

Teachers will be encouraged to discuss transfers or their intention to request transfer with the principal, appropriate supervisor, then with the Superintendent.

Following this policy are the procedures for transferring.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.12  
OAC 3301-35-03(A)

CONTRACT REF.: Teachers' Negotiated Agreement

## CERTIFIED STAFF TIME SCHEDULES

### Administrators

The nature of the duties and responsibilities of administrators and supervisors will require their hours of work to vary and extend as necessary to fulfill the requirements of their positions.

Administrators will be expected to work during the hours and on the days that the Superintendent's office is open unless special arrangements have been made with the Superintendent. On days schools are closed because of bad weather or other emergencies, all staff members, except those who work only on teacher workdays, are required to report to work as soon as they are able to do so.

The workyear for administrators will be established individually through their contracts.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.483  
3319.111  
OAC 3301-35-02(B) (11; 12; 13); 3301-35-03(A)(12)

## CERTIFIED STAFF DEVELOPMENT OPPORTUNITIES

Staff members are encouraged to pursue and are provided with opportunities for the development of increased competencies beyond those which they may attain through the performance of their assigned duties and assistance from supervisors.

Opportunities for professional growth will be provided through such means as the following:

1. planned in-service programs and workshops offered within the school system from time to time;
2. released time for visits to other classrooms and schools and for attendance at conferences, workshops and other professional meetings;
3. leaves of absence for advanced educational training and
4. credit on the salary schedule for additional approved, educational training.

The Superintendent has the authority to approve released time for conferences and visitations, and reimbursements for expenses, provided such activities are within budget allocations for that purpose. The Superintendent/designee also has authority to approve payment of registration fees with a District voucher.

Persons attending Board authorized meetings shall present a written report of their meeting to the Cloverleaf Local Board of Education.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 17, 2003]

LEGAL REFS.: ORC 3313.20  
3315.07  
3319.131  
OAC 3301-35-03

CONTRACT REF.: Teachers' Negotiated Agreement

## CERTIFIED STAFF DEVELOPMENT OPPORTUNITIES

### Professional Meetings

The Cloverleaf Local Board of Education authorizes the Superintendent to grant and/or assign full-time staff members permission to attend authorized professional meetings with the following stipulations:

1. meeting is in State;
2. meeting is no longer than three days in duration;
3. meetings shall not be for more than two nights;
4. the Board shall be notified of all meetings attended and/or permission granted at the next regular Board meeting and
5. all participants at authorized meetings shall file a written report with the Board

All meetings that are out of state, are longer than three days, or two nights must have prior Board approval before permission is granted. Application for all meeting requests must be filed on the proper Board Form S-20.

Employees sent to or granted permission to attend meetings or conventions as representatives of the Board of Education shall receive no deduction in pay.

(Approval date: August, 1985)

(Re-approval date: August 21, 2001)

EVALUATION OF CERTIFIED STAFF  
(Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

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

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment.

Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on a percentage of teacher performance and student growth measures in accordance with State law. Student growth may be determined through multiple measures.

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

Teacher Performance Calculation

Teachers are evaluated via two formal observations and a minimum of two classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

### Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures. When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

Until June 30, 2014, if a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Students with 45 or more absences for the school year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

### Professional Growth and Improvement Plans

Teachers rated Accomplished will develop a professional growth plan and will choose their credentialed evaluator from within their building for the evaluation cycle.

Teachers rated Skilled or Developing will develop a professional growth plan collaboratively with the credentialed evaluator that will be in effect for the following evaluation cycle.

Teachers rated Ineffective must develop a professional improvement plan with the credentialed evaluator that will be in effect for the evaluation cycle.

### Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and a minimum of two classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by April 30th. Teachers evaluated under this policy are provided with a written copy of their final observation by May 10.



The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations carried out under this policy every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year.

#### Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

#### Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

#### Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

#### Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 29, 2014]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58  
Chapter 4117  
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment  
GBL, Personnel Records  
GCB, Certified Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

### Ohio Principal Evaluation System (OPES)

Procedures for evaluating principals and assistant principals are based on principles comparable to the Ohio Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above system, with the inclusion of the following components.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) Ohio Department of Education (ODE)-approved assessments and/or (3) Board-determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

The Board allocates financial resources to support professional development in compliance with State law and the State Board of Education's evaluation framework.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 1, 2004]

[Re-adoption date: April 25, 2016]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;  
3319.22  
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment  
GBL, Personnel Records

EVALUATION OF CERTIFIED STAFF  
(Administrators)

In order to fulfill the requirements outlined in policy GCN-2 (also AFC-2) regarding the evaluation of administrative personnel, the evaluation instrument provided in GCN-2 (also AFC-2) will be utilized. The form maintains all current language and categories including the 0-5 scale of performance. The formula conversion will remain the same using the District percentage as determined by the Board. This percentage will be established by the Board in March of each year. Salaries are based on the categories outlined as well as the following.

1. A center point will established each year by surveying all school districts in Summit and Medina Counties.
2. The high and low salaries will be eliminated.
3. For calculation purposes the following components will classify as salary:
  - A. salary
  - B. paid retirement with pick-up on the pick-up
4. The center point will be the average of the salaries for each administrative position in the surveyed district.
5. Salary surveys will be based on the most recent data available as of July 1.
6. Salaries calculated on performance cannot deviate from a range of plus 15% or minus 20% of center point (See attached diagram).
7. The Board will provide paid retirement and pick-up on the pick-up for each administrator.
8. Administrators are entitled to the same retirement incentives as offered teachers through the negotiated agreements, unless otherwise specified in individual contracts approved by the Board.
9. The Board provides a \$250 payment for dues to one professional organization for each administrator on an annual basis.
10. With Board approval, the Superintendent has the authority to establish individual salary parameters based on merit, contractual days or disciplinary measures.

(Approval date: September 19, 2000)

(Re-approval date: August 21, 2001)

(Re-approval date: June 1, 2004)

## REDUCTION IN CERTIFIED STAFF WORK FORCE

The Board may reduce the number of teachers upon the return to duty of regular teachers after leaves of absence, suspension of schools, territorial changes affecting the District or decreased enrollment of students in the District or for financial reasons.

The Board may reduce the number of administrators upon the return to duty of administrators after leaves of absence, suspension of schools, territorial changes affecting the District, decreased enrollment of students in the District or for financial reasons or for other reasons unrelated to the performance of the individual administrator.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 18, 2009]

[Re-adoption date: October 22, 2012]

LEGAL REFS.: ORC 3319.02; 3319.081; 3319.09(A); 3319.17; 3319.171; 3319.172; 3319.18

CONTRACT REF.: Teachers' Negotiated Agreement

## RESIGNATION OF CERTIFIED STAFF MEMBERS

A teacher who has a contract covering the ensuing school year will be free to resign up to July 10 preceding that year. After that time, the consent of the Board must be given before a staff member may resign his/her position. Similarly, a staff member may not resign during a school year unless the Board consents.

### Teacher Not Completing Year

The salary of any teacher who resigns or for any other reason does not complete the year shall be computed and paid on the basis of the ratio of the number of days he/she actually has taught to 184 days.

### Deductions

In computing deductions for all absences for which a deduction in pay is made, the basis shall be the daily rate based on 184 days in the school year except for those certified employees who are required to be on duty more than 184 days per year. For those employees, the deduction shall be based on the number of days actually stipulated or implied in the contract.

Resignations will be submitted to the Superintendent for presentation to the Board.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3319.02; 3319.15

SEVERANCE PAY

At the time of retirement, a severance amount calculated by a prescribed formula upon the employee's unused sick leave and daily rate of pay at the time of retirement will be granted to certified employees in accordance with State law.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 9.90  
124.39

CONTRACT REF.: Teachers' Negotiated Agreement



## SUSPENSION AND DISMISSAL OF CERTIFIED STAFF MEMBERS

### Dismissal

The contract of a teacher may be terminated for gross inefficiency or immorality; for willful and persistent violations of reasonable regulations of the Board; or for other good and just cause. Before terminating any contract the Board will furnish the teacher a written notice signed by the Treasurer of its intention to consider termination of his/her contract, specification of the grounds for such consideration, and inform him/her of his/her right to request a hearing by the Board or an independent referee. At such a hearing, both parties may be represented by counsel and present and cross-examine witnesses. A stenographic record of the proceedings will be made.

After the hearing, the Board will make its determination by majority vote. Any order of termination of a contract will state the grounds for termination.

### Suspension

The Board may suspend a teacher pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 124.36  
3319.02; 3319.11; 3319.16; 3319.161; 3319.17

CONTRACT REF.: Teachers' Negotiated Agreement

## CLASSIFIED STAFF POSITIONS

All school employees who are not certified by the State Department of Education to teach shall be listed as classified employees.

Education is a cooperative enterprise in which all employees of the District must participate intelligently and effectively for the benefit of the children. This District will employ nonteaching personnel in positions that function to support the educational program. All such positions will be established initially by the Board. For each new position, the Superintendent will develop a job description for approval by the Board.

Although positions may remain temporarily unfilled, or the number of persons holding the same type of position may be reduced in event of staff reduction requirements, only the Board will abolish a position it has created.

The Superintendent will keep all job descriptions current and present recommended changes to the Board for approval.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 124.18  
3319.081  
OAC 3301-35-03

## CLASSIFIED STAFF CONTRACTS AND COMPENSATION PLANS

### Contracts

All newly hired, regular classified staff employees, including regular hourly rate and per diem employees, enter into written contracts for their employment, which are for a period of not more than one year. If such employees are rehired at the end of their first contracts, their subsequent contracts shall be one year.

After the expiration of the second two-year contract, if the contract of an employee is renewed, the employee receives a continuing contract. The salary provided in the contract may be increased but not reduced unless such reduction is a part of a uniform plan affecting the support staff employees of the entire District.

### Compensation Plans

In determining and developing salary schedules for support staff other than administrators, the Board considers the responsibilities of the position, the qualifications needed, past experience of the individual and years of service credit.

Salaries for classified staff are reviewed and established annually by the Board upon the recommendation of the Superintendent.

In compliance with State law, employees are notified in writing by July 1 of their salary for the following school year.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC Chapter 124  
3317.12  
3319.081 through 3319.083; 3319.088

CROSS REFS.: GDBA, Classified Staff Salary Schedules  
GDBC, Classified Staff Fringe Benefits  
GDBD, Classified Staff Leaves and Absences  
GD BE, Classified Staff Vacations and Holidays

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF SALARY SCHEDULES

The Cloverleaf Board of Education will endeavor to provide salary schedules that will:

1. adequately provide for the retention of those classified employees who are rendering satisfactory and efficient service in the school system;
2. encourage and stimulate classified employees to improve the quality of their work by granting regular salary increments;
3. provide employees with a financial outlook by indicating the salary that may be expended from year to year; and
4. provide the Board with a means of determining, year by year, its financial obligations in terms of salaries for the nonteaching staff.

Such schedules will take into account the qualifications required, the responsibilities of the position and work experience. Initial placement on the schedule may take into consideration the employee's previous experience.

Whether employed for the school year or for a full 12-month year, an employee must serve two-thirds of his/her particular working year to qualify for yearly increment on a salary schedule.

In accordance with law, employees will be notified in writing by July 1 of their salary for the ensuing year.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3317.12  
3319.081; 3319.082; 3319.083; 3319.088

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF LEAVES AND ABSENCES

Leaves and absences granted to the classified staff will be for the purposes of helping them maintain their physical health, take care of family and other personal emergencies, and discharge important and necessary obligations.

All request for long-term leaves of absence will be submitted by the Superintendent, along with his/her recommendations, to the Board for its action.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 29, 2012]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 124.38 through 124.39  
3313.211  
3319.13; 3319.141; 3319.142; 3319.143

CROSS REFS.: GBR, Family and Medical Leave  
GDB, Classified Staff Contracts and Compensation Plans

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF RECRUITING/POSTING OF VACANCIES/HIRING

The recruitment and selection of suitable candidates for positions is the responsibility of the Superintendent, who confers with principals and other supervisors before making a selection. An employee may apply for any vacancy for which he/she is qualified.

All appointments to the classified staff are made by the Superintendent, subject to confirmation by the Board. In making these appointments, the Superintendent carefully observes all pertinent laws and negotiated agreements, as well as any regulations that may be approved from time to time by the Board.

The Board fixes conditions of employment as well as wages, hours and other benefits for classified staff members upon the recommendation of the Superintendent or as determined by the negotiated agreement.

### Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 23, 2010]

[Re-adoption date: June 16, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Fair Credit Reporting Act; 15 USC 1681 et seq.  
ORC Chapter 124  
3309.345  
3319.031; 3319.04; 3319.081 et seq.; 3319.39  
3327.10  
4141.29  
OAC 3301-35-05; 3301-35-06  
3309-1-61

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
GBA, Equal Opportunity Employment  
GBQ, Criminal Records Check  
GCD, Certified Staff Hiring

CONTRACT REF.: Classified Staff Negotiated Agreement

PART-TIME, TEMPORARY AND SUBSTITUTE CLASSIFIED STAFF EMPLOYMENT

Part-time, substitute, and temporary personnel will be employed as necessary for the efficient operation of the schools.

The District will maintain lists of persons qualified to serve in various classified positions so that substitutes and temporary help may be obtained as needed. The Board will approve such persons for substitute and temporary employment on the recommendation of the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 124.27  
3319.081; 3319.141

CONTRACT REF.: Classified Staff Negotiated Agreement



## CLASSIFIED STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of all classified personnel will be the responsibility of the Superintendent; however, promotional transfers will be made only by the Board upon the recommendation of the Superintendent. A request for transfer may be made in writing to the Superintendent.

### Assignments to Nonpublic Schools

Persons employed by the District and assigned to nonpublic schools will be considered employees of the District in all respects.

Such persons will fulfill and meet all regulations as are required for any other classified employee in the District. An employee may be reassigned to serve in any other location, either in the public schools or nonpublic schools, so long as the person is qualified to perform such duties.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 124.32  
OAC 3301-35-03(A)

## CLASSIFIED STAFF DEVELOPMENT OPPORTUNITIES

Classified staff employees are an integral part of the District's total staff. Their training and development are essential to the efficient and economical operation of the schools.

Therefore, all classified staff employees shall be encouraged to grow in job skills and to take additional training that will improve their skills on the job. It shall be the responsibility of all building principals to assist to the maximum degree in the training of classified staff assigned to their buildings.

Absences to attend meetings, conventions, conferences or workshops of local, state or national associations which serve to advance the welfare of the District through the upgrading and strengthening of the classified service may be granted by the Superintendent of Schools without loss of pay to the employee. The Superintendent/designee has the authority to approve payment of registration fees with a District voucher. All other expenses will be reimbursed as per Board policy DLC and administrative procedures.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 17, 2003]

LEGAL REF.: OAC 3301-35-03

CONTRACT REF.: Classified Staff Negotiated Agreement

## EVALUATION OF CLASSIFIED STAFF

Regular evaluation of all classified staff is intended to bring about improved services and to provide a continuing record of the service of each employee and evidence on which to base decisions relative to assignment and re-employment.

The Superintendent establishes a continuing program of performance evaluation for the classified staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

The services of all classified staff employees are evaluated at least once each year. Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3319.02; 3319.081  
4117.04  
OAC 3301-35-03(A)(8)

CONTRACT REF.: Classified Staff Negotiated Agreement

EVALUATION OF CLASSIFIED STAFF  
(Administrative)

In order to fulfill the requirements outlined in policy AFD (also GDN) regarding the evaluation of classified administrative personnel, the evaluation instrument provided in AFD-R (also GDN-R) will be utilized. The form will maintain all current language and categories including the 0-5 scale of performance. The formula conversion will remain the same using the District percentage as determined by the Board. This percentage will be established by the Board by March of each year. Salaries will be based on the categories outlined as well as the following:

1. A center point will be established each year by surveying all school districts in Summit and Medina counties.
2. The high and low salaries will be eliminated.
3. For calculation purposes the following components will classify as salary:
  - A. salary and
  - B. paid retirement with pick-up (if applicable).
4. The center point will be the average of the salaries for each administrative position in the surveyed district.
5. Salary surveys will be based on the most recent data available as of July 1.
6. Salaries calculated on performance cannot deviate from a range of plus 15% or minus 20% of center point. (See attached diagram.)
7. With Board approval, the Superintendent has the authority to establish individual salary parameters based on merit, contractual days or disciplinary measures.

(Approval date: February 21, 2006)

DISTRICT CLASSIFIED ADMINISTRATIVE STAFF EVALUATION

Administrative Staff Member's Name \_\_\_\_\_ Position \_\_\_\_\_

Years in Administrative Staff at Cloverleaf \_\_\_\_\_ Years on Administrative Staff in other Districts \_\_\_\_\_

Contract year \_\_\_\_\_ (First/Second/Continuing)

Evaluated by \_\_\_\_\_ Date \_\_\_\_\_

Copy received \_\_\_\_\_ Date \_\_\_\_\_  
(Signature does not imply agreement with the evaluation)

Job Expectations

Part 1 –Rating Scale

The job of a school administrative staff member may be viewed in many ways. One is to examine the routines and normal duties expected to be performed. A guideline list with subcategories of the routine duties are listed. The list, while not exhaustive, does constitute important elements of an administrator's job in developing the total educational climate.

Rating the major category for each of these elements contributes Part 1 of the evaluation procedure.

Part 2 – Comments (Anecdotal Evaluation)

Performance expectations for administrative staff go beyond the accomplishment of tasks. Effectiveness and efficiency in combining tasks is expected. EFFECTIVENESS refers to the accomplishment of the overall cooperative purpose of the school. EFFICIENCY relates to the feelings of satisfaction with how the purposes are achieved. Stated in another way, the expectation is success for the school and satisfaction for the individual's concerned.

Anecdotal comments will be used to assess achievement of the above expectations.

Guidelines for Administrative Staff Duties

1. Supervision, Evaluation
  - A. Completes evaluations in a timely fashion (as supervisor)
  - B. Writes reports which identify clear goals
  - C. Identifies employees' strengths and weaknesses
  - D. Aligns goals with District initiatives
  - E. Takes action with staff as a result of evaluation
  - F. Responds to evaluation goals and areas identified for growth (as employee)
  - G. Takes action as an employee as a result of evaluation
  - H. Supervises, directs and monitors assigned projects to their conclusion
2. Communication
  - A. Attends and, as appropriate, conducts informational meetings
  - B. Projects positive image
  - C. Speaks effectively in individual or group situations
  - D. Actively listens
  - E. Writes clearly and convincingly
  - F. Takes responsibility for facilitating information exchange among customers, peers and managers
3. Staff, Student and Personal Attitude Development
  - A. Contributes to a positive school climate
  - B. Provides guidance for new employees
  - C. Involves staff in discipline, when appropriate to job responsibilities
  - D. Provides appropriate growth opportunities for assigned employees
  - E. Provides necessary development to support assigned projects and responsibilities
  - F. Provides professional development for staff and seeks it for self
  - G. Attends and, when applicable, holds staff meetings

- H. Attends applicable District, county, regional and state meetings
  - I. Maintains and contributes positively to staff morale
  - J. Initiates self-growth
4. Routine Operations
- A. Completes reports and other routine operations promptly and accurately
  - B. Makes appropriate requisitions for supplies
  - C. Contributes to the efficiency of the department and the District
  - D. Completes routine tasks with minimal supervision
5. Technical Skills
- A. Demonstrates technical expertise
  - B. Demonstrates knowledge applicable to job responsibilities
  - C. Produces quality work product
  - D. Maintains appropriate quantity of work product
  - E. Keeps abreast of technology that enhances productivity
  - F. Uses available technology to maximize productivity
6. Leadership
- A. Identifies problems and positively contributes to their solution
  - B. Manages problems effectively
  - C. Maintains positive relationship with outside groups
  - D. Motivates peers and staff and is self-motivated
  - E. Interprets and executes Board and administrative policies and guidelines
  - F. Facilitates operation of classified staff
  - G. Displays a concern for people
  - H. Proactively engages in making the organization a success by working effectively to accomplish objectives in own positions

- I. Contributes to consensus-building on common goals
- J. Sets performance expectations by example
- 7. Decision Making and Goal Setting
  - A. Makes decisions appropriate to level of employment
  - B. Makes information available at places decisions are made
  - C. Monitors decisions and processes rather than make all decisions, if appropriate to employment
  - D. Involves staff in decisions that effect their work
  - E. Implements policies, rules and regulations when needed tempered with judgment depending on circumstances
  - F. Contributes to department goal setting and achievement of goals
  - G. Articulates goals to peers and customers
- 8. Conflict Mediation
  - A. Seeks positive solutions to problems
  - B. Structures for differences of opinion
  - C. Uses conflict to promote growth and develop corrective action
- 9. Central Office Communication
  - A. Informs central office of all critical problems and/or concerns
  - B. Provides appropriate input for District decision-making
  - C. Provides administrative team support
- 10. Customer Service
  - A. Assists internal customers in support of organizational goals
  - B. Is responsive to internal and external customers' concerns and requests
  - C. Provides support by follow-up on requests in a timely manner
  - D. Keeps stakeholders up-to-date about progress on projects and monitors satisfaction
  - E. Maintains positive, professional demeanor with customers



- F. Is prompt and undefensive in response to problems and complaints
  - G. Provides counsel and assistance, when appropriate
11. Teamwork
- A. Contributes to group performance to meet agreed upon objectives
  - B. Listens to and respects others opinions
  - C. Works as a group to achieve more than the individual could achieve
  - D. Cooperates and collaborates with peers and other team members
  - E. Puts team's agenda ahead of personal agenda
  - F. Promotes positive work environment
12. Professionalism
- A. Maintains confidential material
  - B. Demonstrates loyalty to the mission of the schools
  - C. Upholds District, state and federal standards
  - D. Maintains accurate data and information
  - E. Demonstrates professionalism in attire and manner
13. Initiative and Ombudsman Role
- A. Takes action to meet work-related objectives without being asked
  - B. Requires minimal supervision to achieve objectives
  - C. Identifies solutions to perceived problems
  - D. Recognizes and acts on opportunities even if outside the scope of normal duties
  - E. Seeks to improve work processes related to the job
  - F. Significantly exceeds job expectations
  - G. Challenges department and personal policies when they are unnecessarily restrictive
  - H. Transcends difficulty of being a simultaneous advocate of students, staff, administration, Board and the community.

14. Individual Goals

A. Meet identified goals

Part II – Comments (Anecdotal Evaluation)

	0	1	2	3	4	5
Supervision, Evaluation						
Communication						
Staff, Student and Personal Attitude Development						
Routine Operations						
Technical Skills						
Leadership						
Decision Making and Goal Setting						
Conflict Mediation						
Central Office Communication						
Customer Service						
Teamwork						
Professionalism						
Initiative and Ombudsman Role						
Overall Evaluation – Sub Total						
Goal Accomplishment (+5 or -5)						
Evaluation Total						

REDUCTION IN CLASSIFIED STAFF WORK FORCE

Whenever it becomes necessary to reduce the classified staff because of financial reasons, job abolishment, management re-organization, lack of work or in the interest of economy, the procedures set forth in State law and the negotiated agreement will govern the rights of employees affected directly or indirectly by the reduction. Applicable provisions of the negotiated agreement will be followed.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 124.32; 124.321  
3319.083  
4141.29

CONTRACT REF.: Classified Staff Negotiated Agreement

RESIGNATION OF CLASSIFIED STAFF MEMBERS

Any classified staff member may terminate his/her contract of employment with this District by filing a written notice of such termination with the Treasurer of the Board 30 days prior to the effective date of termination.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 124.39  
3319.081

## RETIREMENT OF CLASSIFIED STAFF MEMBERS

As required by law, all classified employees of the Cloverleaf Board of Education are required to be members of the School Employees Retirement System.

### Severance Pay

Severance pay will be a one-time, lump sum payment to eligible employees. An employee's eligibility for severance pay will be determined as of the final date of employment.

Receipt of payment for accrued but unused sick leave will eliminate all sick leave credit accrued by the employee.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Age Discrimination in Employment Law, P.L. 95-256

ORC 9.90

124.39; 124.391

145 et seq.

Chapter 3309

3319.081

4141.312;

## SUSPENSION, DEMOTION AND TERMINATION OF CLASSIFIED STAFF MEMBERS

The employment of classified staff members may be terminated for violation of written policies and regulations as set forth by the Board or for incompetency, inefficiency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of the public, neglect of duty, sexual battery, certain ethics violations, conflict of interest or any other acts of misfeasance, malfeasance or nonfeasance.

The Board may also suspend an employee for a definite period of time or demote, with or without pay, an employee for these same reasons.

The action of the Board to terminate the contract of any employee or to suspend or demote him/her is done in compliance with all statutory and constitutionally mandated procedures, including the opportunity for a hearing prior to the termination and if a hearing is required, prior to the suspension or demotion.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 23, 2010]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.  
ORC 124.32; 124.33; 124.34; 124.36  
3319.04; 3319.081; 3319.083

CROSS REF.: GBQ, Criminal Records Check

CONTRACT REF.: Classified Staff Negotiated Agreement

## SECTION H: NEGOTIATIONS

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HA*	Negotiations
HAA	Negotiations Priority Objectives
HB	Negotiations Legal Status
HC	Scope of Negotiations
HD*	School Board Negotiating Powers and Duties
HE*	Board Negotiating Agents
HF*	Superintendent's Role in Negotiations
HG	Employee Organizations
HH*	Privileges of Staff Negotiating Organizations
HI*	Payment of Negotiations Costs
HJ	Negotiations Procedure
HJA	Negotiations Deadlines for the Board
HK	Release of Negotiations Information
HL	Preliminary Negotiated Agreement Disposition
HM	Procedures Following Ratification
HN	Impasse Procedures
HO*	Work Stoppage
HP	Negotiated Amendments and Renegotiations Procedures

\* denotes the areas covered by Board policy

## NEGOTIATIONS

The Board is governed by State law regarding collective bargaining with its certified employee bargaining units for the purpose of entering into binding contracts. The scope of bargaining includes matters pertaining to wages, hours, terms, other conditions of employment and the continuation, modification or deletion of an existing provision of a collective bargaining agreement.

The Board negotiates in good faith with the District's bargaining units that are certified by the State Employment Relations Board (SERB) and endeavors to reach agreement on items properly within the scope of bargaining.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 3, 2009]

LEGAL REF.: ORC Chapter 4117

CROSS REF.: HD, School Board Negotiating Powers and Duties

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement



## SCHOOL BOARD NEGOTIATING POWERS AND DUTIES

The Board is recognized as the sole employer of the District and specifically retains unto itself all management rights as defined by law, except as specifically provided in the negotiated agreement(s). The Board is a party to the labor contract(s) or agreement(s) entered into with the certified employee organization(s).

The Board has a duty to choose a negotiating team to meet with the representatives of the certified employee unit(s) to fulfill its responsibilities to bargain collectively in compliance with law.

The Board has the responsibility of reviewing any tentative agreement reached in bargaining with the employee organization and approving or disapproving such agreements.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC Chapter 4117

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## BOARD NEGOTIATING AGENTS

Prior to commencement of any negotiations, the Board decides whether to appoint a professional negotiator or to appoint representatives from within the District to serve as the Board's negotiating team(s). The fee or salary for a professional negotiator is established by the Board at the time of appointment. The Board appoints members to the bargaining team who best serve the District's interests and who meet the qualifications mandated by law.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 4117.04; 4117.20

## BOARD NEGOTIATING AGENTS

### Appointment of a Professional Negotiator

The negotiator's fees or salary are established at the time of appointment.

The duties of the negotiator are to:

1. negotiate in good faith with the recognized bargaining units to attempt to arrive at a mutually satisfactory agreement on issues which are properly within the scope of bargaining by:
  - A. assisting and directing the Board's bargaining team in accumulating necessary data and information which may be needed for negotiations;
  - B. following guidelines set forth by the Board as to acceptable agreements and report on the progress of negotiations and
  - C. making recommendations to the Board as to acceptable agreements;
2. interpret the signed negotiated contracts to Board members and administrators and
3. plan, organize, direct and represent the District in fact-finding, arbitration and any other hearings involving negotiated contracts or grievances.

(Approval date: August, 1985)

(Re-approval date: August 21, 2001)

## SUPERINTENDENT'S ROLE IN NEGOTIATIONS

To the extent determined by the Board and permissible by law, the Superintendent is closely involved in planning, preparing and participating in the bargaining process.

The degree of involvement by the Superintendent in negotiations is specifically determined by the Board upon consultation with the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 4117.20  
4123.01

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## PRIVILEGES OF STAFF NEGOTIATING ORGANIZATIONS

Except as may be expressly limited by negotiated agreement(s) the Board recognizes that public employees generally have the following rights:

1. to form, join, assist, participate in or refrain from forming, joining, assisting or participating in any employee organization;
2. to be represented by an employee organization;
3. to bargain collectively with their public employers to determine wages, hours, terms, other conditions of employment and continuation, modification or deletion of an existing provision of a collective bargaining agreement and enter into collective bargaining agreements and
4. to present grievances and have them adjusted, without the intervention of the bargaining representatives, as long as the adjustment is inconsistent with the terms of the collective bargaining agreement then in effect and as long as the bargaining representatives have the opportunity to be present at the adjustment.

The above listed rights may be subject to the provisions of the contract agreement.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 4117.01; 4117.03; 4117.08; 4117.10

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

PAYMENT OF NEGOTIATIONS COSTS

The Board appropriates funds to provide representation for the District in the collective bargaining process. The costs of negotiations vary depending upon the Board's use of professional negotiators and the involvement of school administrators and experienced staff.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: ORC 4117.14

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## WORK STOPPAGE

Ohio Law defines a strike to be a concerted action in failing to report to duty; willful absence from one's position, stoppage of work, slowdown, or absence in whole or in part from the full, faithful and proper performance of the duties of employment for the purpose of inducing, influencing or coercing a change in wages, hours, terms and other conditions of employment.

Further definition of employee work stoppage may be negotiated in the collective bargaining contract.

Should a strike occur the Board determines if school should remain open and operating. Precautions are taken for the safety and health of the working staff and students.

The Board directs the administration to develop a strike plan as a precautionary measure well in advance of any anticipated work stoppage.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 4117.01; 4117.15; 4117.16

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## SECTION I: INSTRUCTION

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IA*	Instructional Goals
IAA*	Instructional Objectives
IB*	Academic Freedom
IC*	School Year
ICA*	School Calendar
ICB	Extended School Year
ID*	School Day
IE*	Organization of Facilities for Instruction
IF*	Curriculum Development
IFA	Curriculum Research
IFB	Pilot Projects
IFC	Pilot Project Evaluation
IFD*	Curriculum Adoption
IFE	Curriculum Guides and Course Outlines
IG	Curriculum Design
IGA*	Basic Curricular Program
IGAA	Citizenship Education
IGAB*	Human Relations Education
IGAC*	Teaching about Religion
IGAD*	Career-Technical Education
IGADA	Work-Experience Opportunities
IGAE*	Health Education
IGAF*	Physical Education
IGAG*	Drugs Alcohol and Tobacco Education
IGAH*	Family Life Education/Sex Education
IGAI	Sex Education
IGAJ	Driver Education
IGB	Special Instructional Programs and Accommodations
IGBA*	Programs for Students with Disabilities
IGBB*	Programs for Students Who are Gifted
IGBC	Programs for Disadvantaged Students
IGBD	Programs for Pregnant Students
IGBE*	Remedial Instruction (Intervention Services)
IGBEA*	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IGBF	Bilingual Instruction
IGBG*	Home-Bound Instruction



SECTION I: INSTRUCTION  
(Continued)

IGBH*	Alternative School Programs
IGBI*	English Learners
IGBJ*	Title 1 Programs
IGBK*	Latchkey Program
IGBL*	Parental Involvement in Education
IGBM*	Credit Flexibility
IGC	Extended Instructional Programs
IGCA*	Summer Schools
IGCB*	Experimental Programs
IGCC	Honors Program
IGCD*	Educational Options (Also LEB)
IGCE	School Camps
IGCF*	Home Instruction
IGCG*	Preschool Policy
IGCH*	College Credit Plus (Also LEC)
IGD*	Cocurricular and Extracurricular Activities
IGDA	Student Organizations
IGDB*	Student Publications
IGDC*	Student Social Events
IGDD*	Student Performances
IGDE	Student Activities Fees
IGDF*	Student Fund-Raising Activities
IGDFA*	Online Fundraising Campaigns/Crowdfunding
IGDG*	Student Activities Funds Management
IGDH	Contests for Students
IGDI	Intramural Programs
IGDJ*	Interscholastic Athletics
IGDK*	Interscholastic Extracurricular Eligibility
IGE	Adult Education Programs
IGEA	Adult Basic Education
IGEB	Adult High School Programs
IGEC	Adult Occupational Education
IGED	Adult Education Diploma
IGEE*	Awarding of High School Diplomas to Veterans of War
IH	Instructional Arrangements
IHA*	Grouping for Instruction
IHB*	Class Size
IHC	Scheduling for Instruction

SECTION I: INSTRUCTION  
(Continued)

IHD	Student Schedules and Course Loads
IHE	Team Teaching
IHF	Differentiated Staffing
IHG	Independent Study
IHH	Individualized Instruction
IHHA	Individual Help
IHI	Contracting for Instruction
IHIA	Performance Contracting
IHJ	Minicourses
IHK	Open Classrooms
IHL	Nongraded Classrooms
II	Instructional Resources
IIA*	Instructional Materials
IIAA*	Textbook Selection and Adoption
IIAB	Supplementary Materials Selection and Adoption
IIAC*	Library Materials Selection and Adoption
IIAD	Special Interest Materials (Also KFA)
IIB	Instructional Services
IIBA	Teacher Aids
IIBB	Resource Teachers
IIBC	Instructional Materials Centers
IIBD	School Libraries
IIBDA	Professional Libraries
IIBE	Instructional Television
IIBF	Instructional Radio
IIBG	Computer-Assisted Instruction
IIBH*	District Websites
IIC*	Community Instructional Resources (Also KF)
IICA*	Field Trips
IICAA*	School-Sponsored Noneducational and/or Extracurricular Trips
IICB	Community Resource Persons
IICC*	School Volunteers
IJ*	Guidance Program
IJA*	Career Advising
IK*	Academic Achievement
IKA*	Grading Systems
IKAA	Final Examinations
IKAB*	Student Progress Reports to Parents
IKAC	Student Conferences

SECTION I: INSTRUCTION  
(Continued)

IKAD	Parent Conferences
IKB*	Homework
IKC*	Class Ranking (Cum Laude Designation)
IKD	Honor Rolls
IKE*	Promotion and Retention of Students
IKEA	Make-Up Opportunities
IKEB*	Acceleration
IKF*	Graduation Requirements
IKFA	Early Graduation
IKFB*	Four Tier Diploma
IKFC*	Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
IL*	Testing Programs
ILA	Competency-Based Education
ILB	Test Administration
ILC	Use and Dissemination of Test Results
IM*	Evaluation of Educational/Instructional Programs (Also AFE)
IN	Miscellaneous Instructional Policies
INA	Teaching Methods
INB*	Teaching About Controversial Issues
INC	Controversial Speakers
IND*	School Ceremonies and Observances
INDA*	Patriotic Exercises
INDB	Flag Displays
INE	Assemblies
INF	School Fairs
ING	Animals in the School
INH	Class Interruptions

\* denotes the areas covered by Board policy

## INSTRUCTIONAL GOALS

It is the belief and policy of the Board that the learning process must accomplish these goals in a manner that makes learning interesting, relevant, exciting and enjoyable. The Board believes these goals can be accomplished only by dedicated teachers and staff who believe in the worth of youth, are committed to these goals, and are given the encouragement, means, freedom and guidance to accomplish them.

These are the District's instructional goals:

1. to help meet the physical, intellectual and emotional needs of students, particularly the needs to inquire, learn, think and create;
2. to help students establish aesthetic, moral and ethical values;
3. to help students relate satisfactorily to others in situations involving their family, work, government and recreation;
4. to give students a mastery of the basic skills of learning, thinking, problem solving, reading, writing and computation;
5. to teach students to use the various media of self-expressions;
6. to instill in students a knowledge of the social and natural sciences;
7. to acquaint students with the richness of our heritage and
8. to stimulate students to work productively in the various areas of human endeavor and
9. to acknowledge the importance of, and to aid the school's supplementary role to, the home and other social agencies in developing the habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical and aesthetic values.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Ohio CONST. art. VI, § 2  
OAC 3301-35-02; 3301-35-03

CROSS REFS.: ADA, Educational Philosophy  
AE, School District Goals and Objectives  
AFE, Evaluation of Instructional Programs (Also IM)  
AFI, Evaluation of Educational Resources

## INSTRUCTIONAL OBJECTIVES

Skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning will be identified within each subject area and at each grade level.

A competency-based curriculum is developed and implemented in reading, mathematics, science, social studies and English composition, according to the requirements established by the Ohio Administrative Code.

A competency-based curriculum will be developed for every course offered in the District at the time of evaluation of the course of study.

The educational program of the District will be the result of systematic planning, articulation, implementation and evaluation.

Instructors employ those methodologies as needed to provide a learning environment that challenges and engages all students.

Courses of study are evaluated on a rotating basis every five years under the supervision of the Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-02

CROSS REFS.: ADA, Educational Philosophy  
AE, School District Goals and Objectives  
AFE, Evaluation of Instructional Materials (Also IM)  
IA, Instructional Goals

## ACADEMIC FREEDOM

A major goal of education in a free society is to develop persons who can think critically, understand their culture, live compassionately with others, make sound decisions and live with the consequences of their judgment. Public education in a pluralistic society must strive to present as objectively as possible varied events, activities and perceptions reflected in history, literature and every other source of mankind's thought and expression. Because points of view differ and biases exist, students must have access to materials that express this diversity of perspective.

It is the responsibility of the teacher to make certain that such access to materials presenting all sides of a situation is available and discussed; however, teachers must take into account the relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views. All instructions will conform to adopted courses of study.

The principal of academic freedom presupposes intellectual honesty on the part of the person who exercises it, that they can and will discriminate between facts bearing on an issue and personal opinion. In expressing a personal opinion, a teacher will make it known to students that the view is his/her own and will not attempt to bring students to a commitment to that personal viewpoint.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REFS.: AC, Nondiscrimination  
EDE, Computer/On-Line Services  
INB, Teaching About Controversial Issues  
JB, Equal Educational Opportunity

CONTRACT REF.: Teachers' Negotiated Agreement

## SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Superintendent and presented to the Board for approval. The number of hours scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days and hours schools are in session, holidays, vacation periods, in-service training days, teacher orientation days and days of reports to parents.

In preparing the calendar, the Superintendent may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

In accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic schools to which the District is required to transport students.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school was open for instruction during the previous school year, unless the reduction is approved by a Board-adopted resolution.

At least 30 days before adoption, the Board holds a public hearing on the school calendar, addressing topics including the total number of hours in the school year, length of the school day, and beginning and end dates of instruction.

Activities listed on the official activities calendar are the only officially approved activities sanctioned by principals, the Superintendent and the Board. Activities that are not on this calendar and are omitted through oversight, lack of advanced planning by staff, athletic leagues or other outside groups, or for some other acceptable reason, may be added. Such requests must be approved by the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: February 19, 2008]

[Re-adoption date: October 27, 2014]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

## SCHOOL DAY

“School day” is defined as the time during a calendar day that a school is open for instruction pursuant to the Board-adopted schedule. It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 27, 2014]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers’ Negotiated Agreement



## ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board is responsible for public education, kindergarten through grade 12, throughout the District. It also has assumed responsibilities for adult education and vocational education services in the District.

The housing of grade levels in school facilities throughout the District and the administration of the instructional program will be according to plans developed by the Superintendent and the administrative staff and approved by the Board.

Modifications in the organizational plan of the schools may be made only by the Board upon the recommendation of the Superintendent. The Superintendent shall continually monitor the effectiveness of the organizational plan and recommend to the Board such modifications in the plan which are in the best interests of the students; provide for the equivalency of instructional materials, equipment and personnel within the District school and make the wisest use of District resources and District personnel to serve the educational goals of the Board.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001 ]

LEGAL REFS.: ORC 121.22  
3311.29  
3313.53-3313.531; 3313.641

CROSS REF.: IGBJ, Title 1 Programs

## CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary if the District is to meet the needs of the children in its schools.

Curriculum planning is based on the educational philosophy and goals approved by the Board. Specific objectives are developed by the staff, and input from parents, community members and stakeholders is considered by the Board. Such planning must also take into consideration the legal requirements for students in basic subjects.

To ensure improved instruction as a result of curriculum changes, there must be close coordination between new curriculum development and current instruction — program and process — and their evaluation. There must be coordination across subject areas and articulation of programs between grade levels. Implementation of new or revised curriculum must be closely coordinated with staff development programs.

The Superintendent/designee is responsible for authorizing curriculum studies and for establishing curriculum councils and advisory committees as needed.

The Board expects all certified staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All such staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The certified staff is expected to play an active role in curriculum development.

The Superintendent/designee provides the Board with reports on the curriculum and on the work of curriculum committees and recommends courses and programs for adoption by the Board.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 28, 2014]

[Re-adoption date: April 27, 2015]

LEGAL REFS.: ORC 3313.21; 3313.212

OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)

ABB, Staff Involvement in Decision Making (Also GBB)

AFI, Evaluation of Educational Resources

BCF, Advisory Committees to the Board

CONTRACT REF.: Teachers' Negotiated Agreement

## CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional staff to implement courses of study that promote the educational goals of the District and comply with legal requirements.

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for curriculum development to the Superintendent. The Board considers and acts on new courses and programs as recommended by the Superintendent. It officially approves courses of study for all subjects as required by State and Federal law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: April 27, 2015]

LEGAL REFS.: ORC 3301.07  
3313.21; 3313.212  
3313.60; 3313.602; 3313.90  
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

## BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the District's educational program will provide a curriculum that serves the general academic needs of all students as well as opportunities for individual students to develop specific talents and interests in vocational and other specialized fields and grow toward independent learning.

The curriculum will be balanced, integrated, and sequentially articulated providing a basic body of understandings, attitudes, and knowledge needed for living in a democracy and pursuing a career and life goals.

Competency standards will be established in the areas of reading, mathematics, English composition, science, social studies and language arts.

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem-solving abilities, and aesthetic appreciation that serve the student both during school life and throughout life.

The curriculum responds to the wide range of individual differences in student abilities and learning rates through a variety of materials, curricular adjustments and courses adapted to the special needs of students.

The District intends to be equivalent among schools in the provision of available curricular and instructional materials.

The curriculum meets or exceeds those requirements established by law and the Ohio Administrative Code.

[Adoption date: August, 1985]

[Re-adoption date: July 17, 1989]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3301.07  
3313.53; 3313.60; 3313.601; 3313.604  
OAC 3301-35-02

CROSS REFS.: IB, Academic Freedom  
INB, Teaching About Controversial Issues

## HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, citizenship status, religion, sex, economic status, age, disability or military status through its instructional programs, its student activities and the classroom environment.

The Board encourages and supports the following approaches to human relations education.

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.
3. The staff refreshes its awareness of the facts that the public schools are among the primary instruments for improving human relations through in-service training.
4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
5. The schools strive to develop a positive self-image in each student's thinking. They:
  - A. recognize the dignity and worth of the individual;
  - B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and
  - C. stimulate the development of respect for the laws of this country.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 3, 2009]

LEGAL REFS.: ORC Chapter 4112  
OAC 3301-35-04(B)(1)(b)

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
JB, Equal Educational Opportunities

## TEACHING ABOUT RELIGION

The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another, and must refrain from the promotion or description of any religion or of all religions; consequently, there will be no teaching of religion, as such, in the schools of this District.

Teaching about religious holidays or about religion in general should be objective, should avoid any doctrinal impact, and should avoid any implication that religious doctrines have the support of school authority. The schools should avoid any activity, display or exhibit which seems to promote or give official approval to matters of religion.

It is the responsibility of the public schools to foster mutual understanding and respect for all individuals and all beliefs. In pursuing this goal, teaching in the public schools can and should recognize that holidays are observed differently by different religious groups. Teachers should likewise respect the fact that some individuals' beliefs do not include religious observances.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 3313.601

CROSS REFS.: INB, Teaching About Controversial Issues  
JB, Equal Educational Opportunities

## CAREER-TECHNICAL EDUCATION

The schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career-technical education in the basic curriculum.

Career-technical education is a program that enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for implementation of the career-technical education program in the schools.

Career-technical education is a concept that can be taught in the classroom at all grade levels. In grades seven through 12, it specifically incorporates career exploration, career guidance and career-technical education opportunities. The latter are designed to equip students to enter postsecondary occupational education programs and/or specific occupations directly from high school.

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, shares with other aspects of the high school curriculum the purpose of development of character, attitudes and skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, the Ohio Administrative Code provides a list of educational programs that may be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills.

The educational program is administered by the career-technical programs director.

Fees may be charged to students, as established by the Board, to pay for materials they use in these courses and programs.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 27, 2014]

LEGAL REFS.: ORC Chapter 3303  
3311.16; 3311.17; 3311.18; 3311.19  
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911  
3317.024; 3317.16; 3317.17  
OAC Chapter 3301-35-04  
3301-61

CROSS REFS: JN, Student Fees, Fines and Charges  
LB, Relations with Other Schools and Educational Institutions



## HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco; venereal disease; personal safety and assault prevention (grades K-6) and dating violence prevention (grades 7-12); prescription opioid abuse prevention and emphasizing life-saving and life-enhancing effects of organ and tissue donation.

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

The health education program emphasizes a contemporary approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 23, 2010]

[Re-adoption date: March 23, 2015]

[Re-adoption date: July 24, 2017]

LEGAL REFS.: ORC 3313.60; 3313.666  
3319.073  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program  
EBC, Emergency Management and Safety Plans  
EFG, Student Wellness Program  
IGAF, Physical Education  
IGAG, Drugs, Alcohol and Tobacco Education  
IGAH, Family Life Education  
IGAI, Sex Education  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JHF, Student Safety  
JHG, Reporting Child Abuse

## PHYSICAL EDUCATION

The Board believes the District should provide education that is pertinent to the practical aspects of life including instruction in student wellness practices. The Board promotes healthy schools by supporting wellness, which includes nutrition and physical activity instruction, as a part of the total learning environment.

A program of physical activity has substantial health benefits for students, including favorable effects on body weight, blood pressure, endurance capacity and physical strength. In addition, physical activity promotes good academic outcomes, fosters student attendance and helps increase a student's capacity for learning. The District promotes physical activity through structured classes in physical education and by encouraging students to develop healthy lifelong skills and interests in walking, biking or other leisure time activities.

The Board directs the administration to provide opportunities for physical activity through physical education classes, recess periods and cocurricular and extracurricular activities. A student who, during high school, has participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study. If a high school student meets the criteria and chooses it as an option, the Board does not require the student to complete any physical education course as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

[Adoption date: March 20, 2007]

[Re-adoption date: October 27, 2014]

[Re-adoption date: July 15, 2020]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265  
(Title I, Section 204), 118 Stat. 729  
National School Lunch Act; 42 USC 1751 et seq.  
7 CFR, Subtitle B, Chapter 11, Part 210  
7CFR 220  
7 CFR 225  
7 CFR 245  
ORC 3313.6016  
3313.814  
OAC 3301-91-09

CROSS REFS.: EB, Safety Program  
EBBA, First Aid  
EBBC, Bloodborne Pathogens  
EFG, Student Wellness Program  
IGAE, Health Education  
JHF, Student Safety

## DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with grave concern the serious implications of drug, alcohol and tobacco use by people, specifically young people, all over the United States and especially in the District. In keeping with its primary responsibility--the education of youth-- the Board charges the certified staff of the District to continue to investigate the causes of student and school staff involvement with drugs and alcohol, and to develop suitable preventive measures however and whenever feasible. As the staff works with all levels of students in dealing with substance abuse, it maintains a constant objective of the development of positive attitudes towards self-worth and self-esteem.

The Board and the certified staff continue to seek ways to educate students and school staff of the District about the dangers of the misuse and abuse of drugs, alcohol and tobacco; they support the majority of our students and staff who are resisting such use. Instructional units include sessions about the causes and effect of drug, alcohol and tobacco abuse, especially in young people.

While the Board in no way condones the abuse of illegal or harmful substances, it is in the interest of students and staff health that an "ombudsman" climate be created in the schools so that people with problems may seek and receive help without fear of reprisal.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 22, 2018]

LEGAL REFS.: ORC Chapter 2925  
3313.60; 3313.95  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: JFCG, Tobacco Use by Students  
JFCH, Alcohol Use by Students  
JFCI, Student Drug Abuse

## FAMILY LIFE EDUCATION/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values which result in behavior which contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes.

In addition to the requirements listed below, the policies and regulations concerning the approval of new curriculum content, units and materials apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education are available for review by parents during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.
3. Teachers who provide age-appropriate instruction in family life/sex education have professional preparation in the subject area.
4. Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: April 20, 2004]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 3313.60  
OAC 3301-35-04

CROSS REF.: IGAE, Health Education

## PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additionally, all parentally placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for reevaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: August, 1985]  
[Re-adoption date: August 8, 1990]  
[Re-adoption date: June 12, 1995]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: February 19, 2008]  
[Re-adoption date: April 28, 2014]  
[Re-adoption date: March 23, 2015]  
[Re-adoption date: January 23, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.  
Rehabilitation Act; 29 USC 706(8), 794, 794a  
504 Regulations 34 C.F.R. Part 104  
504 Regulations 34 C.F.R.300.131  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
State Department of Education, Special Education Policies and Procedures,  
Free Appropriate Public Education-101  
ORC 3313.50  
3323.01 et seq.  
3325.01 et seq.  
OAC Chapter 3301-51  
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability  
IGBJ, Title I Programs  
IL, Testing Programs  
JB, Equal Educational Opportunities  
JGF, Discipline of Students with Disabilities  
KBA, Public's Right to Know

## PROGRAMS FOR DISABLED STUDENTS

As an expression of its commitment to provide a Free Appropriate Public Education (FAPE) for students with disabilities in accordance with Federal and State laws, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additional efforts are made to identify, locate and evaluate all parentally-placed school children who reside outside of the state, attend a private school within the District and have a confirmed or suspected disability.

2. Procedural Safeguards

The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a FAPE to the child.

3. Multi-Factored Evaluation

The District provides a multi-factored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purposes. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are not racially or culturally biased. Tests are administered by trained personnel qualified in accordance with all federal regulations and state standards and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multi-factored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.

4. Independent Educational Evaluation

- A. The District must conduct its own multi-factored evaluation before an Independent Educational Evaluation can be provided at public expense.



- B. One Independent Educational Evaluation paid for by the District may be provided for each multi-factored evaluation the District conducts.
- C. The sources for obtaining an Independent Educational Evaluation paid for by the District are available from the District. Any list of providers given by the District is not exhaustive. The parent may select another evaluator so long as the evaluator meets the District's guidelines.
- D. Evaluation instruments and procedures must be current; have acceptable reliability and validity according to professional testing standards; be generally accepted in the field of educational evaluation, and provide information relevant to determining eligibility for special education or for developing an Individualized Education Program (IEP).
- E. The evaluation shall be conducted by a qualified examiner who is not employed by the District responsible for the education of the child. All providers conducting Independent Educational Evaluations must possess state and professional licensure in their respective disciplines. Individuals completing Independent Educational Evaluations must have experience administering and interpreting school-based assessments.
- F. Since the cost of the Independent Educational Evaluation is paid by the District, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an Independent Educational Evaluation.
- G. Unless the parent is able to establish unique circumstances that an independent evaluator is unavailable within Ohio or that it would be inconsistent with the parent's right to an Independent Educational Evaluation to require the independent evaluator to hold Ohio licensure or comply with Ohio law, the District requires the evaluation to be conducted within Ohio by evaluators who meet qualifications under Ohio law.
- H. Unless the parent is able to establish unique circumstances that it would be inconsistent with the parent's right to an Independent Educational Evaluation, the independent evaluator will comply with the Individuals with Disabilities Education Act and Ohio's Operating Standards related to evaluations. A copy of the requirements is available to the parent upon request or may be obtained through the Ohio Department of Education website.

- I. The cost for a publicly funded Independent Educational Evaluation shall not exceed reasonable and customary rates prevailing in the community for similar services by a professional of reasonably comparable skills, experience, and reputation.
- J. The District must be provided with a written report of the Independent Educational Evaluation, including a description of the tests and procedures used, and a summary and interpretation of the Independent Educational Evaluation that provided information relevant to determining eligibility for special education or for developing the IEP. The Independent Educational Evaluator(s) must submit results, interpretations, and recommendations to the District's multidisciplinary team without pre-determining eligibility for services. All assessments must be validated for the age, grade, and disability of the pupil being evaluated.
- K. The independent evaluator must provide the District with a current curriculum vitae, detailed invoice itemizing all charges and costs of the Independent Educational Evaluation, the amount of time in hours/minutes spent conducting and preparing the Independent Educational Evaluation and related report, the time spent on any other services billed to the District, and indicating specifically which person or persons performed each task or item billed to the District.
- L. The individual needs of a child and unique circumstances may warrant an Independent Educational Evaluation at District expense when the guidelines are not met. The District cannot possibly identify the numerous circumstances that may be unique to a situation. The parent may share such unique circumstances with the Superintendent/designee through a meeting or in writing. If the Superintendent/designee determines that the circumstances are not unique, the Superintendent/designee will issue prior written notice to the parent. Depending on the nature of the unique circumstances, the parent or the District may pursue dispute resolution procedures available under the Individuals with Disabilities Education Act and/or the Operating Standards.

5. Individualized Education Program

An IEP is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child are strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.

6. Least Restrictive Environment

The education of children with disabilities occurs in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

7. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

8. Due Process

The District utilizes procedures that allow differences of opinion to be aired and resolved between parent(s) or agencies and the District. The procedures provide for utilization of case conferences, administrative reviews, impartial due process hearings, state-level appeals and appeals to the courts that involve the District's proposal or refusal to initiate or change the identification, evaluation or educational placement of the child or the provision of a FAPE to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

9. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, when the child is a ward of the state or when parents have otherwise lost legal decision-making abilities, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or other organization involved in the education or care of the child) who serves as the child's surrogate parent.

10. Testing Programs

Students with disabilities must participate in local and statewide testing programs. Individual exemptions, accommodations and participation in an alternate assessment are determined only during an IEP conference.

(Approval date: July 16, 1996)

(Re-approval date: August 21, 2001)

(Re-approval date: March 23, 2015)

(Re-approval date: April 25, 2016)

(Re-approval date: January 23, 2017)

## PROGRAMS FOR STUDENTS WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.

### Identification

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
  - A. superior cognitive ability;
  - B. specific academic ability in one or more of the following content areas:
    - 1) mathematics;
    - 2) science;
    - 3) reading, writing or a combination of these skills and/or
    - 4) social studies;
  - C. creative thinking ability and/or
  - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of students who are gifted.
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who are Gifted

The Board adopts and submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and

10. an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

#### District Plan for Services

The District adopts and submits to the Ohio Department of Education a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.
5. The District informs parents of the contents of this policy as required by the Ohio Revised Code and the Ohio Administrative Code.

The services likely to be provided to a student based on the nature of their identification are included and updated on the district's web page.

The gifted services currently available within the District and the criteria for receiving these services are included and updated on the district's web page.

### Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP. The WEP is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

### Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.



Annual Report and Accountability

The District submits, as required, a gifted education annual report to the Ohio Department of Education.

The District submits, as required, a gifted education data audit to the Ohio Department of Education.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the Ohio Administrative Code rules regarding gifted education.

[Adoption date: August, 1985]

[Re-adoption date: January 18, 2000]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 30, 2009]

[Re-adoption date: September 25, 2017]

LEGAL REFS.: ORC 3324.01 et seq.  
OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration  
JB, Equal Educational Opportunities

Copies: Parent  
Student/Building File

<b>Cloverleaf Local Schools'</b>
<b>Gifted Identification Referral Form</b>

Child: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Is referred for possible identification as gifted in the following area(s):**

Superior Cognitive Ability (Check all that apply)

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Advanced vocab.      | <input type="checkbox"/> Learns easily     | <input type="checkbox"/> Reads intently  | <input type="checkbox"/> Long attention span |
| <input type="checkbox"/> Self-motivated       | <input type="checkbox"/> Memory capacity   | <input type="checkbox"/> Individualistic | <input type="checkbox"/> Independent         |
| <input type="checkbox"/> Variety of interests | <input type="checkbox"/> Alert & observant | <input type="checkbox"/> Other: _____    |  |

Specific Academic Ability (Check all that apply)

**Reading**

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> Decodes easily     | <input type="checkbox"/> Long attention span | <input type="checkbox"/> Reads intently | <input type="checkbox"/> Advanced comprehension |
| <input type="checkbox"/> Self-taught reader | <input type="checkbox"/> Above grade level   | <input type="checkbox"/> Other: _____   |   |

**Mathematics**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Advanced concepts | <input type="checkbox"/> Accurate computation | <input type="checkbox"/> High interest for in-depth understanding |
| <input type="checkbox"/> Above grade level | <input type="checkbox"/> Other: _____         |   |

**Writing**

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Advanced vocabulary | <input type="checkbox"/> Complex writing | <input type="checkbox"/> Other: _____ |
|--|--|---------------------------------------|

**Science**

- |  |  |
|--|--|
| <input type="checkbox"/> High interest for in-depth understanding            | <input type="checkbox"/> Advanced concepts |
| <input type="checkbox"/> Reads/ talks about science topics on frequent basis | <input type="checkbox"/> Other: _____      |

**Social Studies**

- |  |   |
|--|---|
| <input type="checkbox"/> High interest for in-depth understanding            | <input type="checkbox"/> Advanced concepts (maps, globes, cultures) |
| <input type="checkbox"/> Reads/ talks about social studies on frequent basis | <input type="checkbox"/> Other: _____                               |

Creative Thinking Ability \_\_\_\_\_

Visual / Performing Arts Ability \_\_\_\_\_

(such as drawing, painting, sculpting,  
music, dance, drama) \_\_\_\_\_

Signature of Person Initiating Referral, Position / Relationship to Child

Phone

Date

---

Signature of Person Receiving Referral, Position

---

Date

NOTE: A parent may request assessment through any verbal or written means to the building administrator.

PLEASE RETURN COMPLETED FORM TO BUILDING ADMINISTRATOR

Fall Deadline: prior to the last Friday in October Spring Deadline: prior to the last Friday in March

Copies: Student/Building File  
Date Received: \_\_\_\_\_

**Cloverleaf Local Schools'**  
**Gifted Identification Student Profile Form**

**Referral Source (check):**

Teacher     Parent     Legal Guardian     Other (specify) \_\_\_\_\_  
\_\_\_\_\_

**Identifying Data**

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Building of Current Attendance: \_\_\_\_\_  
Present Teacher(s): \_\_\_\_\_ Grade: \_\_\_\_\_  
Legal Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_

Does the child, or parent, need assistive technology or other such accommodations in order to attend meetings or to understand the content of written and/or verbal information (Please specify/explain)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**General**

What are the child's strengths and interests? \_\_\_\_\_

\_\_\_\_\_

Is there any other pertinent information not previously described? \_\_\_\_\_

\_\_\_\_\_

Most Recent Standardized Tests	Age When Tested	Grades When Tested	Results

**Pre-Assessment Results:**

**Assessment For Screening Results:**

**Assessment for Identification Results:**

**To be completed after screening/assessment: (Optional)**

A team met on \_\_\_\_\_

The following actions were recommended:

**Cloverleaf Local Schools'**  
**Gifted Identification**  
**Permission for Assessment Form**

**To the Parent(s)/Guardian(s) of:**

Name: _____	Date of Birth: _____
Address: _____	Phone: _____
Parent/ Guardian: _____	Phone: _____
Building of Current Attendance: _____	
Present Teacher(s): _____	Grade: _____
Referred By: _____	

Your child has been referred as a potentially gifted child. Assessments are required for identification purposes. The following assessments may be administered to your child:

No assessment(s) may be completed without your written permission. Please read the information provided below, complete as appropriate, and return to school as soon as possible. If you have questions or need assistance with this form, please contact \_\_\_\_\_ at \_\_\_\_\_.

I understand that if I grant permission, my child will receive the assessment(s) noted above by designated school personnel and that the information may be shared with teachers, principals, and other appropriate school personnel. I will be informed of whether or not my child qualifies for gifted identification, according to the State of Ohio and district established criteria.

Permission is granted to conduct the assessment(s)

Permission is denied at this time

Signature	Relationship to Child	Date

**Please return to the building principal by \_\_\_\_\_**

Copies: Parent  
Student/Building File

**Cloverleaf Local Schools'**  
**Gifted Identification**  
**Parent Notification of Assessment Results Form**

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

**Dear** \_\_\_\_\_,  
**(Parent/Guardian)**

Recently you gave permission for your child, \_\_\_\_\_, to be assessed for possible gifted identification.

The results of the assessment(s) indicate the following (please check):

- Your child's results do not meet the State of Ohio/district criteria to be identified as gifted.
- Your child's results indicate the need for additional assessment to determine whether State of Ohio/district criteria to be identified as gifted are met.
- Your child's results meet the State of Ohio/district criteria to be identified as gifted in the following areas:

\_\_\_\_\_

\_\_\_\_\_

Your child's teacher will be informed of these results and may use this information to help provide appropriate educational experiences.

If you have any questions, please contact me at \_\_\_\_\_.

If you disagree with the above, you may appeal the decision by contacting \_\_\_\_\_.

Sincerely,  
(Contact Person)



REMEDIAL INSTRUCTION  
(Intervention Services)

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Intervention services are also offered to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and
2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

The District provides all remedial supports required by law including those related to assessments and end-of-course examinations.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: August 1985]  
[Re-adoption date: June 2, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: April 15, 2008]  
[Re-adoption date: October 22, 2012]  
[Re-adoption date: March 23, 2015]  
[Re-adoption date: November 25, 2019]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715  
3313.608; 3313.609; 3313.6010; 3313.6012, 3314.03  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)  
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION  
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction that is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a District policy for the midyear promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: December 10, 2012]

[Re-adoption date: November 19, 2013]

[Re-adoption date: March 23, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079; 3301.163  
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)  
IGBI, English Learners  
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION  
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;
2. a description of current services provided to the student;
3. a description of proposed supplemental instruction services and supports;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and
5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and
2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District will develop a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;

3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);
4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide a teacher who:

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or

2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide:

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
2. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
  - A. small group instruction
  - B. reduced teacher-student ratios
  - C. more frequent progress monitoring
  - D. tutoring or mentoring
  - E. transition classes containing third and fourth grade students
  - F. extended school day, week or year
  - G. summer reading camps

3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Districts required to submit staffing plans do so in accordance with State law.

(Approval date: October 22, 2012)  
(Re-approval date: November 19, 2013)  
(Re-approval date: March 23, 2015)



## HOME-BOUND INSTRUCTION

Children who, because of disability and/or handicaps, are unable to attend regular classes may be instructed at home. Proper forms must be filled out prior to the instruction and the forms be on file with the proper administrative office.

The Cloverleaf Local Board of Education will provide instruction, as appropriate, for students confined to home in accordance with the following:

1. Home instruction teachers will be provided for students at the request of parents only after such instruction is approved by the Superintendent or his/her designee. Home instruction teachers are provided by the school.
2. Home instruction teachers must be certified teachers holding a valid State Department of Education certificate and a clear BCII check.
3. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent or his/her designee. If the home instruction teacher is not the student's regular classroom teacher, the student personnel office will arrange cooperative communications between the teachers to ensure a proper program of instruction for the student.
4. The duration and time of any home instruction program will be determined by the Superintendent or his/her designee on the basis of information received from teachers, parents, medical personnel and the student personnel office.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Americans With Disabilities Act; 42 USC 1201 et seq.  
ORC 3313.64  
3321.04  
3323.05; 3323.12  
3331.08  
OAC 3301-51-06

CROSS REFS.: GBQ, Criminal Record Check  
IGBA, Programs for Disabled Students  
JEA, Compulsory Attendance Ages  
JECBC, Admission of Students from Nonchartered or Home Schooling

## ALTERNATIVE SCHOOL PROGRAMS

The Board believes that a traditional school setting may not be a productive environment for all students; therefore, a student has the opportunity to attend an alternative school setting. The alternative education school meets the standards established by the Ohio Department of Education. The credits earned apply towards earning a Cloverleaf diploma. Cloverleaf students in grades eight through 12 may attend this type of school.

In order to attend the students and parents must have a conference with the building level administrator to discuss this educational option. If it is determined at this conference that this is an appropriate placement, the building level administrator will contact the Superintendent/designee to initiate the placement with the alternative school.

The school is evaluated by the Superintendent/designee twice during the school year to determine the effectiveness of the program and the students' progress.

The alternative school administration may at any time recommend a student for expulsion from the program for violation of alternative school rules/policies. Upon recommendation by the alternative school administration, the Superintendent shall hold an expulsion hearing. The expulsion hearing shall meet the due process rights of the student. The decision rests with the Superintendent as to the consequences for the student.

[Adoption date: August, 1985]  
[Re-adoption date: November 19, 1996]  
[Re-adoption date: June 17, 1997]  
[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3301.07  
3313.53  
OAC 3301-35-02; 3301-35-05

## ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

English learner students who have been enrolled in U.S. schools for less than one full year may be exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: April 20, 2004]

[Re-adoption date: November 3, 2009]

[Re-adoption date: April 28, 2014]

[Re-adoption date: September 25, 2017]

LEGAL REFS.: 42 USC 2000d  
The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
34 CFR 200  
ORC 3301.0711  
3302.01; 3302.03  
3313.61; 3313.611; 3313.612  
3317.03  
3331.04  
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination  
IE, Organization of Facilities for Instruction  
IGBJ, Title I Programs  
IGBL, Parent and Family Involvement in Education  
JB, Equal Educational Opportunities  
JK, Employment of Students

## TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parental involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parental involvement policy and guidelines. The written parental involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parental involvement includes, but is not limited to, parental contribution to the design and implementation of programs under this title, participation by parents in school activities and programs, and training and materials that build parents' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains parents to work with their children to attain instructional objectives;
3. trains teachers and other staff involved in programs under this title to work effectively with the parents of participating students;
4. develops partnerships by consulting with parents regularly;
5. provides opportunities for parents to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 17, 2005]

[Re-adoption date: June 30, 2009]

[Re-adoption date: April 28, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination  
IE, Organization of Facilities for Instruction  
IGBA, Programs for Students with Disabilities  
IGBI, English Learners  
IGBL, Parental Involvement in Education  
JB, Equal Educational Opportunities

TITLE 1 PROGRAMS  
(Parental Participation)

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents of the student being served.

Each year the Superintendent works with parents of children served in title I programs in order to jointly develop and agree upon a proposed written parent-involvement policy to establish expectations for the involvement of such parents in the education of their children. The proposed policy is reviewed and approved annually by the Board and distributed to parents of children receiving Title I services. The proposed policy must describe how the District will:

1. involve parents in the development of the District's Title I plans and in the process of school review and improvement, if necessary;
2. provide coordination, technical assistance and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement;
4. coordinate and integrate parent involvement strategies with parent involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents and Teachers and Home Instruction for Preschool Youngsters;
5. in consultation with parents, annually evaluate the content and effectiveness of the parent involvement policy in improving the academic quality of schools, including:
  - A. identifying barriers to greater parent participation;
  - B. designing strategies for more effective parental involvement and
  - C. revising the parental involvement policy, if necessary;
6. involve parents of children receiving Title I services in deciding how Title I funds reserved for parent involvement activities are allocated;
7. provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand;
8. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;

9. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments and the proficiency levels students are expected to achieve and maintain;
10. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents and to participate appropriately in the decision-making about the program and revisions in the plan;
11. involve parents in the planning, review and improvement of the Title I program;
12. communicate information concerning school performance profiles and their child's individual performance to parents;
13. assist parents in helping their children achieve the objectives of the program by such means as ensuring regular attendance, monitoring television watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices and the like;
14. provide timely responses to parental questions, concerns and recommendations;
15. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement and
16. conduct other activities as appropriate to the Title I plan and state and federal requirements.

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

1. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parental involvement plan.
2. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits or similar aid offered to parents to encourage their involvement.
3. Parents must be involved in an organized, on-going and timely way in the development, review and improvement of parent involvement activities.
4. Parents of participating students must be provided with:



- A. timely information about the Title I program and the school's parent involvement policy;
  - B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels expected and
  - C. regular meetings, upon request, for parents to make suggestions and to participate, as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
5. As a component of the school parental involvement policy, the principal for each school coordinates the development of a school-parent compact jointly with parents which outlines how the school staff, the parents and the student share responsibility for academic improvement and the means by which the school and parents build and develop a partnership to help students achieve state standards. The compact must:
- A. describe the school's responsibility to provide a high quality curriculum and instruction in a supportive, effective learning environment;
  - B. describe the parents' responsibility to support their child's learning environment such as monitoring attendance, homework, extracurricular activities and excessive television watching, volunteering in the classroom and participating, as appropriate, in decisions relating to the education of their children and
  - C. address the importance of parent/teacher communication on an on-going basis through at least annual parent/teacher conferences to discuss achievement and the compact, frequent progress reports to the parents on their child's progress, reasonable access to the staff and to observe and participate in classroom activities.
6. Parents of children receiving Title I services must be notified about school-parent involvement policies in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. These policies must also be made available to the community
7. School-parent involvement policies must be evaluated periodically to consider whether they meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and community for improving student achievement, the Superintendent and building principals must include provisions in the District and school-parent involvement policies regarding:

1. assisting parents of children served under Title I in understanding the state's academic content and assessment standards and in understanding how to monitor their child's progress and how to work with educators to improve their child's achievement;
2. providing materials and training to help parents work with their children to improve achievement.
3. educating teachers, pupil services personnel and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners, how to implement and coordinate parent programs and how to build ties between parents and the school;
4. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other federal programs and
5. providing such reasonable support for parent involvement activities as parents may request.

In order to build the District's capacity for parent involvement, the Superintendent and building principals may also

1. involve parents in the development of training for teachers and administrators to improve the effectiveness of such training;
2. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
3. train parents to enhance the involvement of other parents;
4. adopt and implement model approaches to improving parental involvement;
5. establish a Districtwide parent advisory council to provide advice on all matters related to parental involvement programs and
6. develop appropriate roles for community-based organizations and businesses in parental involvement programs.

[Approval date: October 17, 2005]

## LATCHKEY PROGRAM

Recognizing the benefits accruing to children from latchkey programs, both in safety and educational experiences, the Board operates a latchkey program within the District.

The Superintendent is responsible for the development of any necessary rules for the program. Public input regarding the program is considered at the formation of the program and when reviews of the program's performance are done.

Tuition and other fees are instituted as needed. Expenditures of funds and the provision of ancillary services are made in compliance with Ohio law.

[Adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.207; 3313.208; 3313.209  
OAC 3301-32-01 through 3301-32-13

## PARENTAL INVOLVEMENT IN EDUCATION

The Board believes that parent/guardian involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents/guardians in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism.

All parents/guardians of students enrolled in the District are encouraged to take an active role in the education of their children.

The Board directs the administration to develop the necessary regulations to ensure that this policy is followed and that parent/guardian involvement is encouraged. The regulations will:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between the parents/guardians and school officials;
3. offer parents/guardians ways to assist and encourage their children to do their best;
4. offers ways parents/guardians can support classroom learning activities and
5. provide opportunities for parents/guardians to be involved in the parental involvement program.

[Adoption date: September 15, 1992]

[Re-adoption date: August 21, 2001]

[Re-adoption date: September 25, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 3313.472; 3313.48  
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, English Learners  
IGBJ, Title I Programs  
Student Handbooks

## CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan. Seventh or eighth grade students may meet curriculum requirements or students ready for high school courses may earn high school graduation credit by:

1. demonstrating subject area competency through the completion of traditional course work;
2. testing out of or showing mastery of course content through the pursuit of an approved educational option and/or
3. any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulation.

[Adoption date: June 30, 2010]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613;  
3313.614; 3313.90

3321.04

Chapter 3324

Chapter 3365

OAC Chapter 3301-34

3301-35-01

3301-35-06

Chapter 3301-46

Chapter 3301-51

Chapter 3301-61

CROSS REFS.: IGAD, Career-Technical Education  
IGBH, Alternative School Programs  
IGCB, Experimental Programs  
IGCD, Educational Options (Also LEB)  
IGCF, Home Instruction  
IGCH, College Credit Plus (Also LEC)  
IGE, Adult Education Programs  
IKA, Grading Systems  
IKE, Promotion and Retention of Students  
IKEB, Acceleration  
IKF, Graduation Requirements

## CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an on-going basis;
2. allow for demonstrated proficiency options on an on-going basis;
3. allow for graded options for demonstrated proficiency;
4. allow demonstration of proficiency to count towards course requirements for graduation;
5. determine credit equivalency for a Carnegie unit;
6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;
7. allow for both simultaneous credit and/or partial credit to be earned;
8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;
9. allow, if so desired, for the acceptance of credit from other districts and educational providers;
10. establish provisions for instances when students do not or cannot complete requirements and
11. establish a review process and submit data to the Ohio Department of Education about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

The Ohio Department of Education recommends that the Superintendent maintain a “library” of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

(Approval date: June 30, 2010)



## SUMMER SCHOOLS

The Cloverleaf Local Board of Education will operate summer schools for students in grades 1 through 12 in accordance with ODE regulations.

The summer program will be designed to include enrichment and remedial experiences.

Summer school will be under the direction of a summer school principal appointed by the Board. Teachers for summer sessions will be recruited from the District staff insofar as possible.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.57; 3313.641

## EXPERIMENTAL PROGRAMS

The Board believes that education is a human enterprise and is not static but developmental in nature. As such, there are times that approaches other than the traditional and proven should be attempted. Such programs are viewed as experimental and tentative.

To be initiated in the District, an experimental program must meet these requirements:

1. The program or course will be developed by a committee consisting of administrators, grade level and subject area specialists and consultants as needed.
2. The Board of Education will make formal application to the State Department of Education for permission to implement the program on an experimental basis.
3. The program or course must be approved by the Board and the State Department of Education prior to implementation.
4. Participating students must be recommended for participation. The parent(s) or guardian(s) must provide approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request will be kept on file.
5. The program will be evaluated in terms of learning outcomes, student achievement, and accomplishment of stated objectives.
6. At the end of an established period of time, the Superintendent will either recommend cessation of the experiment or inclusion of the program in the District's educational program.
7. Fees will be estimated for experimental programs as needed. Participating students will be expected to pay fees at the beginning of the program.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.642  
OAC 3301-35-02(D)

CROSS REFS.: IGCD, Educational Options (Also LEB)  
JN, Student Fees, Fines and Charges

## EDUCATIONAL OPTIONS

The Board realizes that an effective educational program is one that provides opportunities for student learning both within the classroom and for specific reasons beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

When initiated, educational options must adhere to these criteria:

1. The parent(s)/guardian(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request will be kept on file.
2. An instructional plan that contains written measurable objectives must be submitted to and approved by the Superintendent.
3. The instructional plan will include an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for kindergarten through eighth grade students participating in an option as a substitute instructional plan will consider student performance relative to the objectives of the option.
5. The instructional plan will include a written plan for the evaluation of student performance.
6. A maximum of six credits may be applied to the total credits required for graduation for grades nine through twelve. No more than four of the six credits will be applied to the credits required for graduation in English, health, mathematics, science, physical education and social studies.
7. In tutorial programs and programs of independent study, a certified teacher will provide both the instruction of and evaluation of students. In all other cases, a certified teacher will provide only the evaluation of student progress.

8. Such courses and programs will not compete with courses offered within the regular program of studies unless such are not available for the student when needed or are not being taken for credit.
9. The instructional plan will include a written plan, including a timeline for the evaluation of the educational option. Continuance of the option will be determined by the results of evaluation.

Fees will be established for educational options as needed. Participating students will be expected to pay fees upon beginning the option.

The Superintendent will develop regulations for educational options when the options are initiated.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCB, Experimental Programs  
IGCH, College Credit Plus (Also LEC)  
IHG, Independent Study  
IKE, Promotion and Retention of Students  
IKF, Graduation Requirements  
JN, Student Fees, Fines and Charges

## HOME INSTRUCTION

The Superintendent may excuse from compulsory school attendance, for not more than one school year at a time, any school-age child who is being instructed at home in accordance with the State Board of Education rules in the Ohio Administrative Code (OAC).

The child being instructed at home must be instructed by an individual with one of the following qualifications:

1. a high school diploma;
2. a certificate of high school equivalence;
3. standardized test scores that demonstrate high school equivalence or
4. other credentials found appropriate by the Superintendent.

Lacking the above, the home teacher must work under the direction of a person holding a baccalaureate degree.

Any request to be excused must be made in writing by the parent(s) and must contain the information required by the OAC.

The Superintendent approves the home instruction request unless he/she determines that the information required by OAC has not been provided or unless he/she has substantial evidence that the minimum educational OAC requirements have not been met, despite the fact that the required information has been provided by the parent(s).

If the Superintendent intends to deny the request for home instruction, he/she notifies the parent(s) within 14 calendar days and informs the parent(s) of the reasons for the intent to deny the request and of the parent(s)' right to a due process hearing before the Superintendent.

Upon substantial evidence of cessation of home instruction in accordance with OAC, the Superintendent notifies the parent(s) of the intent to revoke the excuse and of the parent(s)' right to a due process hearing before the Superintendent.

[Adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: June 16, 2014]

LEGAL REFS.: ORC 3321.04  
OAC Chapter 3301-34

CROSS REFS.: JECBC, Admission of Students from Non-Chartered or Home Schooling  
JEG, Exclusions and Exemptions from School Attendance

## PRESCHOOL POLICY

The Preschool Program is guided by curriculum, written policies and regulations of the District which are consistent with applicable statutory requirements contained in the revised code and rules adopted by the State Board of Education. Resources appropriate for children enrolled in the program include, but are not limited to:

1. staff;
2. cumulative records;
3. health and safety;
4. admission;
5. attendance and discipline;
6. selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool child;
7. management of communicable diseases and
8. transportation and field trips.

[Adoption date: August 2, 1994]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: OAC 3301-37-01; 3301-37-02; 3301-37-11  
3313.646

CROSS REFS.: EB, Safety Program  
EBC, Emergency Plans  
IICA, Field Trips  
JE, Student Attendance  
JHC, Student Health Services and Requirements  
JHCCA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also GBEA)  
JHF, Student Safety  
JO, Student Records

## COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: March 1, 1990]

[Re-adoption date: April 14, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 23, 2015]

LEGAL REFS.: ORC 3313.5314  
Chapter 3365  
OAC 3333-1-65 through 3333-1-65-11  
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility  
IGCD, Educational Options (Also LEB)

## COLLEGE CREDIT PLUS

### District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;



9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

### Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the Ohio Department of Education (ODE). ODE's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

#### High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
  - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
  - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
  - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
  - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

### Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

### Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

### Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date: June 16, 2014)

(Re-approval date: November 23, 2015)

(Re-approval date: January 23, 2017)

(Re-approval date: May 22, 2017)

(Re-approval date: March 12, 2018)

## COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students;
2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
10. Activities at any level should be unique, not duplications of others already in operation.
11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.
12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the student code of conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.
14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.
15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.

16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

A student attending a nonpublic, community, STEM or STEAM school who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one the school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled in does not offer;
2. the student is not participating in the activity in the student's district of residence;

3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the district the student is entitled to attend does not offer.

[Adoption date: August, 1985]  
[Re-adoption date: April 14, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: May 6, 2008]  
[Re-adoption date: July 26, 2010]  
[Re-adoption date: October 27, 2014]  
[Re-adoption date: May 22, 2017]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.5314; 3313.58; 3313.59;  
3313.664  
3315.062  
3319.16  
3321.04  
Chapter 4112  
OAC 3301-27-01  
3301-35-06



CROSS REFS.: AFI, Evaluation of Educational Resources  
DJ, Purchasing  
IGCH, College Credit Plus (Also LEC)  
IGDB, Student Publications  
IGDC, Student Social Events  
IGDF, Student Fundraising Activities  
IGDG, Student Activities Funds Management  
IGDJ, Interscholastic Athletics  
IGDK, Interscholastic Extracurricular Eligibility  
JECBC, Admission of Students from Non-Chartered or Home Schooling  
JED, Student Absences and Excuses  
JFCJ, Weapons in the Schools  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
JL, Student Gifts and Solicitations  
JN, Student Fees, Fines and Charges  
KGB, Public Conduct on District Property  
KK, Visitors to the Schools  
Student Handbooks

## STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experiences in such courses as English and journalism and as extracurricular activities. These allow for coverage of student activities and the writing and printing of original literary and artistic productions; however, certain necessary guidelines are established to regulate the publication and dissemination of student publications.

### School-Sponsored Publications

School publications afford an educational experience for students interested in this activity and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines are as follows.

1. Faculty advisers advise on matters of style, grammar, format and suitability of materials.
2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
  - A. threatens to disrupt the educational process of the school, damage other individuals or advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);
  - B. threatens any person or group within the school or advocates unlawful discrimination;
  - C. advocates violation of the law or official school regulations;
  - D. is considered false or libelous, based upon available facts and
  - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty adviser. Parties have the right of appeal to the Superintendent.

Non-School-Sponsored Publications

Students who edit, publish and/or wish to distribute non-school-sponsored handwritten, printed or duplicated matter among their fellow students in the schools must assume responsibility for the content of the publication. Students may be restricted as to the time, place and manner of distribution or may be prohibited from distributing such publications.

[Adoption date: August, 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 22, 2013]

LEGAL REF.: U.S. Const. Amend. I

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IIBH, District Websites  
JF, Student Rights and Responsibilities

## STUDENT SOCIAL EVENTS

All student functions held in the name of the school must be approved by the principal and supervised by one or more faculty members or Board-approved lay advisors.

All school functions such as parties, dances, etc., will be held in the school building unless otherwise approved by the principal and/or Superintendent.

Outsiders will not be permitted to attend such functions unless so permitted by the building principal.

Students present, along with chaperones, will be held liable for proper care of facilities used.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59  
3315.062

OAC 3301-35-02; 3301-35-03

CROSS REF.: IGD, Cocurricular and Extracurricular Activities

STUDENT PERFORMANCES  
(Guidelines for Performances of School Music Groups)

Music's position in the school curriculum is unique. Although it is indeed a basic discipline of the school curriculum, certain aspects of music instruction extend beyond the school curriculum. A balance is needed between the varied demands of the school and community and the educational and personal needs of the student. The following guidelines will provide a framework for administration, music directors, Board of Education and community members for performance expectations.

The primary criterion in scheduling any musical performance is that it must always be for educational value. All performance-based groups endeavor to give concerts at least two times a year as part of the requirements for the course. Other performances, including community requests, outside of the school day will be determined by the music director and administration based on the following criteria:

- educational value for students
- school calendar/activities surrounding performance
- availability of students
- time of year--Spring is a very busy time for students.
- day of the week-None on Sundays
- advance notice--Requests for major ensembles (marching band, concert band or concert choir need to be received by September 30. Other smaller ensembles require at least 6 weeks' notice.
- logistical details of facilities/equipment needed
- expenses incurred

Smaller school musical organizations will be available for private engagements. Requests for such performances will be considered on an individual basis. Honoraria will be accepted for such performances. Such revenue will be used to further the musical groups' programs.

Anyone interested in inviting a musical group to perform should contact the music director in charge of the group, who will respond in writing with a copy to the Superintendent, within one week. Requests received will be documented by the music director.

[Adoption date: August 2, 1994]

[Re-adoption date: September 21, 1995]

[Re-adoption date: August 21, 2001]

## STUDENT FUND RAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through cocurricular activities in fundraising projects that contribute to their educational growth and that do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor of State's Office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. All such related activities must be:

1. conducted by a recognized student group for the purpose of contributing to educational objectives;
2. appropriate to the age or grade level;
3. activities in which schools may appropriately engage;
4. conducted under the supervision of teachers, advisers or administrators;
5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;
6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work;
7. evaluated annually by teachers, advisers, administrators and students;
8. limited in number so as not to become a burden or nuisance to the community and
9. sensitive to direct competition with fundraising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent. Each principal submits to the Superintendent a list of the proposed sales or fund drives that the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

Students are prohibited from soliciting funds via crowdfunding or any similar online fundraising campaigns.

Funds derived from approved student fundraising activities are handled by the Treasurer's office in accordance with the Auditor of State's requirements.

[Adoption date: August, 1985]  
[Re-Adoption date: January 6, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: July 22, 2019]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811  
3315.062

CROSS REFS.: GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFFA)  
IGD, Cocurricular and Extracurricular Activities  
IGDG, Student Activities Funds Management  
IICA, Field Trips  
JL, Student Gifts and Solicitations

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

Crowdfunding or any similar online fundraising campaigns on behalf of the District, or any school within the District by any school employee or official is prohibited. Staff is not permitted to use the name of the District or any of its schools, or any images or text related to the District, in any crowdfunding or similar online fundraising effort or campaign.

[Adoption date: July 22, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g  
ORC 9.38  
2921.43  
3313.51  
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest  
GBI, Staff Gifts and Solicitations  
IGDF, Student Fundraising Activities  
KH, Public Gifts to the District  
KI, Public Solicitations in the Schools



## STUDENT ACTIVITIES FUNDS MANAGEMENT

In developing a policy explicitly aimed at the maintenance of activity funds, the Board does recognize the importance of said funds in the total school program. They also wish to ensure the proper management of these funds, and thereby feel the following policy is necessary.

The purpose of student activity funds should be to promote the general welfare, education and morale of all the students and to finance the normal, legitimate co-curricular activities of the student body organizations.

The Board shall authorize, by resolution, all student activity programs it wishes to be operational.

The building principal shall account for all money collected within the schools from students or the public for school purpose, itemize the receipts and disbursements for audit for the Treasurer and/or State Auditors.

Prior to the performance of any financial transactions by a student activity, a purpose statement and budget must be submitted and approved by the Board of Education.

Student activities have the ability to generate significant amounts of revenue; therefore money collected from any source must be substantiated by receipts, tickets, registers or other auditable, checkable records. All cash collected must be deposited within 24 hours.

To insure that adequate internal controls exist to protect student activity funds, the purchase order process followed by all other funds shall also be used by student activities. Authorization for expenditures shall be an approved purchase order.

Student activity money should, insofar as possible, be expended in such a way as to benefit those currently in school who have contributed to the accumulation of such money. Money derived from the student body as a whole should be expended so as to benefit the student body as a whole, and not benefit a special group.

Student activity funds should not be used for any purpose which represent an accommodation, loan or credit to Board of Education employees or other persons. Post-dated checks should not be accepted, and checks should not be cashed for anyone. Board of Education employees or others should not make purchases through a student body in order to take personal advantage of student body purchasing privileges.

When a student activity group ceases to be operational ( i.e., Class of 1990) or remaining funds are dormant for one year; the Board may by resolution transfer the cash to the General Fund and further transfer the same cash to the building activity fund (018).

It must be remembered that student activity funds are public funds and thus may only be spent for a public purpose. Further, no separate accounts may be kept for activity funds other than those under the direct supervision of the Treasurer and the Auditor of State.

[Adoption date: August, 1985]

[Re-adoption date: January 6, 1998]

[Re-adoption date: August 21, 2001]

LEGAL REFS: ORC 3313.25; 3313.51; 3313.53; 3313.811  
3315.062  
5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers  
DI, Fiscal Accounting and Reporting  
DIB, Types of Funds  
DJ, Purchasing  
DJF, Purchasing Procedures  
IGD, Cocurricular and Extracurricular Activities  
IGDF, Student Fund-Raising Activities  
JL, Student Gifts and Solicitations

## INTERSCHOLASTIC ATHLETICS

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and a positive mental attitude as prerequisites to participation.

The Superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic athletic programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility, the principal consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in interscholastic athletics.

Coaches are required to complete all approved course work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education in order to qualify to serve as coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the OHSAA and State law must be followed. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform to regulations of the OHSAA. They include the requirements that a student have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as to make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Students in grades 9-12 are eligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, and are ineligible for the remainder of the regular season contests and ineligible to participate in OHSAA tournaments in these sports until the one-year anniversary date of enrollment in the school to which the student transferred. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season and the student must finish fulfilling his/her transfer consequence, for only that sport in which the mid-season transfer occurred, at the commencement of the sport season during the next school year and is ineligible for all preseason and regular season contests until the total number of regular season contests missed (including those missed during the previous season) equals 50% of the maximum allowable regular season contests in that sport. Exceptions to the eligibility provisions are outlined in the OHSAA Bylaws.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with OHSAA Bylaws.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in interscholastic athletic programs offered by a school of the District. The activity must be one the district the student is entitled to attend does not offer.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled does not offer;
2. the student is not participating in the activity in the student's district of residence;
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

[Adoption date: August, 1985]  
[Re-adoption date: August 20, 1990]  
[Re-adoption date: July 16, 1990]  
[Re-adoption date: June 2, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: May 22, 2017]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.537; 3313.5310; 3313.5311; 3313.5312; 3313.5314; 3313.539;  
3313.66; 3313.661; 3313.664  
3315.062  
3319.303  
3321.04  
3707.52  
OAC Chapter 3301-27

CROSS REFS.: IGCH, College Credit Plus (Also LEC)  
IGD, Cocurricular and Extracurricular Activities  
IGDK, Interscholastic Extracurricular Eligibility  
IKF, Graduation Requirements  
JECBA, Admission of Exchange Students  
JECBC, Admission of Students from Non-Chartered or Home Schooling  
JGD, Student Suspension  
JGE, Student Expulsion  
JN, Student Fees, Fines and Charges  
Student Handbooks

## AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

In order to recognize the contributions and sacrifices made by veterans who left high school prior to graduation to serve in the armed forces during World War II, the Korean Conflict or the Vietnam Conflict, the Board may award a high school diploma to any veteran of this state, or posthumously to a living relative of a deceased veteran of this state, who meets the requirements established by State law.

The Board may grant a diploma to a World War II, Korean Conflict or Vietnam Conflict veteran if all of the following apply.

1. The veteran either left a public or nonpublic high school located in any state prior to graduation:
  - A. in order to serve in the armed forces of the United States or
  - B. due to family circumstances and subsequently entered the armed forces of the United States.
2. The veteran received an honorable discharge from the armed forces of the United States.
3. The veteran has not been granted a diploma, honors diploma, a diploma of adult education or a diploma from another school.

The veteran is not required to take the high school equivalency tests approved by the Ohio Department of Education or any graduation test in order to qualify for a diploma.

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification that all requirements have been met, the application is forwarded to the Board and the diploma may be awarded.

The Board may grant a high school diploma to any woman who left high school in any state during World War II, the Korean Conflict or the Vietnam Conflict if the woman either:

1. left school to join the workforce to support her family or to join the war effort or
2. left school due to family circumstances and subsequently joined the workforce or war effort.

The woman must either be a current resident of the state of Ohio or have been previously enrolled in an Ohio high school.

Veterans' diplomas are presented in conjunction with appropriate events, programs or other occasions, as determined by the Superintendent.

[Adoption date: March 19, 2002]

[Re-adoption date: April 17, 2007]

[Re-adoption date: April 28, 2014]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616  
5902.02

CROSS REF.: IGED, Diploma of Adult Education



## INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of interscholastic extracurricular activities for students in grades 7-12 as an integral part of the total school experience. Since, participation in interscholastic extracurricular activities is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular activities are defined as school-sponsored student activities involving more than one school or school district.

The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade point average of 1.0 on a 4.0 grading scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association (OHSAA) must also comply with all eligibility requirements established by the Association. In order to be eligible, a high school student must have passed a minimum of five one-credit courses or 1.7 credits in a trimester schedule in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

A student enrolled in the first grading period of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the preceding grading period in which the student was enrolled in the eighth grade.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the student in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

[Re-adoption date: August, 1985]

[Re-adoption date: September, 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

[Re-adoption date: July 11, 2011]

[Re-adoption date: July 15, 2020]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.535; 3313.66; 3313.661  
3315.062  
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities  
IGDJ, Interscholastic Athletics  
JECBA, Admission of Exchange Students  
JFC, Student Conduct (Zero Tolerance)  
Student Handbooks

## GROUPING FOR INSTRUCTION

Good administration takes into account the importance of parental understanding and acceptance of the grouping procedure used in the school. The school principal should cooperate with parents and teachers and other staff members in the most effective placement of students in classes. The assignment of classes to teachers is the responsibility of the Superintendent working in cooperation with the principals and the teachers concerned.

Grouping within the classroom is desirable and teachers should be encouraged to carry out this procedure. Grouping should be flexible. Some children may be grouped together for one activity and, almost immediately following, they may be regrouped for another activity; however, children should not, as a rule, remain in the same groups throughout the school year.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: OAC 3301-35-01; 3301-35-03

CROSS REF.: IHB, Class Size

## CLASS SIZE

While the Board strives to provide the appropriate class size for each learning situation, there are times when temporary enrollment increases, differences in the organization of various schools and the number and size of available classrooms affects the number of students that must be assigned to a room.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03  
OAC 3301-35-03

CROSS REFS.: JC, School Attendance Areas  
JECC, Assignment of Students to Schools  
JECD, Assignment of Students to Classes

CONTRACT REF.: Teachers Negotiated Agreement

## INSTRUCTIONAL MATERIALS

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policymaking body, it delegates to the administrative and teaching staff of the District authority to recommend instructional and supplemental materials.

Materials for school classrooms are recommended by appropriate professional staff in consultation with the Superintendent and other sources as needed. Final decision relative to purchase rests with the Superintendent, subject to official adoption by the Board in the case of textbooks.

The Board believes that it is the responsibility of the District to provide:

1. materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information that enables students to make intelligent judgments in their daily lives;
4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites, filmstrips, films, videotapes, audiotapes and recordings.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: August, 1985]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: April 15, 2008]  
[Re-adoption date: December 8, 2014]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h  
ORC 3313.21; 3313.212  
3313.642  
3329.06; 3329.07; 3329.08  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
EGAAA, Copyright  
IIAA, Textbook Selection and Adoption  
IIAC, Library Materials Selection and Adoption  
INB, Teaching About Controversial Issues  
KLB, Public Complaints About the Curriculum or Instructional Materials

## TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the certified staff carefully considers the rights, freedoms and responsibilities of students, parents and teachers. Efforts are made to:

1. preserve each student's right to learn in an atmosphere of academic freedom;
2. support each teacher's responsibility to exercise professional judgments in his/her work and at the same time supply teachers with an awareness of their responsibility to meet the District's educational goals and objectives and
3. recognize the right of parents to influence the education of their children. (The Board does not, however, allow the wishes of an individual parent to infringe upon the rights of other students in any class.)

The Superintendent establishes textbook and/or curriculum committees, which include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees.

The final decision on the recommendation of textbooks rests with the Superintendent, subject to official adoption by the Board.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 22, 2012]

[Re-adoption date: December 8, 2014]

LEGAL REFS.: ORC 3313.21; 3313.212  
3313.642  
3329.01; 3329.06; 3329.07; 3329.08  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials  
KLB, Public Complaints About the Curriculum or Instructional Materials

## LIBRARY MATERIALS SELECTION AND ADOPTION

The library/media center in each of the schools is a center of print and nonprint learning and instructional resources. These media collections are built systematically and continuously to support the philosophy of education of the Cloverleaf Local School District; to implement and supplement the curriculum and to provide for individual abilities, interests and viewpoints. The prime objective of each media program is to make easily available to the students and faculty as wide a range of materials of superior quality as possible on which to base critical judgments.

### Responsibility for Materials Selection

Responsibility for the selection of materials is vested in the Board of Education, the administration of the school system, the principal of each school, and the librarian/media specialist in charge of each center. The actual selection shall be delegated to the head librarian/media specialist, who will enlist the cooperation of other members of the staff.

### Procedure for Materials Selection

Evaluation of materials for the media collection is a many-faceted process. Whenever possible, materials will be read, previewed, or otherwise examined before final purchase. Selective bibliographies and critical reviews in professional media selection tools will be consulted regularly. Full advantage will be taken of media reviews and media discussions from professional resources.

### Criteria for Materials Selection

In the building of collections with a wide range of materials for diverse students, the librarian/media specialist shall be aware of American freedoms affirmed in the School Library Bill of Rights for School Library/Media Center Programs (American Association of School Librarians,), the Students' Right to Read (National Council of Teachers of English) and Freedom to Read (American Library Association, Rev.).

All materials, print (including paperbacks) and nonprint, shall be considered for selection using the following criteria:

1. suitability for users;
2. pertinence to overall curriculum;
3. importance of subject matter;
4. quality of writing or production (style and format);
5. accuracy and authenticity and
6. currency of relative materials



In addition, nonprint materials shall be judged on the basis of acceptable technical standards which include (where applicable) tone fidelity, synchronization of sound and image, superior graphics and faithful reproduction.

Gift materials will be accepted and accessioned only if they meet selection standards; the same principles of selection are applied to gifts as are applied to purchases. The recommendation for acceptance of gift material rests with the librarian/media specialist; however, the final decision shall rest with the Board of Education to accept or refuse gift materials.

Re-evaluation of materials in the media collections is a continuous process.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3329.05; 3329.07  
OAC 3301-35-03

CROSS REFS.: IIA, Instructional Materials  
INB, Teaching About Controversial Issues  
KLB, Public Complaints About the Curriculum or Instructional Materials

## DISTRICT WEBSITES

District websites and school Web pages provide opportunities to engage students, impact student learning and interact with the community. District websites:

1. give the Board opportunities to communicate its mission, goals, policies and plans with the community;
2. allow individual schools to provide current and complete information to its community at large;
3. give the community a means to communicate effectively with the Board and staff;
4. create expanded means for student expression;
5. provide avenues for teachers to help students meet high standards of performance and
6. provide opportunities for staff to communicate with students.

The Community Information Director is responsible for maintaining the District's website in accordance with the directives provided by the Superintendent. The principal/designee of each school shall ensure that the school's Web page is maintained in such a way that the community receives current and accurate information.

The District may elect to have its websites serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing a student newspaper;
2. posting teacher—created class information or
3. publishing appropriate student class work.

When a school allows student publications on its website, the purpose of including such publications shall be clearly identified in that section of the site. These publications shall be consistent with the mission, goals, policies, programs and activities of the District. All publications shall meet established District requirements related to student print publications and be in accordance with State and Federal law related to student expression.

Accessibility of Website

The District is committed to ensuring the accessibility of its website for students, parents and members of the community, including individuals with disabilities, except where doing so would impose an undue burden or create a fundamental alteration.

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the District's website must be approved by the Superintendent/designee. Use must be consistent with District policies and guidelines for other District publications.

The Board directs the Superintendent to develop regulations to implement all the provisions of this policy. These regulations shall address staff and student privacy and content standards for website publications.

[Adoption date: August 21, 2001]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.  
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554,  
HR 4577, 2000, 114 Stat 2763)  
Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Rehabilitation Act of 1973; 29 USC 794  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101  
et seq.  
ORC 149.43  
3313.20  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination  
ACB, Nondiscrimination on the Basis of Disability  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IGDB, Student Publications  
JO, Student Records  
KBA, Public's Right to Know  
KJ, Advertising in the Schools

## COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs a community instructional resource program designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over the community resources program, which includes the school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels which the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of the community resource program.

[Adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03(J)

## FIELD TRIPS AND EXCURSIONS

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls, and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than things that are only talked or read about.

The utilization of community resources (i.e., personnel, facilities and communication media) should correlate with and become an integral part of the school curriculum.

Adhering to the concept that, "experience is often the best teacher," first-hand encounters with realistic situations should create new interest and enthusiasm in the interrelationship of community-school functions. Students, hopefully, will be led to an appreciation and awareness of the valuable resources available to them within their immediate surroundings.

Realizing that education is an ongoing process throughout the life of an individual, it should be our aim as educators to instill, within our students, a sense of environmental education that they may draw upon through the years for continuing growth and enrichment.

### General Objectives:

1. to familiarize students and teachers with local community resource facilities and personnel;
2. to utilize the wealth of educational experiences available in various local Districts;
3. to correlate classroom instruction with immediate surroundings that are easily accessible to students;
4. to provide instructional enrichment through acquaintance with local personnel and District facilities and
5. to foster a knowledgeable liaison between the local community and area schools whereby both groups grow in an awareness of their individual and cooperative functions.

Any teacher taking any group of students on a study trip off the school grounds or the immediate vicinity thereof must secure the permission of the principal in advance. In case the study trip involves leaving the school premises, the written permission of the parents must be secured.

### Procedures for Field Trip:

1. the selection of the field trip to be visited;
2. the approval of the building principal;

3. proper forms must be submitted in triplicate to the Superintendent two weeks in advance of the trip;
4. written permission of parents must be secured and
5. the building principal will be responsible for the proper chaperoning of all trips.

#### Travel Vendor Compensation

Any compensation paid by a private travel vendor to a District official or employee, after the official or employee has participated in selecting the vendor to provide a field trip, is considered “public money” and must be returned to the District.

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

#### School-Sponsored Noneducational and/or Extracurricular Trips

The Cloverleaf Board of Education recognizes that there are occasions when a school group or organization proposes a student trip which does not have education as its main objective. Such trips will require Board action and must be clearly defined as a school-sponsored, noneducational trip. The following procedures must be followed:

1. The building principal must approve the proposal of the trip before presentation to the Board.
2. A written proposal must be made to the Board of Education before the scheduled trip. Information must include:
  - A. a detailed itinerary;
  - B. travel arrangements;
  - C. hotel accommodations;
  - D. number of chaperones;
  - E. school personnel and volunteers who will accompany students;
  - F. rationale for the trip, i.e., what value it has for the student participant, and
  - G. cost of trip and plan for fundraising and financing of the trip.
3. Efforts should be made to schedule these trips during vacations and other days that school is not in session.

This policy is intended to supplement policies which are covered by the Athletic Code of Conduct and the Coaches' Handbook.

3. Efforts should be made to schedule these trips during vacations and other days that school is not in session.

This policy is intended to supplement policies which are covered by the Athletic Code of Conduct and the Coaches' Handbook.

Board of Education approval is necessary before reservations and commitments, financial or otherwise, are made by the school or club sponsor. The Board of Education may request school personnel to make a presentation at a regularly scheduled meeting.

Upon approval, procedures for disseminating information to parents and securing parental permission are required.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 21, 2003]

LEGAL REFS.: ORC 3327.15  
OAC 3301-35-01; 3301-35-03

CROSS REFS.: EEAD, Special Use of School Buses  
IF, Curriculum Development  
IGDF, Student Fund-Raising Activities  
JL, Student Gifts and Solicitations  
JN, Student Fees, Fines and Charges

FIELD TRIPS AND EXCURSIONS  
(Guidelines For Field Trips and Excursions)

1. Plan adequately to provide meaningful learning.
2. Make specific and necessary arrangements for the activity.
3. Provide some form of instructional follow-up related to the learning experience.
4. Provide teacher evaluation of resource activity for future reference.

PLANNING A FIELD TRIP

Teacher Responsibility

Whenever children are taken on a field trip, the teacher must do adequate planning to provide opportunities for learning. The following questions should be considered:

1. Is this trip correlated with an area of study presently offered in the classroom?
2. What background for the trip can be given by visual or other teaching aids?

Teacher Preparation for the Trip

1. Establish the purposes of the trip and acquaint the children with them.
2. Plan with students specific points to observe during the trip.
3. Obtain consent for the trip from the principal. Request bus transportation, if necessary.
4. Make necessary arrangements for the trip with the person in charge of place to be visited.
5. Obtain written permission from each parent for his/her child to go on the trip. Do not take children who fail to return permission slips.

Student Preparation for the Trip

1. Develop background for the trip by consulting reference materials outlined by the teacher.
2. Develop with the teacher standards for conduct and safety.
3. Develop with the teacher a question guide to acquire information.



### Follow-up Activities

1. Group discussion and evaluation of the trip. Use this as a checkup of objectives and questions.
2. Make written reports of the trip.
3. Send thank-you letter to the place visited. One class letter is sufficient.
4. Use as an introduction to creative writing, art or other correlated projects.

### Walking Trips

Many trips can be made in the local community and within walking distance of the school. Whenever possible, this method is to be used. Safety rules should be followed and all precautions taken for the safety of the children.

### Bus Trips

Arrangements for scheduling the bus are made by the principal through the local Superintendent. The teacher should check with the principal one week prior to the trip.

### Helpful Hints

1. Plan your trip as early as possible. Clear your date as early as possible. This is vital. Our teachers take many field trips. The earlier you clear your dates, the better the possibility you have of getting the trip you want.
2. Plan your trip carefully. Determine the purpose of the trip. How does it enrich the unit you are teaching? What will the children derive from the trip? Make sure the children know when they are taking the trip and what they are to look for. Plan a thorough follow-up so that concepts gained from the trip are evident.
3. Check to see if there are fees involved. Most field trips do not involve fees. There are some that do. Be sure to check to determine if there are fees. There is a fee to Health Museums and certain other museums when a teacher-guide is used.
4. Make sure you have ample supervision. Check with your principal on this. Many trips require additional personnel to assure proper supervision.

### Regulations Regarding Field Trips

1. Field trips will be scheduled only if proper transportation is available. This means that buses, drivers and operating money must be available.

2. Overnight conventions or workshops and special activities which do not involve a classroom group are NOT field trips.
3. All field trips are to have an obvious relationship with the curriculum, and must follow the prescribed pattern for planning, preparing and providing for follow-up.
4. Per year, a maximum of one field trip during instructional time will be allotted in grades K-6, and one per semester in grades 7-12, except in vocational areas where additional trips may be scheduled through the principal's office. Walking distance trips and/or activities limited to regularly allotted class time may be approved as additional trips.
5. Applications must be submitted at least two weeks prior to the proposed date.
6. No person other than the teacher, students, or authorized chaperones shall accompany field trips.
7. Class participation must be at the 75% level for approval.
8. The principal of the school involved has the responsibility and the authority to cancel a scheduled field trip.
9. When possible prior to the first visit, at least one of the teachers involved in a given field trip must visit the site.
10. The field trip should conform to the purpose, general objective, guidelines and planning procedures as outlined in the Medina County Resource Guide.
11. Teachers are to complete or cause to be completed Cloverleaf District field trips forms.
12. The selection of field trip activities shall be coordinated by each elementary principal and his/her staff. Duplication of experiences shall be kept to a minimum through the accumulation and review of field trip summaries.
13. All overnight and out-of-state field trips are to be reviewed and recommended by the Superintendent and then submitted to the Board for approval.

(Approval date: August, 1985)]  
(Re-approval date: August 21, 2001)

## NONSCHOOL-SPONSORED FIELD TRIPS

The Board of Education does not and cannot prohibit students from participating in nonschool-sponsored trips sponsored by individuals or organizations so long as the trips do not interfere with student participation in the regular school curriculum. The Board, however, does not sponsor such trips or assume any responsibility for them; further, the Board of Education does not and cannot warrant, guarantee or take any position as to the reliability of any individual or organization that sponsors and solicits students to participate in nonschool-sponsored trips or the quality of such trips. Such nonschool-sponsored trips are not school-sponsored activities, and students who participate in them, and parents who authorize student participation, take full responsibility for any consequences that arise from such participation.

No individual or organization that sponsors or organizes nonschool-sponsored trips, or any agent of that individual or organization, may solicit students to participate in such trips and/or any other activities related thereto, while on school property, or through the use of any school communications systems.

Teachers employed by the Board of Education who solicit students to participate, and/or any other activities related thereto, in nonschool-sponsored trips are acting outside the scope of their employment or official responsibilities as teachers of the Cloverleaf Local School District.

Teachers who intend to engage in such activities on behalf of themselves or other individuals or organizations must first advise the Administration in writing of their intention to do so and sign as acknowledgment that:

1. their participation in such trips and/or all other activities related thereto is outside the scope of their employment or official responsibilities as teachers of the Cloverleaf Local School District and
2. the Board of Education will not indemnify them or furnish their defense for any liability incurred as a direct or indirect result of their participation in such trips and/or any other activities related thereto.

Such teachers must also advise those students that the trip is not a school-sponsored activity, that they are acting outside the scope of their employment or official responsibilities as teachers of the Cloverleaf Local School District, that the Board of Education accepts no responsibility, and that the Board of Education does not warrant, guarantee or take any position as to the reliability of the individuals or organizations sponsoring the trip or the quality of such trips. The parents or guardians, if the students are minors, sign an acknowledgment, supplied by the Administration, that they have been advised of this, alternatively, supply the Administration with a list of those students who will be participating in any nonschool-sponsored trips so that this policy can be disseminated to them.

School-sponsored trips will require Board action and the trips will be clearly identified as school sponsored. Any trip not approved by the Board is not school sponsored.

[Adoption date: July, 1986]

[Re-adoption date: August 21, 2001]

## SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time. Individual volunteers will be subject to criminal records checks in accordance with Board-approved regulations.

[Adoption date: March 18, 1997]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: March 19, 2002]  
[Re-adoption date: January 9, 2009]  
[Re-adoption date: December 14, 2015]

LEGAL REFS.: ORC 121.401  
2305.23; 2305.231  
Chapter 2744  
3319.39

CROSS REFS.: GBQ, Criminal Records Check  
GDBB, Classified Staff Pupil Activity Contracts  
IIC, Community Instructional Resources (Also KF)

## SCHOOL VOLUNTEERS

The following guidelines apply to all volunteers and prospective volunteers in the District and will be used to determine volunteer status

### Level 1

Volunteer activity does not involve unsupervised student access.. Examples include, but are not limited to field day workers, book fair volunteers, classroom party helpers working only within the direct visual field of building staff, etc. Level I volunteers must complete and sign the volunteer statement form. Level I volunteers do not require a background check.

### Level 2

Volunteer activity may involve unsupervised student access on or off campus. Examples may include, but are not limited to, reading helpers, chaperones on overnight trips, volunteer coaches/advisors, etc. Level 2 volunteers must complete and sign a volunteer statement and have a FBI background check. Volunteers are required to abide by all Board policies and District regulations while on duty as a volunteer, including but not limited to, maintaining the confidentiality of any and all student personally identifiable information to which he/she is exposed except as authorized by law. Additionally, all Level 2 volunteers must be approved as such by the Board.

### Volunteer responsibilities

Volunteers will be covered under the District's general liability policy, but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers' compensation. Volunteers will be asked to sign a form releasing the District of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services. Volunteers may not accept compensation or gifts from any third party or source, including but not limited to booster, parent or other District support organizations, for the performance of his/her official duties as a volunteer on behalf of the Board.

Before working as a volunteer, an individual must acknowledge an understanding of the following:

1. That he/she is serving as a volunteer and not as an employee of the Board;
2. That he/she has no right to the compensation and/or benefits provided to Board employees and
3. That he/she is responsible for his/her own expenses incurred while serving as a volunteer.

Volunteers working with students must display appropriate behavior at all times and at any time may be required to provide a set of fingerprints so that a criminal records check can be conducted. If a criminal records check is then conducted, it will be done as a condition of contract service as a volunteer and will be at the volunteer's expense.

The District may end its relationship with a volunteer if a criminal records check indicates that the volunteer has been convicted of or pleaded guilty to any of the offenses described in Ohio Revised Code 109.572(A)(1) or in accordance with Board policy.

(Approval date: December 14, 2015)

(Re-approval date: April 25, 2016)



# CLOVERLEAF LOCAL SCHOOLS VOLUNTEER STATEMENT

Please print using your legal name as it appears on your driver's license and/or State ID.

_____	_____	_____
Last Name	First Name	Middle Name
_____	_____	_____
Address	City	Zip Code
_____	_____	_____
Phone Number	Date of Birth	Gender

I, \_\_\_\_\_, wish to volunteer for the Cloverleaf Local School District as (check all that apply):

- Supervised Building Volunteer (Level 1). Directly supervised by District Staff, District/ Building ID Badge required.
- Unsupervised Building Volunteer or Chaperone (Level 2). Has unsupervised access to child(ren), e.g., library helper or overnight trip chaperone. District/Building ID Badge required. Requires FBI background check (at your expense). Background checks will be processed at the Cloverleaf Treasurer's office Monday – Friday, 7:30 a.m. – 3:30 p.m. (The Treasurer's office is located in the high school building.)
- Coach Volunteer (Level 2). Volunteer coach with after school sports. Requires BCI and FBI background check (at your expense). Call 330-302-0308 to schedule, as well as other coaching prerequisites. Copy of valid cardiopulmonary, resuscitation (CPR) training required prior to approval of Pupil Activity Permit (PAP). Consult Athletic Director.

I understand that I may need to submit to a prescreening background check and/or an inquiry to the Ohio Bureau of Criminal Identification and Investigation and to other law enforcement agencies.

Further, I understand that if I have been convicted of/pled guilty to or, if any situation arises in the future that would be disqualifying, I will immediately notify the Cloverleaf Local School District and cease my volunteer activities immediately.

I agree to abide by all relevant Board policies and District regulations while on duty for the District (including, but not limited to, the volunteer's obligation to keep confidential and not release or permit access to any and all student personally identifiable information to which he/she is exposed except as authorized by law). I understand that, although I am covered under the District's general liability insurance policy, I am not covered by its health insurance policy nor am I eligible for workers' compensation. Should I become ill or suffer an accident while doing volunteer work for the District, I agree that I shall be responsible for any and all hospital and medical charges that may accrue.

_____	_____
Signature	Date



Submit this signed form to the following building Administrator for approval:

---

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Building Administrator Signature required for processing

\_\_\_\_\_  
Building

\_\_\_\_\_  
Administrator (Please Print)

\_\_\_\_\_  
Signature

## GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential, their decisions relating to personal, educational and vocational matters, and also in becoming capable of mature self-guidance.

Guidance is based upon these broad fundamental principals:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desire and values.
2. Conditions are improvable. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continual and developmental process. Every experience of the individual influences his/her performance in some way.
4. Guidance does not propose to program an individual's course of action but rather tries to assist the individual in arriving at his/her own satisfactory solutions.
5. Guidance should assist the individual to understand his/her circumstances and opportunities, and to plan his/her life in a satisfactory manner to serve himself/herself as well as society.

The District's guidance services includes a wide variety of testing programs and interpretation of results to students, parents and staff; programs that will assist students to good study habits and personal guidance that is in keeping with the principles of human dignity and equality.

A written guidance plan will be developed to provide systematic aid to students in kindergarten through 12th grade regarding educational, career, civic, personal and social concerns. This plan will provide for appraisal of student's academic abilities, a variety of counseling opportunities and approaches, educational and career planning and, when necessary, appropriate referral.

The Guidance Department will be responsible for assisting with implementation of the testing dimension of the competency-based educational program. The guidance staff will further assist the instructional staff and administration in developing and implementing intervention programs to assist students to academic improvement.

Counseling services will be provided by a certified school counselor.

[Adoption date: August, 1985]  
[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3317.023  
OAC 3301-35-02(B)(2)(c-d); 3301-35-03(H)

CROSS REF.: AFI, Evaluation of Educational Resources

## CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters. This policy is supplemented by student graduation plans developed in accordance with law.

This policy is reviewed biennially and made available to students, parents, guardians/custodians, local postsecondary institutions and residents of the District. This policy is posted in a prominent location on the District website.

The District will do all of the following.

1. Provide students with grade-level examples linking schoolwork to one or more career field(s) through use of the State Board adopted career connections.
2. Create a plan to provide career advising to students in grades six through 12.
3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school using both research- and locally-based methods developed with input from classroom teachers and guidance counselors.
4. Train employees on advising students on career pathways, including the use of online tools.
5. Develop multiple, clear academic pathways students can use to earn a high school diploma.
6. Identify and publicize courses in which students can earn both traditional academic and career-technical credit.
7. Document career advising provided to each student.
8. Prepare students for their transition from high school to their postsecondary destinations.

Student success plans (SSP) are developed for students identified as at risk of dropping out of school. A SSP identifies the student's chosen academic pathway to graduation and the role of career-technical and competency based education and experiential learning, as appropriate in that chosen pathway. The student's parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not participate in development of the student's SSP. Following SSP development, the District provides career advising aligned with the student's individual plan and the District's plan for career advising.

[Adoption date: May 26, 2015]

[Adoption date: July 15, 2020]

LEGAL REF.: ORC 3313.617; 3313.6020

CROSS REFS.: AFI, Evaluation of Educational Resources  
IJ, Guidance Program  
IKFC, Graduation Plans and Students at Risk of Not Qualifying for a  
High School Diploma  
IL, Testing Programs  
JK, Employment of Students

## ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement and children's social growth and development is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the Board feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instructional plans for him/her; thus a sharing of information among parent, teacher and student is essential.

The Board supports staff efforts in finding better ways to measure and report student progress. It will require the following:

1. Parents will be informed regularly, and at least four times a year, about the progress their children are making in school.
2. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance.
4. At comparable levels, the school system will seek consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff also provides a realistic appraisal of the student's standing in relation to his/her peers when requested by parents.
6. When grades are given, the school's staff will take particular care to explain the meaning of marks and symbols to parents.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-02

CROSS REFS.: AFI, Evaluation of Educational Resources  
IKA, Grading Systems  
IKAB, Student Progress Reports to Parents

## GRADING SYSTEMS

Grading is a system of measuring and recording student progress and achievement which enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial work is required.

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers. The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records are kept to substantiate the grade given.
2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

The Superintendent develops procedures for grading which include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Methods of grading are appropriate to the course of study and the maturity of students.
4. Provisions are made for a pass/fail grade where appropriate.
5. Students should be encouraged to evaluate their own achievements.
6. No grading system should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.
7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Board.

Final decision on any grade is the responsibility of the building principal.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

CROSS REFS.: IK, Academic Achievement

IKAB, Student Progress Reports to Parents



## STUDENT PROGRESS REPORTS TO PARENTS

The Board feels that it is essential for parents to be kept fully informed of their children's progress in school.

The type of progress reports sent to parents is devised by the certified staff in cooperation with parents.

Written reports are provided to parents of children in grades one through 12 four times per year (every nine weeks). Progress reports are sent to parents at the completion of each grading period. Parents of kindergarten students receive written reports three times per year. Interim reports are required for students in danger of failing. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

## STUDENT PROGRESS REPORTS TO PARENTS

### Reporting to Parents

1. Report cards for students in grades K-12 are issued each grading period.
2. Each report card contains the legal name of the student. In grades K-12, each card uses the student's name and number.
3. Report cards for grades K-6 contain provisions for comments by teachers.
4. An explanation of the reporting system and report cards used in grades K-6 is available on the District website and provides for parent questions through e-mail linked to the website.

### Incompletes

An "I" on the grade card indicates that required assignments were not completed during the regular grading period due to an illness or other excused reasons.

Incomplete work must be made up within a reasonable time as determined by arrangement between the student and the teacher.

If work is not completed within the designated time, the grade automatically becomes an "F" in grades 7-12.

### Interim Reports

Parents are notified midway in each quarter if students are failing or not achieving according to ability.

### Parent Conferences

Conferences are held at least two times during the year for parents of students in grades K-8, and at least once each grading period for parents of students in grades 9-12.

Conference shall be held with teachers and parents of any students at any level at the discretion of parents and/or teachers.

(Approval date: August, 1985)

(Re-approval date: August 21, 2001)

(Re-approval date: June 3, 2008)

## HOMework

The Board recognizes the importance of homework as a technique by which teachers encourage, aid and reinforce student learning. The type, frequency, and quantity of homework assigned shall be determined by the needs of the individual student and, when indicated, appropriate requirements of the course of study. Homework should be an application or extension of a classroom experience. It should not be assigned for disciplinary purposes.

Assignments given at the beginning of a school recess (i.e., Winter or Spring break) and requiring completion during the recess should be avoided.

Students of advanced ability who have mastered the regular work of a class or subject may be excused from routine homework and be required to spend time in advanced study and/or individual research.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CLASS RANKING  
(Cum Laude Designation)

Grades 9-12

Cum Laude means “with honor.” Beginning with the class of 2020, a Cum Laude designation will be awarded to students who achieve a combination of grade-point average and completion of rigorous course work as described below. The classes of 2017, 2018, and 2019 represent the transition years wherein the “old” and the “new” grading systems will be integrated. During these transition years, two grade-point averages be calculated for each student - one using weighted grades and one using unweighted grades. The current distinctions of Valedictorian and Salutatorian, which are based upon weighted grades will be continued during this transition. Students will also be eligible to receive a Cum Laude distinction based upon their unweighted GPA along with Bonus Units earned. The following chart shows the point values for weighted and unweighted grades.

<u>Classroom</u>	<u>Grade</u>	<u>Unweighted GPA Value</u>	<u>Weighted GPA Value</u>
<u>Average</u>			<u>For Honors, AP</u>
<u>93-100</u>	<u>A</u>	<u>4.0</u>	<u>5.0</u>
<u>90-92</u>	<u>A-</u>	<u>3.6</u>	<u>4.6</u>
<u>88-89</u>	<u>B+</u>	<u>3.4</u>	<u>4.4</u>
<u>83-87</u>	<u>B</u>	<u>3.0</u>	<u>4.0</u>
<u>80-82</u>	<u>B-</u>	<u>2.6</u>	<u>3.6</u>
<u>78-79</u>	<u>C+</u>	<u>2.4</u>	<u>3.4</u>
<u>73-77</u>	<u>C</u>	<u>2.0</u>	<u>3.0</u>
<u>70-72</u>	<u>C-</u>	<u>1.6</u>	<u>2.6</u>
<u>68-69</u>	<u>D+</u>	<u>1.4</u>	<u>0</u>
<u>63-67</u>	<u>D</u>	<u>1.0</u>	<u>0</u>
<u>60-62</u>	<u>D-</u>	<u>0.6</u>	<u>0</u>

Each Honors course completed will be given one bonus point per year.

Each Postsecondary course will be given one bonus point per semester.

Each Advanced Placement course will be given three bonus points per year.

*(If the student does not take the AP exam, the course will be given a weight of one bonus point)*

### Criteria to Qualify for Cum Laude Designation

<u>Cum Laude (with honor)</u>	<u>Magna Cum Laude (with great honor)</u>	<u>Summa Cum Laude (with highest honor)</u>
<u>3.75 with 0-8 bonus points or</u> <u>3.50 with 9-11 bonus points</u> <u>3.25 with 12 or more bonus points</u>	<u>3.75 with 14-18 bonus points or</u> <u>3.50 with 12 or more bonus points</u>	<u>3.75 with 19 or more bonus points</u>

For the classes of 2017, 2018, and 2019, class rank will continue to be determined by a student's grade-point average. A student's grade-point average is calculated by quality points assigned to semester grades starting with the first semester of the ninth grade year. These points are divided by the number of credits attempted, resulting in the student's grade-point average. Grade-point averages are calculated to the thousandth of a point and include all the courses the student takes, including any postsecondary courses.

Example: Student Jones

Math - A	1 X 4 = 4
Science - A	1 X 4 = 4
English - B	1 X 3 = 3
Social Studies - B	1 X 3 = 3
Music - A	.5 X 4 = 2

Quality Points =  $16 \div 4.5 = 3.56$   
GPA = 3.555

Example: Student Smith

Honors Algebra - A	1 X 5 = 5
AP Biology - A	1 X 5 = 5
English - B	1 X 3 = 3
AP Eur. History - B	1 X 4 = 4
Music - A	.5 X 4 = 2

Quality Points =  $19 \div 4.5 = 4.22$   
GPA = 4.222

### GRADING SCALE

#### Regular Scale

A = 4
B = 3
C = 2
D = 1
F = 0

#### Weighted Scale

A = 5
B = 4
C = 3
D = 0
F = 0

Selection of Valedictorian and Salutatorian

(effective for the graduating classes of 2017, 2018, 2019)

At Cloverleaf High School, the valedictorian of the graduating class will be the student(s) with the highest weighted grade-point average to the hundredth of a point without rounding. The salutatorian of the graduating class will be the student(s) with the next highest grade-point average to the hundredth of a point without rounding. These students will be selected based on their grade-point averages at the conclusion of the 11th trimester (or seventh semester) of high school.

Example:

Smith	4.219
Jones	4.210
Williams	4.109
Thomas	4.102
Richards	3.943

Valedictorian – Smith and Jones  
Salutatorian – Williams and Thomas

Example:

Smith	4.311
Jones	4.309
Williams	4.301
Thomas	4.099
Richards	3.924

Valedictorian – Smith  
Salutatorian – Jones and Williams

Classes of 2020 and Beyond

Beginning with the Class of 2020, weighted grades will no longer be calculated and Valedictorian and Salutatorian will no longer be identified. Instead, outstanding student achievement will be recognized with the distinction of Cum Laude, Magna Cum Laude, and Summa Cum Laude. The following charts illustrate how the grade point average will be calculated for all students and how Cum Laude designation will be determined.

<u>93-100</u>	<u>A</u>	<u>4.0</u>
<u>90-92</u>	<u>A-</u>	<u>3.6</u>
<u>88-89</u>	<u>B+</u>	<u>3.4</u>
<u>83-87</u>	<u>B</u>	<u>3.0</u>
<u>80-82</u>	<u>B-</u>	<u>2.6</u>
<u>78-79</u>	<u>C+</u>	<u>2.4</u>
<u>73-77</u>	<u>C</u>	<u>2.0</u>
<u>70-72</u>	<u>C-</u>	<u>1.6</u>
<u>68-69</u>	<u>D+</u>	<u>1.4</u>
<u>63-67</u>	<u>D</u>	<u>1.0</u>
<u>60-62</u>	<u>D-</u>	<u>0.6</u>
<u>59 and below</u>	<u>F</u>	<u>0.0</u>

Criteria to Qualify for Cum Laude Designation

<u>Cum Laude (with honor)</u>	<u>Magna Cum Laude (with great honor)</u>	<u>Summa Cum Laude (with highest honor)</u>
<u>3.75 with 0-8 bonus points or 3.50 with 9-11 bonus points 3.25 with 12 or more bonus points</u>	<u>3.75 with 12 bonus points or 3.50 with 18 or more bonus points</u>	<u>3.75 with 19 or more bonus points</u>

[Adoption date: March 21, 1995]  
 [Re-adoption date: August 21, 2001]  
 [Re-adoption date: January 17, 2006]  
 [Re-adoption date: November 29, 2010]  
 [Re-adoption date: December 14, 2015]

## PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote a student or to retain a student in a grade is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is not failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained, unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared," as used in this policy, means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.



Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
  - A. The student is a child with a disability entitled to special education and related services under RC 3323.
  - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
  - C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
  - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

[Adoption date: August 1985]

[Re-adoption date: July 28, 1992]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 19, 2002]

[Re-adoption date: October 22, 2012]

[Re-adoption date: November 19, 2013]

[Re-adoption date: November 25, 2019]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;  
3313.608; 3313.609; 3313.6010; 3313.6012  
3314.03  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources  
IGBE, Remedial Instruction (Intervention Services)  
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading  
Guarantee)  
IGCD, Educational Options (Also LEB)

## PROMOTION AND RETENTION OF STUDENTS

### Guidelines For Placement

1. A student who has failed to meet the requirements of promotion may be placed in the next grade level based on consideration of the following applicable areas. These areas are also listed in the policy statement.
  - A. academic achievement and grades;
  - B. achievement test scores;
  - C. ability test scores;
  - D. age and social adjustment;
  - E. physical maturity;
  - F. emotional growth;
  - G. classroom performance;
  - H. competency-based education mastery or
  - I. attendance patterns.
2. A student whose 15th birthday falls on or before September 30 of the coming school year is considered for placement into grade 9. The final decision of placement rests with the principal of the building the student attends.
3. The decision for promotion, retention, or placement of a student is made by the building principal, in consultation with teachers and parents. On the K-8 level, if parents disagree with the recommendation of the school, the final decision remains with the building principal. A written form (Form S-45) must be completed with the information discussed and the decisions made. The form must include the signature of the school personnel involved in the decision-making process. This will remain in the student's file.
4. On the high school level, promotion or retention is based upon credits accumulated by the student.

Guidelines For Retention

1. In grades K-6, parents will be notified as soon as it is evident that retention of a student is likely. Parents of students in grades 7 and 8 are notified of the potential for retention by the interim of the third quarter. Unless improvement is recognized, parents of students to be retained are notified at the conclusion of the school year.
2. A student at any level may be retained if it is determined that such action will be in the best interest of the student. In this instance, a written statement communicated between the parent and the school is filed with the student's records.
3. Students in grades 9-12 receive the appropriate credit for any semester passed.

(Approval date: August, 1985)

(Re-approval date: August 30, 1994)

(Re-approval date: March 21, 2000)

(Re-approval date: August 21, 2001)

(Re-approval date: June 3, 2008)

## ACCELERATION

### Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

This policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers and granted early graduation from high school.

### Referrals and Evaluation

1. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a District staff member who has knowledge of the referred child's abilities.
2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration and early high school graduation are made available to District staff and parents at each school building. The principal of each school building or his/her designee solicits referrals of students for evaluation for possible accelerated placement annually, and ensures that all staff he/she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
3. The principal or his/her designee of the referred student's school obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester are evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child are scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated for possible early admittance, if referred by an educator within the District, a pre-school educator who knows the child or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal. This notification includes instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within thirty days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

#### Acceleration Evaluation Committee

1. Composition

The referred student's principal or his/her designee convenes an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee is comprised of the following:

- A. a principal or assistant principal from the child's current school;
  - B. current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
  - C. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
  - D. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student and
  - E. a gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
2. The acceleration evaluation committee is charged with the following responsibilities:
- A. The acceleration evaluation committee conducts a fair and thorough evaluation of the student.
    - 1) Students considered for whole-grade acceleration and early entrance to kindergarten are evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
    - 2) Students considered for individual subject acceleration are evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
    - 3) Students referred for possible early high school graduation are evaluated based on past academic performance, measures of achievement based on state academic content standards and successful completion of state mandated graduation requirements. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
  - B. The acceleration evaluation committee issues a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student is determined by a majority vote of the committee membership.

- C. The acceleration evaluation committee develops a written acceleration plan for students who are admitted early to kindergarten, whole-grade accelerated or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student are provided with a copy of the written acceleration plan. The written acceleration plan specifies:
  - 1) placement of the student in an accelerated setting;
  - 2) strategies to support a successful transition to the accelerated setting;
  - 3) requirements and procedures for earning high school credit prior to entering high school (if applicable) and
  - 4) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual content areas.
  
- D. For students the acceleration evaluation committee recommends for early high school graduation, the committee develops a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
  
- E. The acceleration evaluation committee designates a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the acceleration setting.

#### Accelerated Placement

- 1. The acceleration evaluation committee specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.
  - A. At any time during the transition period, a parent or legal guardian of the students may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal removes the student without repercussions from the accelerated placement.



- B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan is revised accordingly, and a new transition period is specified.
2. At the end of the transition period, the accelerated placement becomes permanent. The student's records are modified accordingly and the acceleration implementation plan becomes part of the student's permanent record to facilitate continuous progress through the curriculum.

[Adoption date: May 16, 2006]

LEGAL REFS.: ORC 3301.07  
3313.60; 3313.602; 3313.90  
OAC 3301-35-06  
3321.01

## GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education (ODE) as well as State law, and further that our high school compares favorably with high schools in the state recognized for their excellence.

The requirements for graduation from high school are as follows.

	<u>CHS</u>	<u>MCCC</u> (If attending Career Center full-time)
English	4 Credits	4 Credits
Math, including one unit of Algebra II or its equivalent	4 Credits	4 Credits
Science, with inquiry-based lab experience, including one unit of physical science, one unit of biology and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science, advanced biology or other life science; astronomy, physical geology or other earth or space science	3 Credits	3 Credits
Social Studies, including one-half unit of American history, one-half unit of American government, one-half unit of Economics/Financial Literacy, and one-half unit of World History.	3.5 Credits	3 Credits
Health	.5 Credits	.5 Credits
Physical Education	.5 Credits	.5 Credits
Fine Arts (music, graphic arts/design, speech, drama, theater)	.5 Credits	0 Credits

Electives	<u>5 Credits</u>	<u>5 Credits</u>
Business/Technology/Fine Arts/Foreign Language (MCCC requirement)	0 Credits	1 Credits
<b>TOTAL CREDITS</b>	<u>21 Credits</u>	<u>21 Credits</u>

The statutory graduation requirements also include:

1. students who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
2. student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
3. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

### Summer School

Credits are accepted from accredited providers if administrative approval has been given prior to registration for the course. Credits will appear on the transcript and apply towards graduation.

### Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

### College Credit Plus

Credit is awarded for courses successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Course Work Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

- [Adoption date: August, 1985]
- [Re-adoption date: July 17, 1989]
- [Re-adoption date: January 21, 1992]
- [Re-adoption date: April 14, 1998]
- [Re-adoption date: June 2, 1998]
- [Re-adoption date: August 21, 2001]
- [Re-adoption date: August 1, 2007]
- [Re-adoption date: July 26, 2010]
- [Re-adoption date: April 27, 2015]
- [Re-adoption date: November 23, 2015]
- [Re-adoption date: March 21, 2017]
- [Re-adoption date: July 15, 2020]

LEGAL REFS.: ORC 3301.07(D)(3)  
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61  
3345.06  
OAC 3301-35-04  
3301-16-05

CROSS REFS.: IGBM, Credit Flexibility  
IGCA, Summer Schools  
IGCD, Educational Options (Also LEB)  
IGCH, College Credit Plus (Also LEC)  
IGCI, Community Service  
JN, Student Fees, Fines and Charges

GRADUATION REQUIREMENTS  
(Opt Out Informed Consent Agreement)

I understand that participation in the graduation opt out program will result in graduation without completion of the graduation requirements. I also acknowledge that one consequence of failure to complete the graduation requirements is ineligibility to enroll in most state universities in Ohio without completion of further course work. I hereby agree to accept and abide by the policies, rules and regulations of the Board of Education and to fulfill any procedural requirements stipulated by the school.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## GRADUATION EXERCISES

### Commencement Participation

The Cloverleaf Board of Education supports the concept that graduation, for which a diploma is granted, is secured through successful completion of a designated number of credits with an established pattern and passing of the Ohio ninth grade proficiency test.

The commencement program is for the recognition of students who have attained various levels of success in their academic programs.

The students recognized shall include:

1. Honor Graduates: The students who have met the requirements for graduation established by the Cloverleaf Local Schools and attained the established criteria for the State of Ohio honors diploma.
2. Graduates: The students who have met the requirements for graduation established by the Cloverleaf Local Schools and the State of Ohio.
3. Nongraduates: Nongraduates can participate in the commencement ceremony with the permission of the principal if:
  - A. they have met all the course requirements for the Cloverleaf Local School but have not met the State of Ohio Proficiency requirements,
  - or
  - B. they have met the State of Ohio Proficiency requirements and have no more than one credit needed for graduation, which will be completed by September 1 of the next school year. The students will be required to register and pay for the required course work in summer school or by correspondence course prior to commencement ceremonies.

The Board takes great pride in the individual achievements, both curricular and extracurricular, of its graduates. However, to signify solidarity that comes from the common experience of attending the Cloverleaf Local School District, and to maintain a sense of decorum during this momentous occasion, all participants in the commencement program are required to wear the prescribed cap and gown of Cloverleaf High School. Students who refuse to wear the prescribed cap and gown will be prohibited from participating in the commencement program. The cap and gown shall not be altered in any way.

A public acknowledgement shall be made during the commencement program to honor past and present members of the United States Armed Forces.

[Adoption date: April 19, 1994]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 19, 2013]

LEGAL REFS.: ORC.: 3313.20; 3313.66; 3313.661

CROSS REFS.: IKF, Graduation Requirements  
IKFA, Early Graduation  
JECBA, Admission of Exchange Students  
Student Handbooks

## GRADUATION PLANS AND STUDENTS AT RISK OF NOT QUALIFYING FOR A HIGH SCHOOL DIPLOMA

The Board desires that all students are able to earn a high school diploma. Recognizing students may be at risk of not earning a high school diploma, the Board adopts the following policy.

### Graduation Plans

Beginning with the 2020-2021 school year, the District develops a graduation plan for each student enrolled in grades nine through 12 to address the student's academic pathway to meet the curriculum requirements specified by the District and to satisfy the applicable graduation requirements.

The plan is developed jointly by the student and a representative of the District and updated each school year in which the student is enrolled in the District until the student qualifies for a high school diploma. The District invites the student's parent, guardian or custodian to assist in developing and updating the graduation plan.

Graduation plans supplement the Board-adopted career advising policy.

A student's individualized education plan (IEP) may be used in lieu of a graduation plan when the IEP contains academic goals substantively similar to a graduation plan.

### At-Risk Students

The Board directs the Superintendent/designee to develop criteria for identifying students at risk of not qualifying for a high school diploma. This criteria at minimum includes a student's lack of progress on the graduation plan developed by the District in accordance with law. The criteria also may include other factors such as student absences or misconduct and other factors deemed appropriate by the administration.

The Board directs the Superintendent/designee to develop procedures for identifying at risk students. These procedures must include a method for determining if a student is not making adequate progress in meeting the terms of the student's graduation plan. Procedures must allow for identification of students as at risk in any of grades nine through 12 and may include identification of students in other grades.

The District provides written notice to the parent, guardian or custodian of an at-risk student in each year a student has been identified as at risk. This written notice includes all of the following:

1. A statement that the student is at risk of not qualifying for a high school diploma;



2. A description of the District's or school's curriculum requirements, or the student's IEP, and, as appropriate, the applicable graduation conditions of State law;
3. A description of any additional instructional or support services available to the at-risk student through the District or school.

The District assists students at risk of not graduating with additional instructional or support services to help the student qualify for a high school diploma. These services may include any of the following:

1. Mentoring programs;
2. Tutoring programs;
3. High school credit through demonstrations of subject area competency;
4. Adjusted curriculum options;
5. Career-technical programs;
6. Mental health services;
7. Physical health care services;
8. Family engagement and support services.

[Adoption date: July 15, 2020]

LEGAL REF.: ORC 3313.617; 3313.618; 3313.619; 3313.6020

CROSS REFS.: IJA, Career Advising  
IKF, Graduation Requirements

## TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

1. evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;
2. compare achievement of District students with achievement of a sample population as one means of evaluating student growth;
3. provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
4. provide general information about a student's probable aptitude for school-related tasks and
5. provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests is therefore used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his/her work.

Each student with a disability is considered individually as to his/her participation in the testing programs.

Records of the results of group tests are maintained in accordance with the Board's policy on student records.

The administration has developed guidelines for the secure storing of testing instruments.

[Adoption date: August, 1985]  
[Re-adoption date: August 8, 1990]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: June 30, 2010]

LEGAL REFS.: ORC 3301.0710 through 3301.0713; 3301.0715; 3301.0717; 3301.0729  
3319.32; 3319.321  
OAC 3301-13-05  
3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)  
IGBA, Programs for Students with Disabilities  
JO, Student Records

## TESTING PROGRAMS

In accordance with State law, the District's plan for testing security must:

1. be in writing;
2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;
3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;
4. specify the procedure for handling, tracking and maintaining secure testing materials on site before, during and after assessment administration, including the accounting for and storing of all assessment materials;
5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final make-up assessment;
6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to, cheating by a student or any person assisting a student in cheating;
7. specify the procedure for determining whether to invalidate a student's assessment score;
8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in the Ohio Department of Education of such finding and
9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

(Approval date: August 20, 1990)

(Re-approval date: February 17, 1998)

(Re-approval date: August 21, 2001)

(Re-approval date: June 30, 2010)

(Re-approval date: July 11, 2011)

## EVALUATION OF EDUCATIONAL/INSTRUCTIONAL PROGRAMS

The evaluation of the District educational program is conducted on a regular basis. Such evaluation shall be implemented in accordance with the plan for evaluation as determined for each District course of study or for each District program. The evaluation occurs via established classroom, department and/or building procedures and contributes to the determination of the direction of the total educational program for the District.

[Adoption date: November, 1986]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3301.13  
3313.60  
3323.02  
OAC 3301-35-02(B); 3301-35-03(K)

CROSS REFS.: IA, Instructional Goals  
IAA, Instructional Objectives  
IL, Testing Programs  
Continuous Improvement Plan

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent, on a an annual basis, evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Each year, he/she provides a state-of-the-school report of his/her evaluative findings to the Board for its consideration and action. The specific purposes of this report are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. Along with the state report card these data may include:

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. report on how evaluation findings will be used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and competency tests;
5. the number of students who matriculate in a program of higher education and the percentage of these who successfully graduate;
6. extent of and trends in admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data that the Superintendent deems necessary.

The Superintendent is instructed to remain informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the competency-based educational testing program are used as a part of the evaluation.

(Approval date: August, 1985)

(Re-approval date: June, 1987)

(Re-approval date: August 21, 2001)

## TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues arise from conflicts in the interests, beliefs or affiliations of large groups of our citizens. They are issues on which conflicting views are held by political parties, by management and labor, by city and country, and by other large groups of our people who disagree concerning proposed solutions to important problems.

Most of the school curriculum is composed of established truths and accepted values, but it also includes controversial issues. The issues should be relevant to the course of study. The public schools include the study of some important unsolved problems that involve controversial issues. These are appropriate studies insofar as the maturity of students and the means available permit. Only through the study of such issues will youth develop the abilities needed for citizenship in our democracy.

In the study of controversial issues students have four rights, which must be recognized:

1. the right to study any controversial issue that has political, economic, or social significance and concern, which (at the student's level) he/she should begin to have an opinion;
2. the right to have free access to all relevant information, including the materials that circulate freely in the community;
3. the right to study under competent instruction in an atmosphere free from bias and prejudice and
4. the right to form and express his/her own opinions on controversial issues without thereby jeopardizing relations with his/her teachers or the school.

The study of controversial issues is objective and scholarly with a minimum of emphasis on opinion. The teacher must approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Teachers will use the following criteria for determining the appropriateness of certain issues for consideration as part of the curriculum:

1. The treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.
2. There should be study materials and other learning aids available from which a reasonable amount of data pertaining to all aspects of the issue should be obtained.

3. The issue should require only as much time as is needed for satisfactory study by the class, but sufficient time will be provided to cover the issue adequately.
4. The issue should be current, significant, real, and important to the students and the teacher. Significant issues are those which in general concern considerable numbers of people, are related to basic principles, or at the moment are under consideration by the public, press and radio.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom should confer with the principal as to the appropriateness of doing so. If discussion of an issue is not approved by the building principal, the teacher may refer the issue to the Superintendent.

Should parents desire that their child be excused from the consideration of such material, arrangements will be made to respect that decision.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 2907.31  
OAC 3301-35-01; 3301-35-02; 3301-35-03

CROSS REFS.: IB, Academic Freedom  
KLB, Public Complaints About the Curriculum or Instructional Materials



## SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of these holidays which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

The Board will offer the daily recitation of the Pledge of Allegiance; therefore, the Board encourages recitation of the Pledge on a daily basis at a time determined by the classroom teacher or building principal. Participation by students and/or staff members is voluntary.

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class periods of less than an hour. In those buildings, the observance must be at least one standard class period in length.

### Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

“Religious celebration” is defined as:

- A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
- B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
- C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs which have significance for a particular religion should not be sung or performed in the school during the period which coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.

2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

### Patriotic Exercises

The Board will offer the daily recitation of the Pledge of Allegiance; therefore, the Board encourages recitation of the Pledge on a daily basis at a time determined by the classroom teacher or building principal. Participation by students and/or staff members is voluntary.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

### School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually to the Ohio Department of Education by October 1.

[Adoption date: December 18, 1989]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: February 21, 2006]  
[Re-adoption date: July 26, 2010]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.  
The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 5.23  
3313.601; 3313.602; 3313.63; 3313.80

## ANIMALS IN THE SCHOOLS

Recognizing there are many tools that can be used to provide a variety of productive learning experiences for students, the Board supports the concept of using animals as an educational tool.

Prior to any use of animals in the schools, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

All animal use in school buildings is consistent with health and safety policies established by the District. The administration is responsible for developing regulations for the care and control of the animals.

### Service Animals

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities.

[Adoption date: December 12, 2011]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Rehabilitation Act of 1973; 29 USC 794  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
28 CFR 35.136(d)  
ORC Chapter 3323  
Chapter 4112

CROSS REFS.: AC, Nondiscrimination  
ACB, Nondiscrimination on the Basis of Disability  
EBC, Emergency/Safety Plan  
JFG, Interrogations and Searches

## ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, other than service animals, the building principal approves the use of the animal(s) for teaching or training of students in accordance with the following regulations.

1. Nonhuman primates, rabies vector species (including raccoons, bats, skunks, coyotes or foxes), wolves or wolf-dog hybrids, aggressive or unpredictable animals, stray animals with unknown health and vaccination history, venomous or toxin-producing spiders, insects, reptiles and amphibians, dogs, cats and ferrets that are under 16 weeks of age and dogs, cats or ferrets that are not current on rabies vaccinations are not permitted in the school building under any circumstances.
2. Ferrets, reptiles, amphibians, chicks, ducklings and hatching eggs are not permitted in classrooms with children under five years of age.
3. Students may not bring personal pets to school at any time, for any purpose.
4. In addition to all other requirements in this policy, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
  - A. no one is allergic to the animal;
  - B. proper examinations and immunizations have been given by a veterinarian;
  - C. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment;
  - D. arrangements have been made for the proper care of the animal when school is not in session and
  - E. rules have been established for the handling and treatment of the animal.
5. When live animals are used as part of a study, prior approval of the building principal is required and the following rules apply:
  - A. a science teacher or other qualified adult supervisor assumes primary responsibility for the purposes and conditions of the study;
  - B. studies involving animals have clearly defined objectives;
  - C. all animals used in the studies must be acquired in accordance with law;

- D. the comfort of the animal used in the study is highly regarded and
  - E. when animals are kept on school premises over weekends or vacation periods, adequate housing is provided and a qualified individual is assigned care and feeding responsibilities.
6. When animals are used as part of an experiment, such as dissection in a science course, the building principal/designee notifies parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.
  7. Animal cages and containers are equipped with properly fitting lids and are free from excessive accumulation of animal waste.
  8. Hand washing facilities are available and immediately used when animals are handled.
  9. Animals are not permitted to roam in the school building, except for therapy animals or animals used for other human assistance.
  10. Animals are not permitted on surfaces where food or drink is prepared or consumed.
  11. All animal feed is tightly sealed and labeled in containers separate from human food.

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities. Service animals must:

1. be on a harness, leash or other tether or be under the control of the handler either through voice commands, signals or other means;
2. be housebroken and
3. be up-to-date on vaccinations.

In the rare case the animal is aggressive or disruptive and not housebroken, the school may exclude the animal.

(Approval date: December 12, 2011)

## SECTION J: STUDENT

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JA*	Student Policies Goals
JAA	Student Policies Priority Objectives
JB*	Equal Educational Opportunities
JC*	School Attendance Areas
JD	School Census
JE	Student Attendance
JEA*	Compulsory Attendance Ages
JEB*	Entrance Age
JEBA	Early Entrance to Kindergarten
JEC*	School Admissions
JECA	Admission of Resident Students
JECAA*	Admission of Homeless Students
JECB*	Admission of Nonresident Students
JECBA*	Admission of Exchange Students
JECBB*	Interdistrict Open Enrollment
JECBC	Admission of Students From Nonchartered or Home Schooling
JECBD*	Intradistrict Open Enrollment
JECC*	Assignment of Students to Schools
JECD	Assignment of Students to Classes
JECE*	Student Withdrawal from School (Loss of Driving Privileges)
JED*	Student Absences and Excuses
JEDA*	Truancy
JEDB*	Student Dismissal Precautions
JEE*	Student Attendance Accounting (Missing and Absent Children)
JEF	Released Time for Students
JEFA	Open Campus
JEFB*	Released Time for Religious Instruction
JEG*	Exclusions and Exemptions from School Attendance
JEGA*	Permanent Exclusion
JF*	Student Rights and Responsibilities
JFA*	Student Due Process Rights
JFB*	Student Involvement in Decision Making (Also ABC)
JFBA	Student Government
JFC*	Student Conduct (Zero Tolerance)
JFCA*	Student Dress Code
JFCB	Care of School Property by Students
JFCC*	Student Conduct on District Managed Transportation (Also EEACC)

SECTION J: STUDENT  
(Continued)

JFCD	Underground Student Publications
JFCE	Secret Societies
JFCEA*	Gangs
JFCF*	Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCG*	Tobacco Use by Students
JFCH*	Alcohol Use by Students
JFCI*	Student Drug Abuse
JFCIA	Prevention of Chemical Abuse
JFCIAA	Inpatient Treatment
JFCJ*	Dangerous Weapons in the Schools
JFCK	Use of Electronic Communications Equipment by Students
JFCL*	Unsafe Schools (Persistently Dangerous Schools)
JFD	Students of Legal Age
JFE*	Pregnant Students
JFF	Married Students
JFG*	Interrogations and Searches
JFH	Student Complaints and Grievances
JFI	Student Demonstrations and Strikes
JG*	Student Discipline
JGA*	Corporal Punishment
JGB	Detention of Students
JGC	Probation of Students
JGD*	Student Suspension
JGDA*	Emergency Removal of Student
JGE*	Student Expulsion
JGF	Discipline of Handicapped Students
JH	Student Welfare
JHA*	Student Insurance Program
JHB	Student Aid Programs
JHC*	Student Health Services and Requirements
JHCA*	Physical Examinations of Students
JHCB*	Immunizations
JHCC*	Communicable Diseases
JHCCA*	HIV/AIDS Acquired Immune Deficiency Syndrome (Also GBEA)
JHCCB*	Pest Management/Infestation
JHCD*	Administering Medicines to Students
JHD	Student Psychological Services
JHDA	Psychological Testing of Students
JHE	Student Social Services
JHEA	Home Visits

SECTION J: STUDENT  
(Continued)

JHF*	Student Safety
JHFA	Supervision of Students
JHFB	Student Safety Patrols
JHFC	Student Bicycle Use
JHFD*	Student Automobile Use
JHG*	Reporting Child Abuse and Mandatory Training
JHH*	Notification About Sex Offenders
JI	Student Awards and Scholarships
JJ	Student Volunteers for School and Public Service
JK*	Employment of Students
JL*	Student Gifts and Solicitations
JM*	Staff-Student Relations (Also GBH)
JN*	Student Fees, Fines and Charges
JO*	Student Records
JOA*	Student Surveys
JP*	Positive Behavioral Interventions and Supports (Restraint and Seclusion)

\* denotes the areas covered by Board policy



## STUDENT POLICIES GOALS

Through its policies that affect students, the Board seeks to advance these goals:

1. to enhance equal educational opportunities for all students;
2. to promote faithful attendance;
3. to ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application;
4. to develop in students a deep sense of personal responsibility for their actions;
5. to attend vigorously to matters of student safety, health and welfare;
6. to deal justly and constructively with all students in matters of discipline and
7. to help all students feel that they are valued as individual persons in the school environment.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Ohio Const. Art. II  
ORC 3313.48

## EQUAL EDUCATIONAL OPPORTUNITIES

All students of the District have equal educational opportunities.

Students have the right to be free from discrimination on the basis of race, sex, marital status, pregnancy, national origin, citizenship status, physical disabilities, criminal record, political activity, religion, creed or opinion, in all decisions affecting admissions, membership in school-sponsored organizations, clubs or activities, access to facilities, distribution of funds, academic evaluations or any other aspect of school-sponsored activities. Any limitations with regard to participation in a school-sponsored activity will be based on criteria reasonably related to that specific activity.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.  
Executive Order 11246, 1965, amended by Executive Order 11375  
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)  
Individuals With Disabilities Education Act  
Vocational Rehabilitation Act of 1973, § 504  
ORC 3313.64  
OAC 3301-35-02(a)(2)  
Americans With Disabilities Act; 42 USC 12112 et seq.

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
GBA, Equal Opportunity Employment  
IGBA, Programs for Disabled Students  
IGBB, Programs for Gifted and Talented Students  
JFA, Student Due Process Rights

## SCHOOL ATTENDANCE AREAS

The Board determines attendance areas for the various schools of the District. The Superintendent recommends boundary lines, taking into consideration the best use of school facilities, the equalization of enrollments in classrooms, natural barriers and traffic hazards and patterns. Except as the foregoing factors influence boundary lines, the area established should permit each student to attend the school nearest his/her place of residence.

Students are expected to attend the school in the area in which they live, with such individual exceptions as fall within the Board policy or may be made in the best interests of the student and/or the school.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.48; 3313.64; 3313.65; 3313.97  
3319.01

CROSS REFS.: JECBD, Intradistrict Open Enrollment  
JECC, Assignment of Students to Schools

## COMPULSORY ATTENDANCE AGES

Children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school, which conforms to the standards prescribed by the State Board of Education (SBOE) until one of the following occurs.

1. The person receives a diploma or certificate of high school equivalence granted by the Board or other governing authority indicating such student has successfully completed all state and local requirements.
2. The person receives an age and schooling certificate (work permit) and is enrolled in an educational program meeting the requirements of State law.
3. The person is excused from school under standards adopted by the SBOE pursuant to State law.

The parent(s) of any person who is of compulsory school age must send such person to school unless he/she is exempt as listed above.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 14, 2015]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: ORC 3301.80; 3301.81  
3313.61  
3321.01 et. seq.  
3331.02  
OAC 3301-35-04  
3301-41

CROSS REFS.: IGBG, Homebound Instruction  
JEB, Entrance Age (Mandatory Kindergarten)  
JEG, Exclusions and Exemptions from School Attendance  
JFE, Pregnant Students

## ENTRANCE AGE

It shall be the policy of the Board that each child who will be five years of age on or before August 1 shall be eligible to enroll in kindergarten. Each child who will be six years of age on or before August 1 and who has successfully completed kindergarten shall be eligible to enroll in the first grade.

The District policy requiring successful completion of kindergarten may be waived upon parental request to the pupil personnel services committee.

When a request for early entrance to kindergarten is received the building principal will interview the parents and child and arrange for the testing. The testing will assist the Superintendent by measuring the following areas:

Early entrance to kindergarten may be permitted if the following requirements are met:

1. The child's fifth birthday must fall between August 2 and December 31 of the year requested for early entrance.
2. The child's total I.Q. should be at least 115+ or— the standard error of measure as determined by standardized testing, and academic performance should comply with that expected of children entering kindergarten.
4. The child should possess and demonstrate social and emotional characteristics that will permit conformity with the pattern of behavior and academic achievement commonly expected of children in kindergarten.
5. The building principal may recommend admission to kindergarten based on evidence demonstrating compliance with numbers 1 through 3 above.

When a request for early entrance to kindergarten is received, the building principal interviews the parents and child and arranges for testing with the school psychologist.

### Determination of Age

The presentation of a birth certificate or other legal proof of age is required of each child upon his/her first admission to the Cloverleaf Local Schools.

A baptismal certificate does not constitute legal registry of birth and is not acceptable.

[Adoption date: August, 1985]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: November 18, 2003]  
[Re-adoption date: May 16, 2006]

LEGAL REFS.: ORC 3321.01  
OAC 3301-35-04(F)

CROSS REF.: JEA, Compulsory Attendance Ages

## EARLY ENTRANCE TO KINDERGARTEN

State law establishes minimum age requirements for admission to kindergarten and sets forth requirements for a standardized testing program to evaluate those students deemed ready by parents for early admission.

Children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian.

Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are also evaluated for possible early admittance if referred by an educator within the District or a preschool educator, a pediatrician or a psychologist who knows the child. The building principal may also request evaluation at his/her discretion.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten. The parents of the student are provided with a copy of the written plan.

[Adoption date: April 15, 2008]

LEGAL REFS.: ORC 3321.01  
3324.01 et seq.  
OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Gifted and Talented Students  
IKEB, Acceleration  
JEB, Entrance Age (Mandatory Kindergarten)

## SCHOOL ADMISSIONS

The District provides free education to District residents between the ages of five through 21 who do not possess a diploma. Students who do not legally qualify as residents will be required to pay tuition as established by law and Board policy.

A student is considered a resident of the District if he/she resides with a parent, a grandparent with either power of attorney or caretaker authorization affidavit, or a person or government agency with legal custody whose place of residence is within the boundaries of the District. Parents and grandparents with either power of attorney or caretaker authorization affidavit may be required to present legal proofs of residence.

New entrants at all grade levels are required to present at the time of enrollment a birth certificate or other document as evidence of birth, a certified copy of any child custody order or decree, proof of having received or being in the process of receiving required immunizations and copies of those records pertaining to him/her which are maintained by the school most recently attended. A protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

It is required by the Board that kindergarten children and first graders not now enrolled in kindergarten complete all immunization records by the 14th day of the new school year. The child will not be permitted to attend school until all records are complete. The above will be enforced except in those cases involving religious objections.

### Admission of Expelled Students

The Board does not grant admission to its schools to any student from another school district who is currently serving an expulsion or suspension. Said student may request a hearing, conducted by the Superintendent/designee. At the conclusion of the expulsion or suspension period, the student will be admitted, providing all attendance and enrollment criteria are met.

In addition, students released from the Department of Youth Services (DSY) just prior to requesting admission to the District may not be admitted until the Superintendent has received all required documents provided by DSY. Forwarded documents are:

1. an updated copy of the student's transcript;
2. a report of the student's behavior in school while in DSY custody;



3. the student's current Individualized Education Program, if developed, and
4. a summary of the institutional record of the student's behavior.

DSY has 14 days to send the documents to the Superintendent.

[Adoption date: August, 1985]  
[Re-adoption date: June, 1987]  
[Re-adoption date: November 21, 1995]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: May 29, 2012]  
[Re-adoption date: April 28, 2014]  
[Re-adoption date: March 23, 2015]  
[Re-adoption date: January 23, 2017]

LEGAL REFS.: ORC 2151.33;  
2152.18(D)(4)  
3109.52 through 3109.61; 3109.65 through 3109.76;  
3109.78; 3109.79; 3109.80  
3313.48; 3313.64; 3313.67; 3313.671; 3313.672  
3317.08  
3321.01  
OAC 3301-35-04(F)

CROSS REFS.: AFI, Evaluation of Educational Resources  
IGBA, Programs for Students with Disabilities  
JECAA, Admission of Homeless Students  
JECB, Admission of Nonresident Students  
JEE, Student Attendance Accounting (Missing and Absent Children)  
JHCA, Physical Examinations of Students  
JHCB, Immunizations  
JO, Student Records

## ADMISSION OF HOMELESS STUDENTS

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

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

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

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

The Board ensures that:

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

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

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

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

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

[Adoption date: August 21, 2001]

[Re-adoption date: October 17, 2005]

[Re-adoption date: February 19, 2008]

[Re-adoption date: December 14, 2015]

[Re-adoption date: January 23, 2017]

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

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

ADMISSION OF HOMELESS STUDENTS  
(Enrollment Dispute Resolution Process)

The District is committed to facilitating the timely resolution of disputes regarding the educational placement of homeless children and youth. The process may address issues concerning: eligibility, enrollment, transfer of records, transportation, comparable services, guardianship, medical records, residency, school of origin/school of choice issues along with any related homeless education concerns.

Should a dispute arise over school selection or enrollment in a school, the parents, guardians and unaccompanied youth may initiate the resolution process directly at the school they choose or with the District homeless liaison. Written and/or oral communication may be provided to support their views. Students are provided with all services for which they are eligible while the dispute is being resolved.

Disputes should be resolved at the District level, rather than the school level. The District makes the resolution process as informal and accessible as possible, allowing for impartial and complete review.

Written documentation from the District is complete, as brief as possible, simply stated and provided in a language the parent, guardian or unaccompanied youth can understand.

The following steps are taken when a dispute arises over school selection or enrollment in a school:

1. The District provides the parent/guardian or unaccompanied youth with a written explanation of the school's decision regarding school selection or enrollment.
2. The District informs the parent/guardian or unaccompanied youth in writing of their right to appeal the decision.
3. Should the dispute continue, the District refers the parent/guardian or unaccompanied youth to the District homeless liaison who shall review the complaint and issue an opinion in writing to the parent/guardian or the unaccompanied youth.
4. Should the dispute continue, the District homeless liaison assists the involved parties in presenting the situation to the Ohio Department of Education homeless education coordinator.
5. The state homeless education coordinator recommends a decision for distribution to the parent/guardian or unaccompanied youth, local Superintendent and District liaison.

6. Should the dispute continue, the final appeal is made to the State Superintendent of Public Instruction for review and disposition.

(Approval date: December 14, 2015)

(Re-approval date: January 23, 2017)

## ADMISSION OF NONRESIDENT STUDENTS

In order to be eligible for a free public education in the District's schools, a student must be the child of a resident of the District or reside with a grandparent with either power of attorney or caretaker authorization affidavit. If legal or permanent custody or legal guardianship of the student has been granted by a court to a resident of the District or a government agency within the District, the student is entitled to attend District schools and tuition is paid in compliance with State law.

In compliance with State law and Board policy, nonresident students are exempt from paying tuition when:

1. an adult resident of the District submits a sworn statement that he/she has begun legal custody proceedings for the student (maximum 60 days permitted);
2. the student is at least 18 but not yet 22 years of age and resides in the District, lives apart from his/her parent(s), supports himself/herself by his/her own labor and does not possess a high school diploma;
3. the student is under 18 years of age, resides in the District and is married, regardless of the residence of the parent(s);
4. the student has a medical condition that may require emergency attention and his/her parent is employed in the District;  
(The parent(s) of such child must submit to the Board a statement from the child's physician certifying that the child's medical condition may require emergency medical attention.)
5. the student resides with a person other than his/her parent(s) and such student has a parent serving outside Ohio in the U.S. Armed Services;  
(The student's parent(s) must file an affidavit with the Superintendent stating (1) that the parent is serving outside the state in the U.S. Armed Services, (2) that the parent intends to reside in the District upon returning to the state, and (3) the name and address of the person with whom the student is living while the parent is outside the state. This tuition exemption may be granted only for a period of up to 12 months.)

6. the student resides with a parent who is planning to either have a home built or has purchased a home in the District and is waiting for the closing date of the mortgage loan;  
(The student's parent(s) must provide the Superintendent with a sworn statement revealing the location of the house and the parent(s)' intention to reside there. The parent(s) must also provide a statement from a homebuilder, real estate broker or bank officer confirming that the house construction is planned or is awaiting approval of the mortgage loan. The period for tuition-free attendance in these cases may extend up to 90 days.)
7. the student resides with his/her parent(s) under the care of a shelter for victims of domestic violence;
8. the student is not a resident of the District, does not require special education and resides with his/her grandparent(s), provided that the Board and the board of the district in which the student's parent(s) reside enter into a written agreement showing good cause for the student to be admitted to the District;  
(The grandparent(s) are required to sign all consent forms required by the District, even if the student would remain in the legal custody of the parent(s).)
9. the student is under the age of 22 and his/her parent(s) moved from the District, but within the county, after the first full week of October, for the remainder of the school year;
10. the student is under the age of 22 and his/her parent(s) moved from the District following the commencement of classes during the student's senior year, for the remainder of the school year and for one additional semester;
11. the student is under the age of 22 and resides in a new school district because of the death of a parent;  
(The student is entitled to finish the current school year in the District upon approval of the Board.)
12. the student is under the age of 22 and the superintendent of the district in which the student is entitled to attend (the student's district of origin) enters into a contract with the Superintendent of this District (the district into which the student wishes to enroll) consenting to the attendance of the student in this District or  
(The Superintendent of this District specifies that the purpose of such attendance is to protect the student's physical or mental well-being or to deal with other extenuating circumstances deemed appropriate by the Superintendent.)



The Board does not waive the payment of tuition, except:

1. when agreements have been established with other boards of education to serve their students in career-technical or special education classes on a cooperative basis, as permitted by law;
2. when foreign exchange students, sponsored under an approved exchange program, reside in the District temporarily or
3. for adult residents or support staff employees of the District who meet the criteria established by the Board.

In all cases, specific Board permission to waive tuition must be obtained for each individual case.

The District may temporarily deny admittance to any student who otherwise may be admitted to the District, if the student has been expelled from the schools of another district and if the period of expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or nonadmittance of the student.

#### Tuition Students

Applications from nonresidents to attend the schools on a tuition basis may be considered if space is available. The amount of tuition is set annually by the state, based on a per-student cost determined in compliance with State law. Nonresident students must provide all records required of resident students in compliance with State law.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 28, 2014]

LEGAL REFS.: ORC 2152.18(D)(4)  
3109.52 through 3109.61; 3109.65 through 3109.76;  
3109.78; 3109.79; 3109.80  
3311.211  
3313.64; 3313.644; 3313.645; 3313.65; 3313.672; 3313.90  
3317.08  
3319.01  
3323.04  
3327.04; 3327.06  
OAC 3301-35-04  
3301-42-01

CROSS REFS.: JEC, School Admission  
JEC AA, Admission of Homeless Students  
JEC BA, Admission of Exchange Students  
JEC BB, Admission of Interdistrict Transfer Students  
JO, Student Records

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## ADMISSION OF EXCHANGE STUDENTS

The Board believes that one of the most effective vehicles for improving international understanding is communications among the individuals of various nations. Accordingly, the Board endorses the involvement of high school students and their families in recognized foreign exchange student programs. The Superintendent and administrative staff are responsible for developing regulations to direct the involvement of the high school with such programs.

Exchange students are not responsible for tuition if sponsored under an approved exchange program while temporarily residing in the District with a host family. Exchange students must meet the regulations and expectations of resident students, including immunization requirements.

Exchange students are encouraged to participate in all student activities, provided they meet the academic requirements. It is understood they will be responsible to pay any associated pay-to-participate fees of the activity.

The Board reserves the right to limit the number of exchange students in any given year.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with Ohio High School Athletic Association Bylaws.

[Adoption date: August 21, 2001]

[Re-adoption date: June 16, 2014]

[Re-adoption date: July 27, 2015]

LEGAL REFS.: ORC 3313.20; 3313.535; 3313.61(H); 3313.615; 3313.64

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities  
IGDJ, Interscholastic Athletics  
IGDK, Interscholastic Extracurricular Eligibility  
IKFB, Graduation Exercises  
JECB, Admission of Nonresident Students  
JHCB, Immunizations

## ADMISSION OF EXCHANGE STUDENTS

The following regulations shall be observed in administering the foreign exchange student program:

1. Exchange students must be associated with an organized foreign exchange program that is approved by the Ohio Association of Secondary School Administrators and/or National Association of Secondary School Principals. Such organizations must maintain either an office or a representative in central Ohio.
2. The sponsoring parents and/or representatives of the approved sponsoring organization must contact the designated coordinator of the foreign exchange student program in the high school guidance office.
3. Exchange students must have a host family assigned and accepted by July 1. If, after the July 1 deadline, a maximum of three foreign exchange students have not been registered, an organization may add one additional exchange student if that student will be registered for the entire school year. The maximum number of foreign exchange students to be enrolled in any given year is three.
4. The school reserves the right to deny enrollment to foreign exchange students if approval by the high school guidance office has not been given by July 1 preceding the year of desired enrollment.
5. In order to provide a quality education and to minimize potential disruption, the high school will not accept foreign exchange students after the school year has begun. However, students who were accepted before the July 1 deadline will not be denied enrollment due to late arrival.
6. Exchange students must be full-time students carrying a full academic classload. Enrollment eligibility shall be determined on an annual basis. Exchange students shall receive pass/fail grades only for purposes of class GPA ranking. The coordinator shall keep a record of the students' actual grades for permanent records.
7. Exchange students will not be accepted on a part-time basis. Part-time is defined as less than a full school day or school year.
8. Priority for enrollment will be granted to students enrolling in a level other than grade 12.
9. Exchange students completing grade 12 will receive an honorary diploma. Exchange students who complete the program of study will be permitted to participate in graduation ceremonies, with expenses borne by the student or sponsoring parents.

10. Exchange students are expected to share their cultural heritage to the fullest extent possible including topics such as government, economics, historical understanding and language.
11. Exchange students are subject to the same rules, fees and regulations of the Board as apply to all high school students.

(Approval date: August 21, 2001)

(Re-approval date: July 27, 2015)

## INTERDISTRICT OPEN ENROLLMENT

The Board permits any nonresident student to apply and enroll in the District free of any tuition obligation. Interdistrict transfer applications may be approved provided that all requirements as outlined in the administrative regulations are met. Requirements include:

1. The applicant must follow the procedures for admission to the District.
2. The District guidelines by grade level, school building and program, as determined by the Board, are the deciding factors in admitting an interdistrict transfer student.

### District Guidelines:

Grades K-3	22 students per class
Grades 4-5	25 students per class
Grade 6	25 students per class
Grades 7-8	The daily student enrollment for each seventh and eighth grade class shall not exceed 275 students.
Grades 9-10	The daily student enrollment for each ninth and 10th grade class shall not exceed 325 students.
Grades 11-12	The daily student enrollment for each 11th and 12th grade class shall not exceed 250 students.

3. Resident students receive preference over nonresident students applying for enrollment.
4. Resident students who attended school in another district under an interdistrict transfer and are forced to return or choose to return to the District receive preference over nonresident students applying for enrollment.
5. Nonresident students previously enrolled in the District as a result of this policy receive preference over first-time nonresident applicants.
6. Students enrolled as a result of this policy are approved for one school year only, must re-apply annually and are subject to all provisions of this policy.
7. All regulations, rules and procedures of the Ohio High School Athletic Association (OHSAA), especially those pertaining to recruitment and eligibility, must be followed.

8. There are no academic, athletic, artistic or extracurricular skills required.
9. There are no limitations on admitting students with disabilities unless services required in an Individualized Education Program are not available in the District.
10. The status of students enrolled in, or who could be enrolled in, consortium programs in nonresident districts, such as special education programs, are not subject to this policy.
11. No requirement that the student be proficient in the English language.
12. There is no rejection of any applying student because the student has been subject to disciplinary proceedings, except an applicant who has been suspended or expelled by the resident district for 10 consecutive days or more in the term for which admission is sought or in the term immediately preceding the term for which admission is sought.
13. Procedures to ensure maintenance of an appropriate racial balance in the District are followed.
14. If a parent of a resident student moves out of the District during the school year, the students enrolled in the first district may apply for open enrollment status with local district time lines waived.
15. The Board reserves the right to revoke the admission of any and all nonresident students enrolled under this policy until the Friday of the second week of school of the school year that nonresident students are enrolled if the rights of resident Districts are adversely affected. (See provisions 3, 4 and 5.)
16. The Board reserves the right to revoke the admission of any nonresident student who violates any provisions of this policy.

The District cannot refuse to accept the credits earned by students who have participated in interdistrict open enrollment. The Board will not adopt a policy that discourages resident students from participating in interdistrict open enrollment.

Students in grades 9-12 are eligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, and are ineligible for the remainder of the regular season contests and ineligible to participate in OHSAA tournaments in these sports until the one-year anniversary date of enrollment in the school to which the student transferred. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season and the student must finish fulfilling his/her transfer consequence, for only that sport in which the mid-season transfer occurred, at the commencement of the sport season during the next school year and is ineligible for all preseason and regular season contests until the total number of regular season contests missed (including those missed during the previous season) equals 50% of the maximum allowable regular season contests in that sport. Exceptions to the eligibility provisions are outlined in the OHSAA Bylaws.

[Adoption date: March 16, 1993]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: April 19, 2005]  
[Re-adoption date: October 27, 2014]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3313.64; 3313.97  
                  Chapter 3327  
                  OAC 3301-48-02



ADMISSION OF STUDENTS  
FROM NON-CHARTERED OR HOME SCHOOLING

Students seeking admission into the District's schools who have been enrolled in non-chartered schools or home schooling programs may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent may consider:

1. the student's most recent annual academic assessment report;
2. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and
3. other evaluation information that may include interviews with the student and the parent.

To be eligible for awards such as Valedictorian or Salutatorian, Distinguished Scholar(s), Ohio Academic Scholarship, National Honor Society, etc., the student must be enrolled full-time for four consecutive semesters (or equivalent) prior to the first semester (or equivalent) of the senior year.

Resident students attending a non-chartered nonpublic school are permitted to participate in the District's extracurricular activities at the school to which the student would be assigned if the non-chartered nonpublic school the student is enrolled in does not offer the extracurricular activity. An extracurricular activity is a pupil activity program that is run by the District and is not included in a graded course of study. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in District extracurricular activities at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

[Adoption date: May 21, 1996]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: June 18, 2002]  
[Re-adoption date: June 16, 2014]

LEGAL REFS.: ORC 3313.535; 3313.537; 3313.5311; 3313.5312; 3313.664  
3321.04  
OAC 3301-34

CROSS REFS.: IGBG, Homebound Instruction  
IGCF, Home Instruction  
IGD, Cocurricular and Extracurricular Activities  
IGDK, Interscholastic Extracurricular Eligibility

## INTRADISTRICT OPEN ENROLLMENT

The Board permits students to apply for attendance at their school of choice. The specific criteria are consistent with State law and include application procedures, including deadlines for application and notification to students and principals of alternative schools, when a student's application is accepted or rejected (if applicable). Only students wishing to attend a school other than their assigned school need apply.

Procedures for admitting applicants to other schools include but are not limited to:

1. establishing capacity limits by grade level, school building and educational program;
2. requiring that students enrolled in a school building or living in the attendance area of the school building established by the Board be given preference over applicants and
3. ensuring that an appropriate racial balance is maintained in the schools.

The Board may, in accordance with the district's intradistrict open enrollment procedures, permit a student to permanently transfer to a school other than the student's assigned school so that the student need not apply annually.

[Adoption date: May 18, 1993]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 29, 2012]

LEGAL REFS.: ORC 3313.64; 3313.65; 3313.97  
OAC 3301-48-01

CROSS REFS.: IE, Organization of Facilities for Instruction  
IGBJ, Title I Programs  
JECC, Assignment of Students to Schools

## ASSIGNMENT OF STUDENTS TO SCHOOLS

School attendance area boundaries within the District shall be established by the Cloverleaf Local Board of Education. In establishing such boundaries, due consideration shall be given to the capacity of such buildings, size of classes, distances, safety hazards, etc. Students shall attend the school in the attendance area in which they reside, except that a student changing residence during the school year may, at the discretion of the Superintendent, complete the year at the school which he/she has been attending.

The address of the legal residence of parent or legal guardian shall define the school attendance area to which a child belongs.

No student may attend school in any attendance area other than his/her own except children with disabilities and children assigned to special classes. Any special assignment is at the discretion of the Superintendent.

Student assignments may be changed for safety factors or due to overcrowding in a school at the discretion of the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.49; 3313.64; 3313.65; 3313.97  
3319.01

CROSS REFS.: JC, School Attendance Areas  
JECBD, Intradistrict Open Enrollment

STUDENT WITHDRAWAL FROM SCHOOL  
(Loss of Driving Privileges)

When the Superintendent receives information that a student of compulsory school age has withdrawn from school, the Superintendent must, within two weeks after the withdrawal, notify the registrar of motor vehicles and the county juvenile judge of the student's withdrawal from full-time enrollment or withdrawal from an approved program to obtain an diploma or its equivalent.

Notification to the registrar of motor vehicles is not necessary if a student has withdrawn from school because of a change of residence; or the student is holding an age and schooling certificate (work permit), is regularly employed and enrolled part-time in and attending an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles must be given in a manner required by the registrar and notice to the county juvenile judge must be given in writing.

After receiving such information from the Superintendent, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued to that student, the registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges would remain in effect until the student reaches 18 or until the denial of driving privileges is terminated for another reason allowable under State law.

In compliance with State law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

[Adoption date: August, 1985]  
[Re-Adoption date: May 18, 1993]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: November 3, 2009]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g  
ORC 3319.321  
3321.13  
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09  
4510.32

CROSS REFS.: JED, Student Absences and Excuses  
JEDA, Truancy  
JEG, Exclusions and Exemptions from School Attendance  
JK, Employment of Students

## STUDENT ABSENCES AND EXCUSES

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

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

1. personal illness of the student;
2. illness in the student's family necessitating the presence of the child;
3. quarantine for contagious disease;
4. emergency or other set of circumstances in which the judgment of the Superintendent constitutes a good and sufficient cause for absence from school, which may include but not be limited to absences due to documented medical appointments.

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

1. needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved by the Superintendent (applies to students over 14 years of age only);
2. death in the family (applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence);
3. observance of religious holidays consistent with a student's truly held religious belief;
4. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);
5. college visitation;
6. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;
7. absences due to a student being homeless or
8. as determined by the Superintendent.

The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students who are absent due to an in-school or out-of-school suspension are permitted to make up missed classroom assignments in accordance with District level policies and procedures. Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness in accordance with procedures and timelines defined in District level policies and procedures.

The Board does not believe that students should be excused from school for vacations or other nonemergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

The Board authorizes the Superintendent to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours during a school month or a total of at least 90 hours during a school year.

[Adoption date: August 1985]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: May 9, 2016]  
[Re-adoption date: July 24, 2017]  
[Re-adoption date: November 26, 2018]  
[Re-adoption date: March 19, 2019]  
[Re-adoption date: July 15, 2020]

LEGAL REFS.: ORC 3313.609; 3313.66  
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.141; 3321.19;  
3321.38  
4510.32  
OAC 3301-69-02

CROSS REFS.: IGAC, Teaching About Religion  
IKB, Homework  
JEDB, Student Dismissal Precautions  
JEE, Student Attendance Accounting (Missing and Absent Children)  
JHC, Student Health Services and Requirements  
JHCC, Communicable Diseases



## STUDENT ATTENDANCE

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

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

1. personal illness of the student;
2. illness in the student's family;
3. needed at home to perform necessary work directly and exclusively for parents or legal guardians (applies to students over 14 years of age only);
4. death in the family;
5. quarantine for contagious disease;
6. religious reasons;
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to four days);
8. court appearance (documentation provided) or
9. as determined by the Superintendent.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Parents are requested to communicate by phone or note the reason for the absence or tardiness as soon as the absences/tardiness occurs.

The Board does not believe that students should be excused from school for vacations or other nonemergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. It is requested that the school be notified in advance of such a trip, so that reasonable efforts can be made to prepare a general list of assignments for the student to do while he/she is absent.

The Superintendent is responsible for determining/defining the length of a term at each building and establishing attendance guidelines and procedures. These are published yearly in student handbooks.

The Board authorizes the Superintendent to establish a hearing notification procedure for the purpose of denying a student's driving privileges if that student of compulsory age has been absent without legitimate excuse for more than 60 consecutive hours in a school month or a total of at least 90 hours in a school year.

Students absent because of documented family vacations will be allowed to make up work missed. Teachers will grade work for credit. All work, including examinations, must be made up. Teachers are not required to provide advance assignments, but they may choose to do so if assignments are available.

(Approval date: August 1985)

(Re-approval date: August 21, 2001)

(Re-approval date: May 9, 2016)

(Re-approval date: July 24, 2017)

## TRUANCY

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and the child's parent in writing of the legal consequences of being a "habitual" truant.

A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month or 72 or more hours in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding "habitual" truants, the Board must take as an intervention strategy any appropriate action contained in the Board policy.

The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;
2. providing counseling for a habitual truant;
3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;

4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs;
5. notification to the registrar of motor vehicles or
6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student who is absent with a nonmedical excuse or without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

#### Absence Intervention Plan

Beginning with the 2017-2018 school year, when a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

### Filing a Complaint with Juvenile Court

Beginning with the 2017-2018 school year, the attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;
2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and
3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 24, 2017]

[Re-adoption date: November 25, 2019]

LEGAL REFS.: ORC 3313.663; 3313.668  
3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191;  
3321.22; 3321.38

CROSS REF.: JED, Student Absences and Excuses  
JEG, Exclusions and Exemptions from School Attendance  
JK, Employment of Students

## STUDENT DISMISSAL PRECAUTIONS

Permission for a student to leave school when school is in session requires approval by the principal or a person specifically designated by him/her to exercise that authority. In evaluating requests for this permission, he/she gives primary consideration to the best interests of the student and/or public welfare. Requests are not approved without a parent's permission. When a request originates from a person other than the parent(s), the school official in authority contacts the parent(s) to obtain permission. An exception may be made in the case of the student who is 18 years of age or older, who may make requests on his/her own behalf, law enforcement officials or child welfare officials.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 25, 2019]

LEGAL REF.: ORC 3313.20

CROSS REFS.: JED, Student Absences and Excuses

JEE, Student Attendance Accounting (Missing and Absent Children)

STUDENT ATTENDANCE ACCOUNTING  
(Missing and Absent Children)

The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

Except where required by State law, at the time of initial entry into school, a student shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to him/her that were maintained by the school that he/she most recently attended. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
2. an attested transcript of the certificate of birth;
3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
4. an attested transcript of a hospital record showing the date and place of birth of the child or
5. a birth affidavit.

Except where required by State law, if the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within 14 days, the principal shall notify the law enforcement agency having jurisdiction in the area where the student resides of the possibility that the student might be a missing child.

The primary responsibility for supervision of a student resides with his/her parent(s). The staff provides as much assistance as is reasonable to parents with this responsibility.

Parents must notify the school on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers, home addresses and any emergency telephone numbers.

The Board designates the Superintendent to develop informational programs for students, parents and community members relative to the subject of missing children.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 10, 2012]

[Re-adoption date: March 23, 2015]

[Re-adoption date: March 19, 2019]

[Re-adoption date: July 15, 2020]

LEGAL REFS.: ORC 109.65  
2901.30  
3313.205; 3313.672; 3313.96  
3319.321; 3319.322  
3321.12  
3321.141  
3705.05

CROSS REFS.: JEC, School Admission  
JECAA, Admission of Homeless Students  
JED, Student Absences and Excuses  
JEDB, Student Dismissal Precautions  
JHF, Student Safety



## RELEASED TIME FOR RELIGIOUS BELIEFS

The Board permits students to be released from school for religious instruction consistent with law. Absence during the school day for religious instruction is permitted, provided:

1. the student's parents or guardians submit a written request to the building principal;
2. the private entity providing instruction maintains attendance records and makes them available to the District and
3. the student is not absent from core curriculum subject courses.

The District is not responsible for transportation to and from the place of instruction. Regular classroom instruction missed as a result of a student's absence for religious instruction will not be made up and students assume responsibility for any missed schoolwork. Students are not considered absent from school while attending a released time course in religious instruction. The District neither aids, assists or enforces attendance in a religious instruction program. The District does not discriminate against students who participate in such program.

Individuals providing religious instruction are not permitted to promote student participation by directly contacting students on school premises or by encouraging students in the program to recruit their friends. All promotional activities for such instruction must be conducted off school grounds.

No public funds are expended and no public school personnel are involved in providing religious instruction. This policy is not intended and shall not be construed in any way, to associate the District with any faith or religious denomination.

[Adoption date: August 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 8, 2014]

[Re-adoption date: July 27, 2015]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 3313.47; 3313.6022  
3321.04

CROSS REFS.: IGAC, Teaching About Religion  
JED, Student Absences and Excuses

## EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

A student of compulsory school age residing in the District may be legally excused from full-time enrollment by:

1. holding an age and schooling certificate (work permit), being regularly employed and attending school on a part-time basis in a program approved by the Superintendent or his/her designee;
2. receiving approved home instruction;
3. attending a private or parochial school or
4. having received a diploma from an approved high school or a certificate of high school equivalency from the Ohio Department of Education.

The Board does not grant admission to its schools to any student from another school district who is currently serving an expulsion or suspension. Said student may request a hearing, conducted by the Superintendent/designee. At the conclusion of the expulsion or suspension period, the student will be admitted, providing all attendance and enrollment criteria are met.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 3, 2009]

[Re-adoption date: January 23, 2017]

LEGAL REFS.: ORC 3301.80; 3301.81  
3313.66  
3321.02; 3321.03; 3321.04; 3321.07  
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09

CROSS REFS.: IGCF, Home Instruction  
JEA, Compulsory Attendance Ages  
JEC, School Admissions  
JECE, Student Withdrawal from School (Loss of Driving Privileges)  
JEGA, Permanent Exclusion  
JHCC, Communicable Diseases  
JK, Employment of Students

## PERMANENT EXCLUSION

The Board may seek the permanent exclusion of a student 16 years of age or older who is either convicted in criminal court or adjudicated delinquent by a juvenile court of any of the following offenses that occur on school grounds or at a school function:

1. illegal conveyance or possession of a deadly weapon or dangerous ordnance, carrying a concealed weapon, aggravated trafficking, trafficking in drugs, trafficking involving the possession of a bulk amount of a controlled substance or the sale of a controlled substance and/or
2. aggravated murder, murder, voluntary or involuntary manslaughter, felonious or aggravated assault, rape, gross sexual imposition or felonious sexual penetration, if the victim is a District employee;

In addition, complicity in any of the above acts may be the basis for permanent exclusion.

Any building administrator witnessing, or having knowledge of, one of these acts must report the incident to the Superintendent within 24 hours, whether or not the student is over 16 years of age.

If the Superintendent receives notification that a student has been found guilty of or is adjudicated delinquent for any of the listed offenses, he/she will determine whether the student's continued attendance in the District endangers the health and safety of other students or school employees or whether his/her attendance poses a danger of disruption to the District's graded course of study. If he/she determines that either danger exists, he/she may recommend that the Board adopt a resolution requesting the State Superintendent of Public Instruction to permanently exclude the student from attendance in any Ohio school. Written notice of the Superintendent's recommendation for permanent exclusion will be provided to the student and his/her parent, guardian or custodian.

The Board will act upon the Superintendent's recommendation within 14 days.

[Adoption date: March 16, 1993]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: JFCJ, Dangerous Weapons in the Schools  
JGD, Student Suspension  
JGE, Student Expulsion

Cloverleaf Local School District, Lodi, Ohio

## STUDENT RIGHTS AND RESPONSIBILITIES

Students, like all citizens, have civil rights guaranteed by the Constitution of the United States. The First Amendment, which ensures the freedom of religion, speech, press, assembly and petition, and the Fourteenth Amendment, which guarantees due process and equal protection, apply in school environments.

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way rights are exercised and must accept the consequences of actions and recognize the boundaries of rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students and the responsibilities that are inseparable from these rights, which include the right to:

1. equal educational opportunity and freedom from discrimination and the responsibility not to discriminate against others;
2. attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. due process of law with respect to suspension and expulsion;
4. free inquiry and expression and the responsibility to observe rules regarding these rights and
5. privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make rules and delegate authority to its staff to make rules necessary for the orderly operation of the schools.

A copy of the school discipline code is posted in each of the schools and given to each student. This code describes in detail the offenses for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 22, 2013]

[Re-adoption date: July 24, 2017]

LEGAL REFS.: U.S. Const. Amend. I  
U.S. Const. Amend. XIV, Section 1  
ORC 3313.20; 3313.66; 3313.661; 3313.662

CROSS REFS.: ABC, Student Involvement in Decision Making (Also JFB)  
IGDB, Student Publications  
JFC, Student Conduct (Zero Tolerance)  
JFG, Interrogations and Searches  
Student Handbooks

## STUDENT DUE PROCESS RIGHTS

The Cloverleaf Local Board of Education and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of quasijudicial administrative proceedings carried out by school authorities, does not mean that the procedures used by the courts in juvenile proceedings must be followed.

Students will have clearly established means by which administrative due process is available for the protection of the individual's rights.

Due process procedures will conform to the following basic practices:

1. They must be fair.
2. They must apply equally to all.
3. They must be enforced in a fair manner, which involves:
  - A. adequate and timely notice and an opportunity to prepare a defense;
  - B. an opportunity to be heard at a reasonable time and in a meaningful manner and
  - C. the right to a speedy and impartial hearing on the merits of the case.

In cases of student suspension or expulsion, the specific due process procedures set by the Board's policy will be followed.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC Chapter 2506  
3313.66; 3313.661; 3313.662  
OAC 3301-35-03(G)(2)(c)

CROSS REFS.: JB, Equal Educational Opportunities  
JFC, all subcodes  
JGD, Student Suspension  
JGE, Student Expulsion

## STUDENT INVOLVEMENT IN DECISION MAKING

Students should have a voice in the formulation of school policies and decisions which affect their education and lives as students. Through such participation, students can be an important resource for the improvement of the school, the educational system and the community. Students also have responsibilities. These responsibilities include regular school attendance, conscientious effort in classroom work and obedience to school rules and regulations. Most of all, students share with the administration and faculty the responsibility of developing a climate in the school that is conducive to wholesome learning and living.

School policies, rules and regulations affecting students are reviewed periodically by students, faculty and administration.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: JF, Student Rights and Responsibilities  
JFC, Student Conduct (Zero Tolerance)

## STUDENT CONDUCT (Zero Tolerance)

Students are expected to conduct themselves in a way that exhibits respect and consideration for the rights of others. Students of the District must conform with school regulations and accept directions from authorized school personnel. The Board has “zero tolerance” of violent, disruptive, harassing, intimidating, bullying or any other inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. Students are also subject to discipline, as outlined in the student code of conduct for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations that establish strategies ranging from prevention to intervention to address student misbehavior, and provides continuing instruction in dating violence prevention in health education courses in grades 7 through 12.

Students and parents receive, at the beginning of each school year or upon enrolling in the District schools during the year, written information on the rules and regulations to which they are subject while in school or participating in any school-related activity or event. The information includes the types of conduct that are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the student code of conduct and the fact that any violations of the student code of conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the student code of conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state of Ohio and local ordinances.

A student may be expelled for up to one year if he/she commits an act that inflicts serious physical harm to persons or property if it was committed at school, on other school property or at a school activity, event or program.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.



Matters which might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

The student code of conduct is made available to students and parents and is posted in a central location within each building.

[Adoption date: August, 1985]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: October 25, 2010]  
[Re-adoption date: April 22, 2013]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751  
The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554,  
HR 4577, 2000, 114 Stat 2763)  
ORC 3313.20; 3313.534; 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: AC, Nondiscrimination  
EBC, Emergency Management and Safety Plans  
ECAB, Vandalism  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
JFCA, Student Dress Code  
JFCEA, Gangs  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JFCJ, Weapons in the Schools  
JFCK, Use of Electronic Communication Equipment by Students  
JG, Student Discipline  
JGA, Corporal Punishment  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
JM, Staff-Student Relations (Also GBH)  
JP, Positive Behavioral Interventions and Supports  
Student Handbooks

## STUDENT DRESS CODE

The Board stresses the appropriate/nondisruptive attire and grooming of all students. Students are expected to keep themselves well-groomed and neatly dressed at all times. Any form of dress or hair style which is considered by administration to be contrary to good hygiene or which is inappropriate/disruptive will not be permitted. Parents and students should refer to their handbooks for guidelines, examples and the consequences of dress code violations.

[Adoption date: August, 1985]

[Re-adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 3313.20

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)  
JFCEA, Gangs  
Student Handbook

## STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The Board furnishes transportation in compliance with State law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the bus and after the student leaves the vehicle at the end of the school day.

Students on District managed transportation are under the authority of, and directly responsible to, the driver. The driver has the authority to enforce the established regulations for rider conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from District managed transportation privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

The Board's policy regarding suspension from District managed transportation privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on District managed transportation, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: September 23, 2009]

[Re-adoption date: June 27, 2011]

[Re-adoption date: January 11, 2016]

LEGAL REFS.: ORC 3327.01; 3327.014  
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)  
JG, Student Discipline  
Staff Handbooks  
Student Handbooks

## STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The following regulations pertain to student conduct on District managed transportation and are intended to ensure the safety and welfare of the students, the driver and other drivers on the road and to ensure safety and proper maintenance of school vehicles.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic, be sure that the road is clear both ways before crossing the highway and wait in a location clear of traffic;
2. arrive at the bus stop before the bus is scheduled to arrive in order to permit the bus to follow the time schedule;
3. not exhibit behavior at the bus stop that threatens life, limb or property of any individual;
4. sit in assigned seats (drivers have the right to assign a student to a seat and to expect reasonable conduct similar to conduct expected in a classroom);
5. reach assigned seat without disturbing or crowding other students and remain seated while the vehicle is moving;
6. obey the driver promptly and respectfully and recognize that he/she has an important responsibility and that it is everyone's duty to help ensure safety;
7. keep the vehicle clean and sanitary, refrain from chewing gum or consuming candy, food or drinks on the vehicle at any time (accept as required for medical reasons);
8. refrain from using profane language and from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);
9. remain seated keeping aisles and exits clear, keep head, arms and hands inside the vehicle at all times and not throw or pass objects on, from or into the vehicle;
10. be courteous to fellow students and to the driver;
11. treat equipment as one would treat valuable furniture in his/her home (damage to the school vehicle is strictly forbidden);

12. not use tobacco on the vehicle or possess alcohol or drugs on the vehicle except as prescription medications may be required for a student and
13. carry on the vehicle only items that can be held in their laps.

Students must remain seated until the vehicle stops, then promptly unload and wait in their designated place of safety until the vehicle leaves. Students who must cross the street to reach the residence side of the street must wait for the signal from the driver and cross in front of the vehicle after also checking for traffic themselves.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation on District managed transportation.

### Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from transportation privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.
2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.
3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

(Approval date: January 11, 2016)

## GANGS

The Board believes gangs or gang activity create an atmosphere where violations of policies, regulations and Ohio laws may occur. Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the school environment are not tolerated by the District.

Incidents involving initiations, hazings, intimidations and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, personal degradation or disgrace resulting in physical or mental harm are prohibited.

The Board directs the administration to establish regulations to ensure that any student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another student is subject to disciplinary action.

To provide increased awareness of the threat to the safety of students, staff and school property which gang-related activity poses, training is provided by security on an as-needed basis. Presentations provide training in current identification symbols used by those involved in gang-related activity and include things such as the identification of hand signals, apparel, jewelry and/or any other pertinent gang-related information.

[Adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661

CROSS REFS.: JFC, Student Conduct  
JFCA, Student Dress Code  
JFCF, Hazing and Bullying  
JGD, Student Suspension  
JGE, Student Expulsion

HAZING AND BULLYING  
(Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended. Discipline procedures will not infringe on any student's rights under the First Amendment to the Constitution of the United States.

Permission, consent or assumption of risk by an individual subjected to hazing, bullying and/or dating violence does not lessen the prohibition contained in this policy.

The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices or electronic means, are inconsistent with the educational process and are prohibited at all times. The District educates minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the principal/designee and appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semiannual written summary of all reported incidents and post the summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students and by November 30 annually reports to the Ohio Department of Education compliance with this requirement through the consolidated school mandate report. If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

[Adoption date: August, 1985]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: April 17, 2007]  
[Re-adoption date: May 23, 2011]  
[Re-adoption date: May 28, 2013]  
[Re-adoption date: November 26, 2018]  
[Re-adoption date: July 15, 2020]



LEGAL REFS.: Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii);  
(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)

ORC 117.53  
2307.44  
2903.31  
3301.22  
3301.68  
3313.666; 3313.667  
3319.073; 3319.321

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IGAE, Health Education  
IIBH, District Websites  
JFC, Student Conduct (Zero Tolerance)  
JFCEA, Gangs  
JFCK, Use of Electronic Communications Equipment by Students  
JG, Student Discipline  
JHG, Reporting Child Abuse and Mandatory Training  
JO, Student Records  
Student Handbooks

HAZING AND BULLYING  
(Harassment, Intimidation and Dating Violence)

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials.

School Personnel Responsibilities and Complaint Procedures

Hazing, bullying behavior and/or dating violence by any student/school personnel in the District is strictly prohibited, and such conduct may result in disciplinary action, up to and including suspension and/or expulsion from school. Hazing, bullying and/or dating violence means any intentional written, verbal, graphic or physical acts, including electronically transmitted acts, either overt or covert, by a student or group of students toward other students/school personnel with the intent to haze, harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity; in any District publication; through the use of any District-owned or operated communication tools, including but not limited to District email accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, bullying and/or dating violence can include many different behaviors. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyberbullying”), such as the following:
  - A. posting slurs on websites, social networking sites, blogs or personal online journals;
  - B. sending abusive or threatening emails, website postings or comments and instant messages;

- C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and
  - D. using websites, social networking sites, blogs or personal online journals, emails or instant messages to circulate gossip and rumors to other students.
6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

#### Teachers and Other School Staff

Teachers and other school staff who witness acts of hazing, bullying and/or dating violence, as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, bullying and/or dating violence promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

#### Complaints

##### 1. Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected hazing, harassment, intimidation, bullying and/or dating violence. The reports should be written. Such written reports must be reasonably specific including person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation and/or bullying and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator. They are promptly forwarded to the building principal/designee for review and action.

2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. This written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaint is reviewed and reasonable action is taken to address the situation, to the extent such action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of hazing, bullying and/or dating violence.

4. False Complaints

Students are prohibited from deliberately making false complaints of harassment, intimidation or bullying. Students found responsible for deliberately making false reports of harassment, intimidation or bullying may be subject to a full range of disciplinary consequences.

Intervention Strategies

1. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of hazing, bullying and/or dating violence in other interactions with students.

School personnel may find opportunities to educate students about harassment, hazing, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of harassment, hazing, intimidation or bullying.

2. Administrator Responsibilities

A. Investigation

The principal/designee is notified of any formal or informal complaint of suspected harassment, hazing, intimidation or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation is prepared when the investigation is complete. The report includes findings of fact, a determination of whether acts of hazing, bullying and/or dating violence were verified, and when prohibited acts are verified, a recommendation for intervention, including disciplinary action, is included in the report. Where appropriate, written witness statements are attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint is limited as is appropriate in view of the anonymity of the complaint. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

When hazing and/or bullying is based on race, color, national origin, sex, or disability, and the behavior creates a hostile environment, the hazing and bullying investigation is suspended while the applicable nondiscrimination grievance procedures are implemented.

B. Nondisciplinary Interventions

When verified acts of hazing, bullying and/or dating violence are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of the behavior, its prohibition and their duty to avoid any conduct that could be considered harassing, hazing, intimidating and/or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring some cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

C. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. **Discipline procedures will not infringe on any student's rights under the First Amendment to the Constitution of the United States.**

Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board, a committee of the Board or an impartial hearing officer designated by the Board in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required time lines.

Report to the Custodial Parent or Guardian of the Perpetrator

If, after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal/designee notifies the custodial parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such student, a description of such discipline is included in such notification.

Strategies are developed and implemented to protect students from new or additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

Reports to the Victim and His/Her Custodial Parent or Guardian

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the custodial parent/guardian of the victim of the finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

School administrators shall notify both the custodial parents or guardians of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the custodial parents or guardians of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

Police and Child Protective Services

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of State law or common law that may apply.

The District must also investigate incidents of hazing, bullying and/or dating violence for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the public children's services are also investigating. All District personnel must cooperate with investigations by outside agencies.

(Approval date: November 3, 2009)  
(Re-approval date: May 23, 2011)  
(Re-approval date: May 28, 2013)  
(Re-approval date: March 21, 2017)  
(Re-approval date: July 15, 2020)

## TOBACCO USE BY STUDENTS

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. Therefore, the Board adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

“Tobacco” is defined as any product made or derived from tobacco or containing any form of nicotine, if it is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means including but not limited to: any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, alternative nicotine products, electronic smoking devices, vapor products, any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

### Tobacco Use Prohibited

No student is permitted to smoke, inhale, vape, dip or chew tobacco at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or
2. on school grounds, athletic facilities or parking lots.

No student is permitted to smoke, inhale, vape, dip or chew tobacco at any time, including non-school hours, at any school-sponsored event off campus.

Additionally, no student is permitted to possess cigarettes, lighters or other tobacco products including: filters, rolling papers, pipes, blunt or hemp wraps and liquids used in electronic smoking devices at any time.

### Providing Notice

“No Tobacco” signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. Students are provided notice of this policy through student handbooks. District vehicles will display the international “No Smoking” insignia. School programs will include a written reminder of the no tobacco use on District property policy.

Students and parents are given copies of the standards of conduct and statement of disciplinary sanctions, and notified that compliance with the standards of conduct is mandatory.



Enforcement

Disciplinary measures taken against students for violations of this policy comply with the requirements of Federal and State law and related District policies and regulations. Specific measures are outlined in the student code of conduct.

Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program. Preparation and professional development activities provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with skill practice in effective instructional techniques and strategies and program-specific activities.

[Adoption date: June, 1986]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 22, 2018]

[Re-adoption date: November 25, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Goals 2000: Educate America Act; 20 USC 6081 through 6084  
ORC 3313.66; 3313.661; 3313.751  
3794.01; 3794.02; 3794.04; 3794.06  
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JFA, Student Due Process Rights  
JFC, Student Conduct  
JGD, Student Suspension  
JGE, Student Expulsion  
Student Handbooks

## ALCOHOL USE BY STUDENTS/STUDENT DRUG ABUSE

The Board recognizes its share of the responsibility for the health, welfare and safety of the students who attend the District's schools. The Board is concerned about the problems of alcohol and drug abuse and recognizes that illegal or inappropriate use of alcohol, narcotic drugs, depressants or other controlled substances is wrong and harmful and constitutes a hazard to the positive development of all students.

The Board does not permit any student to possess, transmit, conceal, offer for sale, consume, show evidence of having consumed or used any alcoholic beverages, illegal drugs, unprescribed drugs, look-alike drugs or any mind-altering substance while on school grounds or facilities; at school-sponsored events; in other situations under the authority of the District or in school-owned or school-approved vehicles. Included in this prohibition are any substances represented as a controlled substance, nonalcoholic beers, steroids, tobacco and tobacco products and drug paraphernalia.

The Board wishes to emphasize the following requirements:

1. A student is required to obey existing laws on school grounds and while involved in school activities. School authorities have the same responsibility as any other citizen to report violations of the law. The final disposition of any problem, however, is determined by the building principal with due consideration of the welfare of the student and of any other relevant factors involved.
2. Discipline is imposed independent of court action. Students are subject to immediate suspension or expulsion proceedings for possession or use of illegal drugs or alcoholic beverages.
3. Parents and students are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory.
4. If conditions warrant, the administration refers the student for prosecution and offers full cooperation in a criminal investigation.
5. A reduction in penalty may be considered if the student receives professional assistance. Professional assistance may include but not be limited to an alcohol/drug education program; assessment with follow-through based on the assessment findings, counseling, outpatient treatment or inpatient treatment.

The Superintendent establishes and the Board considers for approval detailed procedures for dealing with students who may have a drug or alcohol problem. These procedures are in compliance with all applicable laws and observed by all staff members. It is the desire of the Board for students with problems to feel secure enough to ask for help from their teachers or counselors without fear of reprisal. Confidentiality shall be maintained within the limits of the law. The long-range welfare of the student is paramount.

[Adoption date: August, 1985]

[Re-adoption date: June 17, 1991]

[Re-adoption date: November 16, 1993]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 25, 2019]

LEGAL REFS.: Drug-Free Campus and Schools Act; 20 USC 3224(a)  
ORC 2925.01; 2925.11; 2925.14; 2925.37  
3313.66; 3313.661  
3719.011; 3719.41

CROSS REFS.: IGAG, Drugs, Alcohol and Tobacco Education  
JFC, Student Conduct (Zero Tolerance)  
JHCD, Administering Medicines to Students  
Student Handbooks

## ALCOHOLUSE/STUDENT DRUG ABUSE

### Professional procedures for handling students who appear to be under the influence of chemicals

1. If a student appears to be displaying unusual behavior due to the possible use of some harmful or illegal chemical, a school employee should enlist help to determine the seriousness of the apparent illness.
2. When the student is brought to a nurse or physician, an attempt should be made to determine what chemical was taken, by what method and in what quantity.
3. When the student's condition appears to be in immediate need of further medical attention, regular emergency procedures should be followed.
4. The building level Chemical Dependency Coordinator and Counselor should be notified of the student who appears to be under the influence of chemicals.

### Procedures for dealing with possession of items stated above

1. First Offense
  - A. The principal will assign the student to a 10-day out-of-school suspension.
  - B. The principal will recommend to the Superintendent of Schools that the student be expelled unless the following procedure is followed:
    - 1) The student must agree to and complete a professional drug assessment for a professional opinion concerning use/misuse/addiction. The assessment information must be released to the Cloverleaf Chemical Dependency Coordinator for intervention with the student. It will be strongly encouraged that student, parents, principal and Chemical Dependency Coordinator meet to discuss the intervention strategies and future of the student. Cloverleaf Local Schools believes that early intervention in the disease process means less destruction for the student and a greater likelihood of recovery.
    - 2) The parents or guardians of the child will notify the school principal and Chemical Dependency Coordinator that the student has made contact and is willing to comply with the appropriate treatment process. Based on the data that the student is being evaluated and appropriate procedures agreed upon are being followed, the student will not be recommended for expulsion.
  - C. The principal/assistant principal will notify the appropriate school counselor and the building level Chemical Dependency Coordinator.
  - D. The principal/assistant principal will notify the juvenile officer of the Medina County Sheriff's Department.

2. Second Offense

- A. The principal will assign the student to a 10-day out-of-school suspension and make a recommendation for expulsion.
- B. The principal/assistant principal will notify the juvenile officer of the Medina County Sheriff's Department.
- C. The principal/assistant principal will contact the Medina County Juvenile Prosecutor and pursue prosecution of the student.
- D. The principal/assistant principal will notify the appropriate counselor and the building level Chemical Dependency Coordinator.
- E. Students expelled or suspended for use or possession of alcohol or drugs:
  - 1) Affected students - all persons under the age of 18 who have been expelled or suspended for the use or possession of alcohol or drugs.
  - 2) Reporting official - ESC Superintendent.
  - 3) Hearing timeline - no hearing required.
  - 4) Reporting time - The Bureau of Motor Vehicles and Juvenile Judge must be notified within two weeks after the expulsion or suspension hearing date.
  - 5) After receiving such information from the ESC Superintendent, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the registrar is prohibited from issuing a temporary permit or license.

3. Additional Offenses

- A. The principal will assign the student to a 10-day out-of-school suspension.
- B. The principal/assistant principal will notify the juvenile officer of the Medina County Sheriff's Department.
- C. The principal will recommend to the Superintendent that the student be expelled.

Selling or distributing illegal chemicals and instrumentalities for use of drugs to fellow students

1. First Offense

- A. If a school employee sees what appears to be harmful and/or illegal chemicals being transferred from one student to another, he/she should immediately take the students and the material to the principal of the school.

- B. The principal should call the Medina County Sheriff and request someone to be dispatched to investigate the case. A report of the investigation should be provided to the school principal.
- C. The principal/assistant principal will contact the Medina County Juvenile Prosecutor and pursue prosecution of the student.
- D. The principal will assign the student to a 10-day out-of-school suspension and request a parent conference to discuss the matter.
- E. The principal/assistant principal will recommend to the Superintendent that the student be expelled.
- F. All sections of Cloverleaf Board of Education Policy JEGA, Permanent Exclusion, apply.

(Approval date: June 17, 1991)

(Re-approval date: June 12, 1995)

(Re-approval date: August 21, 2001)

## WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment that is free of the dangers of firearms, knives and other weapons.

The definition of a firearm is any weapon (including a starter gun) which is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer or any destructive device (as defined in 18 U.S.C.A. Section 921) that includes any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade that is capable of causing serious bodily injury.

Unless a student is permanently excluded, the Superintendent shall expel a student from school for a period of one year for bringing a firearm or knife to a school within the District or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife was initially brought onto school property by another person, except that the Superintendent may reduce this requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters that might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

A student may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at a school-sponsored interscholastic competition, extracurricular event or other school-sponsored activity.

A student suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county juvenile judge and registrar of motor vehicles within two weeks of the suspension, expulsion or permanent exclusion.

The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school vehicle if both of the following apply.

1. The object is indistinguishable from a firearm, whether or not the object is capable of being fired.

2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by State law and for purposes of this policy, an “object that is indistinguishable from a firearm” means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students found in violation of numbers 1 and 2 above may be reported to the local law enforcement authority and may be prosecuted under State criminal statutes, as well as disciplined in accordance with the provisions of the District’s student code of conduct and State law.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

[Adoption date: November 21, 1995]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: 18 USC 921  
20 USC 2701 et seq., Title IX 9001-9005  
Gun-Free Schools Act; 20 USC 7151  
ORC 2923.122  
3313.66; 3313.661; 3313.662  
3321.13

CROSS REFS.: JEGA, Permanent Exclusion  
JFC, Student Conduct (Zero Tolerance)  
JFCL, Unsafe Schools (Persistently Dangerous Schools)  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
Student Code of Conduct



## USE OF ELECTRONIC COMMUNICATIONS EQUIPMENT BY STUDENTS

Students may be allowed to possess electronic communications devices while on school property or while attending school-sponsored activities on or off school property, as long as these devices are used in compliance with building regulations.

Students violating District procedures for use of electronic devices may have their device confiscated and may be subject to discipline.

The District assumes no liability if these devices are broken, lost or stolen. Notices of this policy are posted in a central location in every school building and in the student handbooks.

[Adoption date: November 19, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 19, 2019]

LEGAL REFS.: ORC 3313.20; 3313.753

CROSS REFS.: AC, Nondiscrimination

EDE, Computer/Online Services (Acceptable Use and Internet Safety)

JFC, Student Conduct (Zero Tolerance)

JFCEA, Gangs

JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)

Student Handbooks

UNSAFE SCHOOLS  
(Persistently Dangerous Schools)

The Board complies with State and Federal law in adopting a policy on persistently dangerous schools.

A student attending a “persistently dangerous” school in this District or who becomes a victim of a “violent criminal offense,” “as determined by State law”, anywhere on District “grounds” or during school-sponsored activities is allowed to attend another school in the District that is not persistently dangerous that offers instruction at the student’s grade level. However, there is no transfer option if there is no other school in this District that offers instruction at the student’s grade level.

A “persistently dangerous” school is defined by State law as a school that has two or more violent criminal offenses in or on school grounds, per 100 students, in each of two consecutive school years. In schools with 300 or fewer students enrolled, six or more violent criminal offenses must occur. Likewise, if a school has 1350 or more students enrolled, 27 or more violent criminal offenses must occur in each of two consecutive school years.

“Violent criminal offense” refers to any violent criminal offense set forth and defined in State law as violent in nature.

“As determined by State law” means that the student has been identified as the victim and the perpetrator has pled guilty to, been adjudicated or convicted of a violent criminal offense in an Ohio court.

“Grounds” includes school bus transportation to and from school and school-sponsored activities and designated bus stops.

Additionally, students attending a “persistently dangerous” school as defined by State law have the right to transfer to another “safe” school in the District. If there is not another “safe” school in the District providing instruction at the students’ grade level(s), the Superintendent contacts neighboring districts and requests that they permit students to transfer to a school in one of those districts.

Furthermore, a student who is a victim of a “violent crime” on school property also has the right to transfer to another school. If there is not another school in the District providing instruction at the student’s grade level, the Superintendent contacts neighboring districts and requests that they permit that student to transfer to a school in one of those districts providing instruction at the student’s grade level.

Children who transfer in accordance with this policy are permitted to remain at the school of transfer until completing the highest grade at the school.

[Adoption date: April 20, 2004]

[Re-adoption date: October 17, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JECBD, Intradistrict Open Enrollment  
JFC, Student Conduct (Zero Tolerance)  
JFCJ, Weapons in the Schools  
Student Handbooks

## PREGNANT STUDENTS

The Board affirms the right of a pregnant student to continue her participation in the educational program.

As soon as the pregnancy is medically confirmed, the Board recommends that the student consult with a member of the student personnel staff or the principal to plan her educational program.

With the staff member involved, the student may elect any of the following educational plans or suggest alternatives.

1. She may remain in her present school program, with modifications as necessary until the birth of her baby is imminent or until her physician states that continued participation would be detrimental to her health or that of the baby.
2. When information has been obtained from the student's physician indicating that the student is unable to attend school, homebound instruction is available at school expense until her physician states that she is physically able to return to school.
3. She may temporarily withdraw from school and enroll in an approved educational program in which she can continue her education.

Efforts are made to ensure that the educational program of the student is disrupted as little as possible and that she receives health and counseling services, as well as instruction. Students under the age of 18 are still subject to compulsory education requirements. Students 18 or older are encouraged to return to school after delivery and complete high school.

[Adoption date: July, 1987]

[Re-adoption date: June 17, 1991]

[Re-adoption date: August 21, 2001]

[Re-adoption date: October 27, 2014]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
ORC 3321.01; 3321.04

CROSS REFS.: JB, Equal Educational Opportunities  
JEA, Compulsory Attendance Ages

## INTERROGATIONS AND SEARCHES

The District has responsibility for the control and management of students during the school day and hours of approved extracurricular activities. While discharging its responsibility, the administration is to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. The administration has developed regulations to be followed in the case of searches and interrogations.

The right to inspect students' school lockers or articles carried upon their persons and to interrogate an individual student is inherent in the authority granted school boards. All searches are conducted sparingly and only when such search is reasonably likely to produce tangible results to preserve discipline and good order and the safety and security of persons and their property. The Board permits building administrators/designees to search any unattended bag for safety and identification purposes.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity, the Board permits building administrators/designees to search any locker and its contents as the administrator/designee believes necessary. Such notice will be posted at or near the entrance to the school grounds and at the main entrance to each school building.

The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs and explosive devices. The dogs may be used to patrol the school facilities and grounds, including the lockers and parking areas. Use of dogs may be unannounced and random. If a trained canine alerts to a particular vehicle, locker or other container, it shall create reasonable suspicion to search that vehicle, locker or container in accordance with this policy.

[Adoption date: August, 1985]  
[Re-adoption date: March 16, 1993]  
[Re-adoption date: January 21, 1997]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: May 29, 2012]  
[Re-adoption date: March 21, 2017]  
[Re-adoption date: March 12, 2018]

LEGAL REFS.: U.S. Const. Amend. IV  
ORC 3313.20

CROSS REFS.: JF, Student Rights and Responsibilities  
JHG, Reporting Child Abuse and Mandatory Training

## INTERROGATIONS AND SEARCHES

### Searches of School Property Assigned to a Student

The following rules apply to the search of school property assigned to a student (locker, desk, etc.) and the seizure of items in his/her possession.

1. General housekeeping inspection of school property may be conducted with reasonable notice. Random searches of lockers may be conducted.
2. A search of a desk or other storage space may be conducted when there exists reasonable suspicion for school authorities to believe that the area being searched contains evidence of a crime or violation of school rules.
3. Search of an area assigned to a student should be for a specifically identified item and should be conducted in his/her presence and with his/her knowledge.
4. Items, the possession of which constitutes a crime or violation of school rules, or any other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.

### Searches of a Student's Person or Personal Property by School Personnel

Building administrators/designees are permitted to search the person and personal property (purse, backpack, gym bag, etc.) of a student where there is reason to believe that evidence will be obtained indicating the student's violation of either the law or school rules. The following rules apply in such cases.

1. There should be reasonable suspicion to believe that the search will result in obtaining evidence that indicates the student's violation of the law or school rules.
2. Searches of a student's person are conducted by a member of the same sex as the student.
3. Searches are conducted in the presence of another administrator or staff member.
4. Parents of a minor student who is the subject of a search are notified of the search and are given the reason(s) for the search as soon as feasible after completion of the search.
5. When evidence is uncovered indicating that a student may have violated the law, law enforcement officials shall be notified.

6. Strip searches should be discouraged. A substantially higher degree of certainty (more than a reasonable belief) is required prior to conducting such a search. In cases in which school officials believe a strip search is necessary, law enforcement officials should be called to conduct the search.

#### Searches of Unattended Bags by School Personnel

Building administrators/designees are permitted to search any unattended bag found on District property for safety and identification purposes. Once the administrator/designee has determined the identity of the owner and that no safety or security issue exists, any subsequent searches of the item are based upon reasonable suspicion.

#### Searches of Student Property by Law Enforcement Officials

A law enforcement agency must have probable cause or produce a warrant prior to conducting any search of a student's personal property kept on school premises. When the law enforcement officials have reason to believe that any item which might pose an immediate threat to the safety or security of others is kept in a student locker, desk or other storage space, searches may be conducted without a previously issued warrant.

#### Interrogations by Law Enforcement Officials

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to try to protect each student under its control; therefore, the following steps shall be taken.

1. The questioning of students by law enforcement agencies is limited to situations where parental consent has been obtained or the school official has made an independent determination that reasonable grounds exist for conducting an interrogation during school hours.
2. Whenever possible, law enforcement officials should contact and/or question students out of school. When it is absolutely necessary for an officer to make a school contact with a student, the school authorities will bring the student to a private room and the contact is made out of the sight of others as much as possible.
3. The school principal must be notified before a student may be questioned in school or taken from a classroom.
4. The administration shall attempt to notify the parent(s) of the student to be interviewed by the law enforcement officials before questioning begins, unless extenuating circumstances dictate that this not be done.

5. To avoid possible criticism, a school official requests to be present when an interrogation takes place within the school.
6. When law enforcement officials remove a student from school, the administration will make an attempt to notify the parent(s).
7. Law enforcement officials should always be notified by the school principal whenever a student is involved in any type of criminal activity. When the principal learns of this involvement, he/she should notify the juvenile officer or detective bureau of the law enforcement agency. The school should not attempt to handle matters that are properly in the realm of a law enforcement agency.

(Approval date: August, 1985)

(Re-approval date: March 16, 1993)

(Re-approval date: March 18, 1997)

(Re-approval date: August 21, 2001)

(Re-approval date: March 21, 2017)

(Re-approval date: March 12, 2018)



## STUDENT DISCIPLINE

Effective discipline, which requires respect for the rights of others, is necessary if all students are to attain a quality education. The Board delegates to school officials the authority to enforce District policies, regulations and school rules governing student conduct.

A complete statement governing or describing all the relationships and processes involved in student discipline would be very extensive. The most important part of such a statement would be the relationship of the teacher and the principal in matters of discipline. Teachers must feel free to consult and work closely with the building principal in dealing with any problem with which the teacher might need guidance. This working relationship is one key to desirable discipline and a quality instructional environment.

The Board also believes that the teacher-student relationship in the classroom, halls and on school property is important and should be one of mutual respect at all times. The teacher is recognized as the person in authority at all times in the classroom, halls, buildings, school grounds and at school-related events.

Each case of unsatisfactory behavior by a student is handled individually. The classroom teacher may take the steps that he/she believes are justified in each case. If the student does not respond to these measures, the teacher then refers the student to the principal.

In terms of the relationship of the teacher and principal in discipline matters, the Board expects that whenever a discipline problem appears to extend beyond the classroom, the teacher discusses the problem with the principal. The teacher(s) and the principal work together in attempting to control or correct the problem.

A student's failure to comply with the requirements for conduct outlined in the student handbooks may result in the student being disciplined. A student cannot be suspended, expelled or removed from school solely because of unexcused absences. The student may lose all rights to participate in school-related social events or extracurricular activities for a period of time determined by the principal. Depending on the seriousness of the offense committed by the student, suspension or expulsion may also result. Discipline is always administered in a reasonable manner.

If several methods of discipline have been used in an effort to solve a problem and it appears necessary, in the judgment of the principal and Superintendent, to discipline or withdraw privileges from a large group, this action may be taken. Any punishment technique involving an entire class or large group is used only as a last resort.

The Board requires a parent of a student who is suspended or expelled from school or who is truant or habitually absent from school to attend a parental education or training program. If the parent fails to attend the program, he/she may be charged with a misdemeanor of the fourth degree, punishable by a maximum fine of \$250 and imprisonment of up to 30 days.

[Adoption date: August, 1985]  
[Re-adoption date: June 17, 1991]  
[Re-adoption date: June 12, 1995]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: July 24, 2017]  
[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661; 3313.662; 3313.668  
3319.41  
OAC 3301-32-09  
3301-37-10

CROSS REFS.: ECAB, Vandalism  
IGD, Cocurricular and Extracurricular Activities  
JFC, Student Conduct (Zero Tolerance)  
JGA, Corporal Punishment  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
Student Handbooks

## CORPORAL PUNISHMENT

Corporal punishment is prohibited and shall not be used as a form of discipline in the District. The Board expects the administration, faculty and staff to use other forms of discipline, counseling and referral, including communication and meetings with the parents to promote appropriate, positive behavior.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events are dealt with according to approved student discipline regulations.

Teachers, principals, administrators and support staff are authorized by law to use, within the scope of their employment, “such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense or for the protection of persons or property.”

[Adoption date: August, 1985]

[Re-adoption date: June 17, 1991]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 26, 2010]

LEGAL REFS.: ORC 2903.11  
3313.20  
3319.41

CROSS REFS.: ECAB, Vandalism  
JFC, Student conduct (Zero Tolerance)  
JG, Student Discipline  
Student Code of Conduct  
Student Handbooks

## STUDENT SUSPENSION

The Superintendent, principals, assistant principals and other designated administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. A student cannot be suspended from school solely because of unexcused absences. No period of suspension is for more than 10 school days. If, at the time a suspension is imposed, fewer than 10 days remain in the school year, the Superintendent cannot apply any or all of the period of suspension to the following year.

The Superintendent may instead require a student to perform community service or another alternative consequence for the number of hours remaining in the student's suspension. The Board directs the Superintendent to develop a list of alternative consequences that may be used. If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year.

Beginning with the 2019-2020 academic year, the District will reduce the number of out-of-school suspensions for non-serious offenses, as defined by State law, for students in grades pre-K through three in accordance with State law. Such out-of-school suspensions will be eliminated by the 2021-2022 school year.

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to suspending a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

The District permits students to complete any classroom assignments missed due to suspension. Students will receive at least partial credit upon completion of any assignment missed due to suspension. The Board directs the Superintendent to develop written procedures for completing and grading these assignments. Grade reductions are permitted, but students will not receive a failing grade on a completed assignment solely due to the student's suspension.

The guidelines listed below are followed for all out-of-school suspensions.

1. The student is informed in writing of the potential suspension and the reasons for the proposed action.
2. The student is provided an opportunity for an informal hearing to challenge the reason for the intended suspension and explain his/her actions.

3. An attempt is made to notify the parent(s) by telephone if a suspension is issued.
4. Within one school day, a letter is sent to the parent(s) stating the specific reasons for the suspension and including notice of the right to appeal such action.
5. Notice of this suspension is sent to the:
  - A. Superintendent and
  - B. student's school record (not for inclusion in the permanent record).
6. Permanent Exclusion — If the offense is one for which the District may seek permanent exclusion, the notice contains that information.

#### Appeal Procedure

Should a student or a student's parent(s) choose to appeal the principal's suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. If dissatisfied with the Superintendent's decision, an appeal may be made to the Board. At the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

#### Appeal to the Court

Under State law, appeal of the Board's or its designee's decision may be made to the Court of Common Pleas.

[Adoption date: August 1985]  
[Re-adoption date: June 17, 1991]  
[Re-adoption date: June 12, 1995]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 11, 1998]  
[Re-adoption date: March 21, 2000]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: February 19, 2008]  
[Re-adoption date: December 10, 2012]  
[Re-adoption date: July 24, 2017]  
[Re-adoption date: November 26, 2018]  
[Re-adoption date: March 19, 2019]  
[Re-adoption date: November 25, 2019]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: IGCI, Community Service  
JEGA, Permanent Exclusion  
JFC, Student Conduct (Zero Tolerance)  
JFCEA, Gangs  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JFCJ, Weapons in the Schools  
JG, Student Discipline  
JGE, Student Expulsion

## EMERGENCY REMOVAL OF STUDENT

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the Superintendent, principal, assistant principal or personnel employed to direct, supervise or coach a student activity program may remove the student from the premises.

If either suspension or expulsion is contemplated, a due process hearing is held on the next school day after the removal is ordered. Written notice of the hearing and the reason for removal and any intended disciplinary action is given to the student as soon as practicable prior to the hearing. The student has the opportunity to appear at an informal hearing before the principal, assistant principal and the Superintendent/designee and has the right to challenge the reasons for the removal or otherwise explain his/her actions. The person who ordered or requested the removal is present at the hearing. Within one school day of the decision to suspend, written notification is given to the parent(s) of the student. This notice includes the reasons for the suspension and the right of the student or parent(s) to appeal to the Superintendent/designee.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request, and is given, written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the alleged misconduct is disposed of either by reinstatement, suspension or expulsion.

Students in grades pre-K through three may only be removed for the remainder of the school day and must be permitted to return the following school day. The District may only proceed with a related suspension or expulsion in compliance with State law.

In all cases of normal disciplinary procedures in which a student is removed from a curricular or extracurricular activity for less than 24 hours and is not subject to further suspension or expulsion, due process requirements do not apply.

[Adoption date: August, 1985]

[Re-adoption date: June 17, 1991]

[Re-adoption date: June 12, 1995]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 11, 1998]

[Re-adoption date: March 21, 2000]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ECAB, Vandalism  
JFC, Student Conduct (Zero Tolerance)  
JFCJ, Weapons in the Schools  
JG, Student Discipline  
JGD, Student Suspension  
JGE, Student Expulsion



## STUDENT EXPULSION

At times, the behavior of a student can be considered so serious as to justify total removal from the educational program for a prolonged period of time. Actions meriting expulsion are outlined in the student code of conduct. A student cannot be expelled from school solely because of unexcused absences. Only the Superintendent may expel a student. Expulsion is the removal of a student for more than 10 days, but not more than one year. An expulsion can extend beyond the end of the school year if there are fewer school days than expulsion days remaining. The Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

The Superintendent may require a student to perform community service in conjunction with or in place of an expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to expelling a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

Beginning with the 2019-2020 academic year, the District will reduce the number of expulsions for non-serious offenses, as defined by State law, for students in grades pre-K through three in accordance with State law. Such expulsions will be eliminated by the 2021-2022 school year.

The Superintendent shall give the student and parent(s) written notice of the intended expulsion, including reasons for the intended expulsion. The student and parent(s) or representative have the opportunity to appear on request before the Superintendent/designee to challenge the action or to otherwise explain the student's actions. This notice shall state the time and place to appear, which must not be fewer than three days nor more than five days after the notice is given.

Within 24 hours of the expulsion, the Superintendent shall notify the parent(s) of the student and the Treasurer.

The notice shall include the reasons for the expulsion, the right of the student or parent(s) to appeal to the Board or its designee, the right to be represented at the appeal and the right to request that the hearing be held in executive session.

The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent has held the hearings or made the decision to expel the student.

Permanent Exclusion

If the offense is one for which the District may seek permanent exclusion, the notice shall contain that information.

Appeal to the Board

A student or a student's parent(s) may appeal the expulsion by the Superintendent to the Board or its designee. The expulsion appeal must be within 14 calendar days after the notice of intent to expel was provided to the student, parent, guardian or custodian. The appeal request shall be in writing to the Treasurer and at the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. The student may be represented in all such appeal proceedings and is granted a hearing before the Board or its designee. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, the decision of the Board may be further appealed to the Court of Common Pleas.

Any student who is expelled from school for more than 20 days or into the following semester or school year is referred to an agency that works towards improving the student's attitudes and behavior. The Superintendent provides the student and his/her parent(s) with the names, addresses and telephone numbers of the public and private agencies providing such services.

[Adoption date: August 1985]  
[Re-adoption date: February 17, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: February 19, 2008]  
[Re-adoption date: July 24, 2017]  
[Re-adoption date: November 26, 2018]  
[Re-adoption date: November 25, 2019]

LEGAL REFS.: ORC Chapter 2506  
3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: ECAB, Vandalism  
IGCI, Community Service  
JEGA, Permanent Exclusion  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JFCJ, Weapons in the Schools  
JG, Student Discipline  
JGD, Student Suspension  
JGDA, Emergency Removal of Student

## STUDENT INSURANCE PROGRAM

Student accident insurance is available for each school child in the fall of each year. The purchase of such insurance is the total responsibility of the parent(s) or guardian(s).

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board recognizes the responsibility of the District to help protect and maintain the health of students. Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. The District's comprehensive school improvement plan, needs and resources determine the linkages. The principal is responsible for the administration of the health program in his/her particular school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school shall have on file for each student an emergency medical authorization form providing information from the parent(s) on how they wish the school to proceed in the event of a health emergency involving the student and authorization for the school in case emergency action must be taken.

Annually, the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 28, 2013]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.  
42 USC Section 12101 et seq. (1997)  
20 USC 1232 g Section 1400 6301 et seq. (1997)  
29 USC Section 794(a)(1988)  
ORC 3313.50; 3313.67 through 3313.73  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBA, Programs for Students with Disabilities  
JED, Student Absences and Excuses  
JHCB, Immunizations  
JHCD, Administering Medicines to Students  
JHG, Reporting Child Abuse and Mandatory Training

## PHYSICAL EXAMINATIONS OF STUDENTS

The District requires health records of students under the following circumstances.

1. Kindergarten and first-grade students entering school for the first time must have a completed health record before being admitted to school.
2. Health records are requested for all students transferring into the District. If the previous school does not forward a record or if it is incomplete, it is the parents' responsibility to comply with health requirements for students.
3. Students must have physical examinations prior to their participation in interscholastic athletic programs.

The District screens students for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders prior to November 1 of the school year in which a pupil is enrolled for the first time in either kindergarten or first grade in a manner determined by the Board. The District notifies parents, prior to August 1 of the year in which the pupil is required to be screened and gives parents the opportunity to submit a written statement excluding their children. If the results of any screening reveal the possibility of special learning needs, the District conducts further assessment in accordance with State law.

The District reports compliance with these screening requirements to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Parents have the right to refuse to allow their child to participate in nonemergency invasive physical examinations or screenings. Invasive physical exam is defined as any "medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision or scoliosis exam."

The District notifies parents, on an annual basis, of the administration of additional health and physical screenings and examinations and, thereby, gives parents the opportunity to exclude their children.

[Adoption date: April 20, 2004]

[Re-adoption date: November 26, 2018]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 3301.68  
3313.50; 3313.671; 3313.673; 3313.68; 3313.73  
Chapter 3323

CROSS REFS.: JEC, School Admission  
JHC, Student Health Services and Requirements  
JHCB, Immunizations

## IMMUNIZATIONS

In order to minimize the spread of preventable illnesses in schools and provide students with a healthier learning environment, the Board requires immunizations in compliance with State law and the Ohio Department of Health for each student unless the parent(s) file an objection. The Board may also require tuberculosis examinations in compliance with law.

Students eligible for kindergarten and students new to the District must present written evidence of similar immunizations, or written evidence to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. The District will immediately enroll homeless students and foster students and assist in obtaining necessary immunization records. Students failing to complete immunizations or the exemption form within 14 days after entering are not permitted to return to school.

The District maintains an immunization record for each student, available in writing to parents upon request.

[Adoption date: August 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]

[Re-adoption date: March 21, 2017]

[Re-adoption date: March 19, 2019]

LEGAL REFS.: ORC 3313.67; 3313.671; 3313.71; 3313.711  
3701.13

CROSS REFS.: JEC, School Admission  
JECAA, Admission of Homeless Students  
JHCA, Physical Examinations of Students  
JHCC, Communicable Diseases



## COMMUNICABLE DISEASES

The Board recognizes that controlling the spread of communicable diseases through casual contact is essential to the well-being of the school community and to efficient District operation.

In order to protect the health and safety of students and staff, the Board follows all State laws and Ohio Department of Health regulations pertaining to immunizations and other means for controlling communicable diseases that are spread through casual contact in the schools.

All students with signs or symptoms of diseases suspected as being communicable to others are given immediate attention and sent home if such action is indicated.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school nurse, the student may be excluded from school. Re-admission is dependent upon a decision by a physician, school nurse or public health nurse.

[Adoption date: June, 1986]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 11, 2011]

LEGAL REFS.: ORC 3313.67; 3313.671; 3313.68; 3313.71  
3319.321  
3707.04; 3707.06; 3707.08; 3707.16; 3707.20; 3707.21; 3707.26

CROSS REFS.: JHCA, Physical Examinations of Students  
JHCB, Immunizations

HIV/AIDS  
(Human Immunodeficiency Virus/  
Acquired Immune Deficiency Syndrome)

General Principles

The Board recognizes that the human immunodeficiency virus (HIV) and the condition of acquired immune deficiency syndrome (AIDS), which is caused by the HIV infection, are significant medical, legal, educational and social issues. The Board desires to protect the rights of all students and employees and does not discriminate against students and employees who are HIV infected. The Board works cooperatively with State and local health organizations in assessing the needs of HIV-infected students or staff and keeping up-to-date on current educational information to be included in the District's educational plan.

Current medical information available indicates that HIV cannot be transmitted from one individual to another by casual contact, i.e., the type of contact that occurs in the school setting, such as shaking hands, sharing an office or a classroom, coughing, sneezing or sharing drinking fountains. Students who are infected with HIV are entitled to all rights, privileges and services accorded to other students. Decisions about any changes in the educational program of an HIV-infected student shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice.

There shall be no discrimination against employees who are HIV infected. The District provides equal opportunities for employment, retention and advancement for all staff members. Employees who are unable to perform their duties due to an illness, such as those related to HIV, shall retain eligibility for all benefits that are provided for other employees with long-term diseases or disabling conditions, utilizing the information/rights in any negotiated agreements or Board policies as appropriate. Changes in employment status or location due to HIV complications are made on a case-by-case basis.

Evaluating Students and Staff Who Are Infected with HIV

The Superintendent is the designee regarding all HIV incidences. When an individual is found to be infected with HIV, the Superintendent shall attempt to ascertain, in consultation with the infected individual, whether he/she has a secondary infection such as tuberculosis that constitutes a recognized risk of transmission in the school setting. This is a medical question that can only be determined by the infected person's physician. The Superintendent shall also attempt to determine ways that the District may help anticipate and meet the needs of the student or staff member infected with HIV.

If there is no secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall not alter the education program or job assignment of the infected person. The Superintendent shall periodically review the case with the infected person (and the parent(s) of the student) with the medical advisors described above.



If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall consult with the physician, public health official and the infected person (and the parent(s) of the student). If necessary, they will develop an individually tailored plan for the student or staff member. Additional persons may be consulted, if this is essential for gaining additional information, with the consent of the infected staff member or the student's parent(s). The Superintendent should consult with the school attorney to make sure that any official action is consistent with Ohio and Federal laws. When the Superintendent makes a decision about the case, there shall be a fair and confidential process for appealing the decision.

If an individually tailored plan is necessary, it shall have a minimal impact on either education or employment. It must be medically, legally, educationally and ethically sound. The Superintendent periodically reviews individual cases and oversees implementation of the plan in accordance with local, Ohio and Federal laws.

### Confidentiality

Information regarding a student or staff member infected with HIV is classified, by law, as confidential. Those individuals who have access to the proceedings, discussions or documents must treat such information as confidential. Only with the written consent of the staff member or the student's parent(s) shall other school personnel, individuals and agencies be informed of the situation/condition. All information pertaining to the case shall be kept by the Superintendent in a locked file; access to this file is granted only to those people who have the written consent of the infected staff member or the infected student's parent(s).

### HIV Education Program

The Board directs the administration to develop an educational plan to inform employees about HIV-related issues and safety. In developing such programs, it is expected that information from sources such as the National Centers for Disease Control, the Ohio Department of Health and the Ohio Department of Education is utilized.

The educational program should ensure that, at a minimum, students and staff are informed in a consistent manner about:

1. the nature of HIV infection, including how it is and is not transmitted according to current scientific evidence;
2. District guidelines related to students and employees with diseases such as HIV infection;
3. resources within the District and the surrounding community for obtaining additional information or assistance and
4. procedures to prevent the spread of all communicable diseases at school.



[Adoption date: June, 1987]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.

ORC 3313.67; 3313.68; 3313.71

3319.13; 3319.141; 3319.321

3701.13; 3701.14

3707.06; 3707.08; 3707.20; 3707.21; 3707.26

3709.20; 3709.21

OAC 3301-35-02

CROSS REFS.: AC, Nondiscrimination

ACB, Nondiscrimination on the Basis of Disability

EBBC, Bloodborne Pathogens

GBA, Equal Opportunity Employment

GBE, Staff Health and Safety

GBL, Personnel Records

JB, Equal Educational Opportunities

JO, Student Records

Staff and Student Handbooks

## PEST MANAGEMENT/INFESTATION

### Head Lice (pediculosis)

Infestation of pediculosis (head lice) is a “people” problem, not an environmental problem. Head lice are not responsible for the spread of any disease. The ultimate control of this problem rests with the individual cases and general outbreaks of pediculosis. To this end, this policy has been created.

#### 1. Detection and Treatment

- A. When a student is found to have live head lice, a parent or guardian will be called to come for the student, and student will be required to receive suitable treatment at home immediately. The school nurse or designated personnel has the responsibility to communicate to other schools where siblings or other close contacts of the infested person attend.

The parent/guardian will receive an information sheet describing the problem offering recommendations for treatment and stating that the student may not return to school until treated with an appropriate lice-killing product.

Manufacturer instructions should be followed.

- B. Infested students are sent home as soon as possible with parent/guardian or appropriate caretaker. Students will not be placed on public busing and must be picked up by parent/guardian or appropriate caretaker. When a student returns to school after treatment, he/she should be accompanied by an adult. The student will be examined before being admitted to the classroom and will not be re-admitted unless there is clear evidence of treatment and all nits have been removed from the hair.

#### 2. Prevention and Control

In case of chronic, repeated infestations, the student may be rechecked as often as needed at the discretion of the school nurse or building administrator. When several cases of live head lice are identified in the same classroom, all students in the classroom are screened. Whole school lice screening is only necessary if the majority of infested cases are no longer isolated to specific classrooms.

3. Outbreak:

The Superintendent shall be empowered to take action, such as adding temporary nursing assistance, etc., as he/she sees fit to deal with the problem. The Board shall be informed of any such action at the next regular or special meeting.

Bed Bugs

In recent years, bed bugs have made a comeback across the United States. Bed bugs are parasites that are considered pests and do not carry disease. Nonetheless, it is very difficult and costly to eradicate bed bugs once an infestation has occurred. The Board has a duty to maintain the health, safety and welfare of its students, staff and the public and has developed this policy governing the steps that will be taken to prevent an infestation of bed bugs on District property.

If a suspected bed bug is found on a student and/or his/her belongings, the principal/designee should discretely remove the student from class so the school nurse or a qualified individual can perform an inspection of the student's clothing and other belongings, including but not limited to shoes, jackets, hats, books, backpacks, school supplies, etc.

The principal/designee shall try to collect the specimen(s) using a tissue or a piece of gauze, placing insect in a sealed bag for further identification of the insect. If it is confirmed that a suspected bed bug has been found on a student and /or his/her belongings, the Superintendent/designee may elect to remove the student from curricular activities or from the school premises pursuant to the authority to regulate the health, safety and welfare of students and in accordance with State law.

The Superintendent is directed to develop regulations and procedures for the prevention of further infestation of bed bugs in the event bed bugs are confirmed to have been found on a student and/or his/her belongings.

The eradication of bed bugs from District property shall be handled in accordance with the Board's Pest Management policy and regulations.

[Adoption date: September 16, 1991]

[Re-adoption date: August 21, 2001]

[Re-adoption date: March 19, 2002]

[Re-adoption date: April 25, 2016]



## INFESTATIONS

### Head Lice (Pediculosis)

Infestation of pediculosis (head lice) is a “people” problem, not an environmental problem. Head lice are not responsible for the spread of any disease. The ultimate control of this problem rests with the individual cases and general outbreaks of pediculosis. To this end, this regulation has been created.

1. Students with live lice are sent home as soon as possible with parent/guardian or appropriate caretaker. Students will not be placed on public busing and must be picked up by parent/guardian or appropriate caretaker.
2. The student must remain out of school for a minimum of 12 hours to allow for treatment. They will be checked by the school nurse or other designated personnel the next school morning following treatment. The student may return to school the morning after initial treatment if the following conditions are met:
  - A. A parent must accompany the student, no bus transportation to school the next day.
  - B. The parent must wait until the head check is completed.
  - C. The student is free from live lice.
  - D. The parent must show an obvious attempt to remove the majority of nits. Nits that are present are acceptable but if it takes longer than 10 minutes to remove nits from hair, the student will be sent home to remove excessive nits.
  - E. All students that are infested with live lice will be checked in seven to 10 days from initial treatment.
  - F. If lice and/or nits are found to recur with the same individual, the parent/guardian will be required to accompany the student each time he/she returns to school.
3. In case of chronic, repeated infestations, the student may be rechecked as often as needed at the discretion of the school nurse or building administrator. When several cases of live head lice are identified in the same classroom, all students in the classroom are screened. Whole school lice screening is only necessary if the majority of infested cases are no longer isolated to specific classrooms.

4. Bus Garage Procedures:

- A. Any student that arrives to school on the bus and is found with head lice will be sent home with parents.
- B. The bus that the student was on will be contacted but the student's name cannot be given out to the bus driver for privacy reasons.
- C. The bus seats will be wiped down with approved liquid cleaner. No aerosols or bug bombs are permitted to be used on the bus. This will increase any asthma symptoms when children get on the bus, even if it is early in the day.
- D. Students with nits will be allowed to ride the bus to their destinations.

Bed Bugs

This regulation is developed pursuant to the Board's Pest Management policy for Bed Bugs.

If a confirmed bed bug is found on a student or his/her belongings, the following procedure shall be implemented so that the student may promptly return to curricular activities:

- 1. Upon arrival to school each morning, the student shall immediately report to the office. The school designee shall inspect the student and/or his/her belonging for the presence of bed bugs.
  - A. The student will not be allowed to bring outside bookbags or purses from home to school. All belongings must be carried in.
  - B. Student is to also bring in clean clothes in a sealed bag to be kept at school for any necessary clothing changes. These clothes will be inspected to ensure that they are bed bug free.
  - C. If no bed bugs are found on the student or his/her belongings, the designee shall direct the student to proceed to curricular activities.
  - D. If a suspected bed bug is found on the student or his/her belongings, the designee shall remove the item the bug was found in and place the item in plastic bag that can be sealed.
  - E. Student is to change into other clothes that were brought in a sealed bag if bed bug was found on a clothing item.

- F. The designee shall make a final inspection of the student and/or his/her belongings and direct the student to proceed to curricular activities if no further evidence of bed bugs are found.
2. If bed bugs are found on a student, the school shall contact the student's parents or legal guardian to make arrangements to retrieve the student's clothing and/or belongings that were placed into a tightly sealed plastic bag.
3. The above procedures shall continue until the school receives a confirmation either through letter from a landlord or copy of paid receipt from a licensed exterminator or until the Superintendent/designee determines there is no longer any need for continuing with these procedures.

(Approval date: April 25, 2016)

## ADMINISTERING MEDICINES TO STUDENTS

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by the parent(s) at home. If this is not possible, it is done in compliance with the following.

1. Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.
2. The school nurse or an appropriate person appointed by the Board supervises the secure and proper storage and dispensation of medications. The drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.
3. Written permission must be received from the parent(s) of the student, requesting that the school nurse or an appropriate person comply with the physician's order.
4. The school nurse or other designated individual must receive and retain a statement which complies with State law and is signed by the physician who prescribed the drug or other person licensed to prescribe medication.
5. The parent(s) must agree to submit a revised statement, signed by the physician or other licensed individual who prescribed the drug, to the nurse or other designated individual if any of the information originally provided by the physician or licensed individual changes.
6. No employee who is authorized by the Board to administer a prescribed drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner which would constitute "gross negligence or wanton or reckless misconduct."
7. No person employed by the Board is required to administer a drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a drug to a student if the employee objects.

### Inhalers for Asthma

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student's school is a participant.

In order for a student to possess the inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

### Epinephrine Autoinjectors

Students are permitted to carry and use an epinephrine autoinjector (epipen) to treat anaphylaxis (severe allergic reactions). The right to carry and use an epipen extends to any activity, event or program sponsored by the student's school or activity, event or program in which the school participates.

Student possession of an epipen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

### Diabetes Medication

If a student's treating physician determines a student with diabetes is capable of performing diabetes care tasks, the student is permitted to attend to the self-care and management of his/her diabetes during regular school hours, and at school-sponsored activities upon written request from the student's parent/guardian or other person having care or charge of the student. Students may perform these tasks in the classroom, in any area of the school or school grounds, and at any school-sponsored activity. Students are permitted to possess, at all times, the necessary supplies and equipment to perform the tasks in accordance with the student's treating physician's orders. This right may be revoked if the student performs any care tasks or uses medical equipment for purposes other than the student's own care. The student is provided with a private area for performing self-care tasks if requested by the student, student's parent/guardian or other person having care or charge of the student.

[Adoption date: August 1985]

[Re-adoption date: April 20, 1999]

[Re-adoption date: November 2, 1999]

[Re-adoption date: August 21, 2001]

[Re-adoption date: April 17, 2007]

[Re-adoption date: December 8, 2014]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.64; 3313.7112; 3313.712; 3313.713; 3313.716; 3313.718  
3314.03; 3314.141  
OAC 3301-35-06

CROSS REFS.: EBBA, First Aid  
JFCH, Alcohol Use by Students  
JFCI, Student Drug Abuse

## ADMINISTERING MEDICINES TO STUDENTS

Students needing medication are encouraged to receive the medication at home, if possible. If this is not possible, it is done in compliance with the following:

1. The school nurse or person(s) approved by the Board to administer medication receives a written request, signed by the parent(s) having care of the student, that the drug be administered to the student. The school nurse does not delegate the dispensing of medication to any unlicensed personnel. The school nurse or person(s) approved do not dispense medication for the treatment of fever.
2. Each person designated to administer medication receives a daily medication form, signed by the parent and physician or other person licensed to prescribe medication, which includes all of the following information:
  - A. the name and address of the student;
  - B. the school and class in which the student is enrolled;
  - C. the name of the drug and the dosage to be administered;
  - D. the times or intervals at which each dosage of the drug is to be administered;
  - E. the date on which the administration of the drug is to begin;
  - F. the date on which the administration of the drug is to cease;
  - G. any severe adverse reactions, which should be reported to the physician and one or more telephone numbers at which the person who prescribed the medication be reached in case of an emergency;
  - H. special instructions for administration of the drug, including sterile conditions and storage;
  - I. each medication must have their own daily medication form. Medication cannot be combined on the same daily medication form and
  - J. a new daily medication form must be completed for each school year regardless of life-long medication usage.

3. Medication for specific medical conditions (asthma, food or insect allergies, seizures, diabetes) must have an Emergency Action Plan filled out and signed by physician and parent. A separate daily medication for Does Not need filled out as long as medication is listed on the emergency action plan.
4. The label on the prescription container must state the child's name, address and correct dispensing instructions.
5. Any tablets that must be split, needs to be done prior to the school receiving the medication. Any liquid medication must be supplied with the correct pharmaceutical measuring cup.
6. The parent(s) agree to submit a revised statement signed by the physician who prescribed the drug to the person designated to administer medication if any of the information provided by the person licensed to prescribe medication as described above changes.
7. The drug is received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescribing physician or other licensed prescribing professional.
8. The school nurse or authorized trained designee has the right to refuse the dispensing of any medication based on questionable dosage, procedure and/or drug interactions. The student's physician will be contacted to verify dispensing of any medication.
9. The person designated by the Board establishes a location in each school building for the storage of drugs to be administered. All such drugs shall be stored in that location in a locked storage place. Drugs, which require refrigeration may be kept in a refrigerator in a place not commonly used by students or staff and cannot be combined with food in the refrigerator.
10. No person who has been authorized by the Board to administer a drug and has a copy of the most recent statement, which was given to him/her prior to administering the drug is liable for administering of failing to administer the drug, unless such person acts in a manner, which constitutes "gross negligence or wanton or reckless misconduct."
11. A person employed by the Board is not required to administer a prescribed drug to a student unless a Board regulation establishes a requirement; furthermore, the Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administer the drug.



12. Effective July 1, 2011, only employees of the Board who are licensed health professionals, or who have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the Board, may administer to a student, a drug prescribed for the student.
13. Board policy and regulations dispensation of medication must be formally adopted by the Board and may be changed, modified or revised only by action of the Board.

### Inhalers and Epinephrine Autoinjectors

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to prevent or alleviate asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student's school is a participant. An Emergency Action Plan, which includes medication ordered must be on file with the school principal or school nurse; and prescriber's approval that student has been trained and knows how to use the medication appropriately in order for a student to possess the inhaler.

Students have the right to possess and use only in an emergency an epinephrine autoinjector to prevent the anaphylactic response to a severe allergy. In the case that the epinephrine autoinjector is used by the student, the closest school staff member must notify the school nurse, or other medical trained personnel or emergency medical service immediately. The right applies at school or at any activity, event or program sponsored by or in which student's school is a participant. An Emergency Action Plan, which includes medication ordered and second epipen must be on file with the school principal or school nurse; and prescriber's approval that student has been trained and knows how to use medication appropriately in order for a student to possess the autoinjector.

The physician's written approval must specify the minimum following information in an Emergency Action Plan:

1. the student's name and address;
2. the name of the medication contained in the inhaler;
3. the date the administration of the medication is to begin;
4. the date, if known, that the administration of the medication is to cease;
5. written instructions, which outline the procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack;
6. any severe adverse reactions that may occur to the student using the inhaler that should be reported to the physician;

7. any severe reactions that may occur to another student for whom the inhaler is not prescribed, should he/she receive a dose of the medication;
8. at least one emergency telephone number for contacting the physician;
9. at least one emergency telephone number for contacting the parent, guardian or other person having care or charge of the student in an emergency and
10. any other special instructions from the physician.

In no circumstances will the District, any member of the Board or any Board employee be liable for injury, death or loss of person or property when a District employee prohibits a student from using an inhaler or epinephrine autoinjector because the employee believes, in good faith, that the required written approvals have not been received by the principal. Additionally, liability cannot accrue because the employee permits the use of an inhaler or epinephrine autoinjector when the employee believes, in good faith, that the written approval(s) have been received by the appropriate authority.

(Approval date: April 20 1999)  
(Re-approval date: November 2, 1999)  
(Re-approval date: August 21, 2001)  
(Re-approval date: December 8, 2014)  
(Re-approval date: July 27, 2015)

## STUDENT SAFETY

The Board believes that students have the right to be protected in all facets of the education program and directs the Superintendent/designee to develop and maintain a safety instruction program for all students. Safety instruction in the District includes:

1. establishing appropriate safety rules;
2. learning how to practice safety and prevent accidents;
3. learning how to safely use and properly care for tools and equipment so as to reduce the potential for accidents;
4. developing habits of good housekeeping, proper storage and handling of materials, and sanitation;
5. becoming familiar with personal protection devices and the proper clothing to be worn for safety purposes;
6. learning how to cooperate with others in the promotion and operation of a safety program in the schools, on school grounds and in school vehicles;
7. instructing students not to accept gifts or automobile rides from strangers. Students are also instructed to tell staff members, parents or law enforcement officials of any suspicious strangers in or around school property;
8. providing instruction in personal safety and assault prevention in grades kindergarten through 6. Upon the written request of a parent, a student shall be excused from such instruction and
9. providing age-appropriate instruction in dating violence prevention in grades 7 through 12.

In an attempt to further ensure student safety, staff members:

1. shall not send students on errands that would require the student to leave school property and/or drive a vehicle;
2. shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance;

3. shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background and
4. shall immediately report any suspected signs of child abuse or neglect.

In addition to instruction in safety, buildings are inspected annually to detect and remedy health and safety hazards. Staff members shall immediately report to the building administrator any accident or safety hazard he/she detects. The Superintendent is authorized and directed to develop appropriate means for the implementation of this policy.

[Adoption date: August, 1985]

[Re-adoption date: January 21, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]

LEGAL REFS.: ORC 3313.60; 3313.643; 3313.96  
3737.73  
OAC 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources  
EB, Safety Program  
GBH, Staff-Student Relations (Also JM)  
IGAE, Health Education  
JEE, Student Attendance Accounting (Missing and Absent Children)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JFCH, Alcohol Use by Students  
JFCI, Student Drug Abuse  
JHG, Reporting Child Abuse and Mandatory Training  
JHH, Notification About Sex Offenders  
JO, Student Records

## STUDENT AUTOMOBILE USE

All persons without a legal driver's license shall not ride minibikes or other motor vehicles on school property. All drivers of motor vehicles, other than the above, shall remain on the driveways and stay off school lawns and other unpaved areas. Exception to this would be the parking during a school activity when the parking of vehicles would necessitate the use of other areas and the condition of the grounds would permit it. All drivers must comply with Cloverleaf safety procedures and violations will be subject to prosecution.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## REPORTING CHILD ABUSE AND MANDATORY TRAINING

All employees of the District who know or have reasonable cause to suspect that a child under 18 years of age or a disabled child under 21 years of age has suffered, is suffering or faces a threat of suffering any type of abuse or neglect are required to immediately report such information to the public children services agency or the local law enforcement agency.

Conversely, public children services agencies must notify the Superintendent of any allegations of child abuse and neglect reported to them involving the District, as well as the disposition of the investigation.

To ensure prompt reports, procedures for reporting are made known to the school staff. A person who participates in making such reports is immune from any civil or criminal liability, provided the report is made in good faith.

The Board directs the Superintendent/designee to develop a program of in-service training in child abuse prevention; violence; school safety and violence prevention including human trafficking; substance abuse, the promotion of positive youth development and youth suicide awareness and prevention. Training is also provided on the Board's harassment, intimidation, or bullying policy. Where required this program is developed in consultation with public or private agencies or persons involved in child abuse prevention, school safety, violence prevention or intervention programs or youth suicide awareness and prevention.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of the established in-service training within two years of commencing employment with the District, and every five years thereafter.

Middle and high school employees who work as teachers, counselors, nurses, school psychologists and administrators must receive training in dating violence prevention. The curriculum for training in dating violence prevention is developed by the Superintendent/designee and training must occur within two years of commencing employment and every five years thereafter.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist, administrator or any other personnel the Board deems appropriate shall complete training in youth suicide awareness and prevention once every two years.

[Adoption date: June, 1986]  
[Re-adoption date: September 16, 1991]  
[Re-adoption date: April 14, 1998]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: February 19, 2008]  
[Re-adoption date: August 23, 2010]  
[Re-adoption date: March 19, 2019]

LEGAL REFS.: ORC 2151.011; 2151.421  
3313.662; 3313.666  
3319.073

CROSS REFS.: EB, Safety Program  
EBC, Emergency Management and Safety Plans  
IGAE, Health Education  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JHF, Student Safety

REPORTING CHILD ABUSE  
(Procedure for Reporting Child Abuse and Neglect)

Procedures: Suspected cases of child abuse and neglect shall be handled by school personnel using the following procedures:

1. Any school employee who has knowledge of or reasonable cause to suspect that a child is being abused or neglected shall immediately make an oral report to the Children's Services Agency or local law enforcement agency.
2. The employee shall then report the incident to the building principal.
3. School personnel need not prove that abuse and/or neglect exists before reporting; therefore, school personnel should not pressure the child to divulge information regarding injury or other circumstances surrounding the abuse or neglect.
4. The school employee shall fill out the Child Abuse Reporting Form and send a copy to the Human Services within one day after the initial report. These reports are considered confidential law enforcement records and, therefore, should not be kept in the child's educational records. A brief report should be sent to the Special Service Director to coordinate any possible follow-ups on the child or other family children in other buildings. The report should contain the child's name, date of report, nature of report, siblings in other buildings and the building the child is in.
5. The Medina County Jobs and Family Services shall investigate suspected cases of child abuse and neglect brought to their attention and make a written report verifying receipt of the confidential report back to the building principal or guidance counselor within five working days.
  - A. If an immediate interview and/or exam is deemed necessary, it should be done by the Medina County Jobs and Family Services. This exam shall be attended by at least one school personnel as designated by the school principal. The designee should be a person with whom the child will feel comfortable during the interview.
  - B. In interviewing a child on school premises by the Medina County Jobs and Family Services or a law enforcement officer, the following guidelines must be followed:
    - 1) They must inform the principal or designee that they are interviewing a child.
    - 2) The building principal or designee must be present during the interview and/or exam.



- 3) The immediate removal of the child from the school premises can be done only by local law enforcement and/or the Medina County Jobs and Family Services personnel taking protective custody of the child, or by use of proper legal documents.
6. The building principal or guidance counselor shall communicate information to the school employee who initiated the referral of suspected abuse and/or neglect. The information communicated should be confined to that which is necessary for performance of the employees' responsibilities, and should at all times respect laws of confidentiality and the child's personal rights.
7. Under Section 3151.421 of the Revised Code, reports of suspected child abuse and/or neglect are confidential. Any person who permits, encourages or disseminates information contained in the report, except in authorized situations, is guilty of a misdemeanor of the fourth degree.

(Approval date: June, 1986)

(Re-approval date: April 14, 1998)

(Re-approval date: August 21, 2001)

## NOTIFICATION ABOUT SEX OFFENDERS

Megan's Law requires certain sexual predators and sex offenders to register with the sheriff in the county of their residence. In some circumstances the sheriff notifies the Superintendent that a sexual predator or habitual sex offender has moved into the area.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent disseminates the information regarding the sexual predator or habitual sex offender to employees whose duties include supervision of or responsibility for students. Employees who receive the information are instructed to promptly notify the Superintendent if the sexual predator or habitual sex offender is observed in the vicinity of the school. The Superintendent notifies the local law enforcement agency if, in the judgment of the Superintendent, the presence of the sexual predator or habitual sex offender appears to be without a legitimate purpose or otherwise creates concern for the safety of the students. The law enforcement agency evaluates the situation and takes whatever action it deems appropriate. The law enforcement agency informs the Superintendent of any action taken and may provide advice regarding any additional action which the Superintendent should consider taking.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent may inform parents, guardians and adult students that he/she has received notice that a sexual predator or habitual sex offender is residing within the District and that certain information concerning the offender is public record and is open to inspection at the office of the sheriff with whom the offender has registered.

With juvenile sex offenders, the Superintendent's notification duties are the same as with adult offenders. The Superintendent provides a copy of the county sheriff's sexual offender notice to his/her staff so that they are aware of the juvenile offender's information and photograph. The Superintendent must then notify parents that the school has received notice that a juvenile sex offender is attending school (or if an adult offender, working or attending school) in the District, and direct parents who want more information to the county sheriff's office.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, he/she shall not release any other information and shall direct any inquiries to the office of the sheriff with whom the offender has registered.

[Adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 12, 2011]

LEGAL REFS.: 42 USC 14071  
ORC 149.43  
2151.355; 2152.83; 2152.84  
Chapter 2950

CROSS REFS.: GBQ, Criminal Records Check  
JO, Student Records

## EMPLOYMENT OF STUDENTS

The Board believes that a student's school responsibilities are to take precedence over nonschool-related jobs. However, the Board acknowledges that extenuating circumstances may surface when a student may need to forgo the traditional method of obtaining an education in order to work and provide support or care for himself/herself or his/her family members.

If a student needs to work while attending school, he/she is cautioned against assuming work commitments which interfere with his/her studies and achievement in school. Opportunities for employment may be provided through work-experience programs and other employers in accordance with the following provisions for obtaining age and schooling certificates.

### Age and Schooling Certificates (Work Permits)

All students under the age of 18 must apply for a work permit in order to legally obtain paid employment. Students, ages 16 and 17, must have valid work permits for paid employment during the school year. Students, ages 14 and 15, must obtain valid work permits for employment at all times of the year.

In compliance with State law, the Superintendent/designee is responsible for processing requests for and issuing all work permits as necessary. Students must provide all the documentation required by State law including, but not limited to, proof of age and physical fitness. Proof must also be provided identifying the potential employer as places of employment where minors can legally work.

### In-School Employment

The Board may make available to students part-time and summer jobs commensurate with their abilities and the needs of the District for student employees. The Board also authorizes the District to provide cooperative work-experience programs.

The Board approves appointments and establishes pay rates. These rates comply with requirements of the minimum wage law.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 3, 2009]

[Re-adoption date: October 22, 2012]

LEGAL REFS.: 48 USC 1324a et seq.  
ORC 3313.56; 3313.93  
3321.08 through 3321.11  
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09  
Chapter 4109  
4111.02

CROSS REFS.: IGADA, Work-Experience Opportunities  
JECE, Student Withdrawal from School (Loss of Driving Privileges)  
JEG, Exclusions and Exemptions from School Attendance

## STUDENT GIFTS AND SOLICITATIONS

There are differences in the economic status of families represented by the students in our schools, and the Cloverleaf Local Board of Education wishes to avoid any embarrassment of students or hardship on families that lack financial resources. Nor does the Board wish to burden the community with numerous, repeated solicitations by the students. Therefore:

1. Teachers will discourage gifts from students. Notes of appreciation, of course, are always welcome.
2. Charity or general solicitations from students will be permitted only after written approval has been given by the Superintendent. The Superintendent will annually approve all solicitations that will be permitted in the schools.
3. There will be no solicitation of money from local industries, businesses, District residents, parents or anyone by any school organization without the approval of the Superintendent.
4. When the graduating class wishes to present a gift to the school, it will be encouraged to donate the balance of the class fund to a school service project, the school scholarship fund or to present a gift that will have long-lasting benefit to all students in the District.
5. Permission will never be given for the school to sponsor nonschool fundraisers or to provide for student involvement in such.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

CROSS REFS.: IGDF, Student Fund-Raising Activities  
KI, Public Solicitations in the Schools  
KJ, Advertising in the Schools

## STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline, and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines.

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.
4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
5. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
6. Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor or individual who was a student in the preceding 12 months is prohibited.
7. Staff members shall not use disparaging remarks, insults or sarcasm against students under any circumstances.
8. Staff members shall maintain appropriate professional, emotional and social boundaries in the supervision, control and protection of students commensurate with their assigned duties and responsibilities.

9. Staff members shall not send students on personal errands.
10. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
11. Staff members shall not attempt to diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
12. Staff members shall not willingly or knowingly violate any student confidentiality required by Federal or State law.
13. Staff members shall not groom a student or minor for the purpose of establishing an inappropriate emotional, romantic or sexual relationship.

#### Social Media

1. District staff are prohibited from posting data, documents, photographs or inappropriate information on any social media platform that might result in a disruption of classroom activity or that violates State or Federal law relating to staff and student privacy. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.
2. District staff is prohibited from providing personal social networking website passwords to students.
3. Fraternalization between District staff and students via the internet, personal email accounts, text messaging, personal social media and other modes of virtual technology is also prohibited.
4. Access of personal social networking websites during school hours is prohibited.

Violation of the prohibitions listed above may result in staff and/or student discipline in accordance with State law, Board policies and regulations, the staff and student codes of conduct and handbooks and/or staff negotiated agreements. Violations by staff also may be reported to the Ohio Department of Education for further investigation. Nothing in this policy prohibits District staff and students from the use of educational websites and/or use of social media created for curricular, cocurricular or extracurricular purposes.

[Adoption date: August 4, 2009]

[Re-adoption date: December 12, 2011]

[Re-adoption date: July 15, 2020]



LEGAL REF.: ORC 3313.20; 3319.31; 3319.311  
OAC Chapter 3301-73

CROSS REFS.: GBC, Staff Ethics  
GBCA, Staff Conflict of Interest  
GBCB, Staff Conduct  
GBI, Staff Gifts and Solicitations  
IIBH, District Websites  
JFC, Student Conduct (Zero Tolerance)  
JG, Student Discipline  
JHF, Student Safety  
JHG, Reporting Child Abuse and Mandatory Training  
JL, Student Gifts and Solicitations  
JO, Student Records  
KBA, Public's Right to Know  
Staff Handbooks  
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## STUDENT FEES, FINES AND CHARGES

### Materials Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the rotary operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. This provision does not apply to extracurricular activities and student enrichment programs that are not courses of instruction.

### Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is reasonable, seeking only to compensate the school for the expense or loss incurred. Free lunch eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the General Fund of the Board.

### Unpaid Meal Charges

Unpaid meal charges are considered delinquent debt when payment is past due. The administration will establish procedures for the collection of unpaid meal charges.

### Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, except where required by State law. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

Collection Process

1. The principal will advise parents of fees due at the beginning of the school year.
2. The first week of October, the principal will send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines.
3. A payment schedule may be arranged at the building level with full payment to be received by June 15.

[Adoption date: August, 1985]

[Re-adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 26, 2010]

[Re-adoption date: November 19, 2013]

[Re-adoption date: July 24, 2017]

[Re-adoption date: September 25, 2017]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751  
Child Nutrition Act of 1966, 42 USC 1771  
ORC 3313.642  
3329.06

CROSS REFS.: EF/EFB, Food Services Management/Free and Reduced-Price Food  
IGCB, Experimental Programs  
IGCD, Educational Options (Also LEB)

## STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the District to maintain extensive educational and personal information. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parent(s) or the student in compliance with law, and yet be guarded as confidential information.

The Superintendent is responsible for the proper administration of student records in keeping with State law and federal requirements and the procedures for the collection of necessary information about individual students throughout the District.

Upon request, all records and files included in the student's cumulative file are available to parent(s) or the student (if he/she is over 18 years of age). This request must be in writing and is granted within seven calendar days. No records are to be removed from the school. A principal, teacher or other qualified school personnel must be present to explain any of the tests or other material.

All rights and protections given to parents under law and this policy transfer to the student when he/she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records.

The District provides notice to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;
2. as directory information and
3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;

2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s)' or eligible student's request;
3. the right of any person to file a complaint with the U.S. Department of Education if the District violates relevant Federal law, specifically the Family Educational Rights and Privacy Act and
4. the right to acquire information concerning the procedure, which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies. \*(See administrative regulations.)

The District proposes to designate the following personally identifiable information contained in a student's education records as "directory information."

1. student's name
2. student's address
3. telephone number(s)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. date of graduation

The above information is disclosed without prior written consent, except when the request is for a profit-making plan or activity or when the parent/eligible student has informed the Board that any or all such information should not be released without their prior written consent or when disclosure is otherwise prohibited by law.

Administrative regulations set forth a procedure for annual notification to parents and eligible students of the District's definition of directory information. Parents or eligible students then have two weeks in which to advise the District, in writing, in accordance with such regulations, of any or all items which they refuse to permit as directory information about that student.

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the criteria set forth under administrative regulations to determine who are "school officials" and what constitutes "legitimate educational interests."

Other than requests as described above, school officials release information from, or permit access to, a student's education records only with the prior written consent of a parent or eligible student, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure in certain limited circumstances outlined under administrative regulations.

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from, or to permit access to, a student's education records and of information disclosed and access permitted.

[Adoption date: August, 1985]  
[Re-adoption date: January 21, 1997]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: August 18, 2009]  
[Re-adoption date: May 29, 2014]  
[Re-adoption date: March 21, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Family Educational Rights and Privacy Act; 20 USC Section 1232g  
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.  
ORC 111.41; 111.42; 111.43; 111.46; 111.47; 111.99  
149.41; 149.43  
1347.01 et seq.  
3317.031  
3319.32; 3319.321; 3319.33  
3321.12; 3321.13  
3331.13

CROSS REFS.: AFI, Evaluation of Educational Resources  
EHA, Data and Records Retention  
IL, Testing Programs  
JECAA, Admission of Homeless Students  
KBA, Public's Right to Know  
KKA, Recruiters in the Schools

## STUDENT RECORDS

1. Each student's official school records include the following.
  - A. Records to be retained permanently
    - 1) name and address of parent(s)
    - 2) verification of date and place of birth
    - 3) dates and record of attendance
    - 4) course enrollment and grades
    - 5) test data
    - 6) date of graduation or withdrawal
  - B. Records of verifiable information to be retained during the student's school career
    - 1) medical/health data
    - 2) individual psychological evaluation (gathered with written consent of parent(s))
    - 3) individual intelligence tests, tests for learning disabilities, etc. (counselor-administered)
    - 4) other verifiable information to be used in educational decision making
2. Maintaining student records
  - A. Transcripts of the scholastic record contain only factual information. The District confines its recordkeeping to tasks with clearly defined educational ends.
  - B. Items listed under 1-A are retained for 100 years. Those listed under 1-B are retained during the student's enrollment and destroyed after graduation unless the school code imposes other restrictions.
  - C. Teacher and staff comments on student records are confined to matters related to student performance. Value judgments are excluded from the record.
  - D. Student records are considered as current educational and/or therapeutic tools and are available for use as such.

The following definitions of terms pertain to this statement of policy.

Student — any person who attends or has attended a program of instruction sponsored by the Board.

Eligible student — a student or former student who has reached age 18 or is attending a postsecondary school.

Parent — either natural parent of a student, unless his/her rights under the Family Educational Rights and Privacy Act (FERPA) have been removed by a court order, a guardian or an individual acting as a parent or guardian in the absence of the student's parent(s).

Dates of attendance—means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

Education records — any records (in handwriting, print, tapes, film or other medium) maintained by the District, an employee of the District or an agent of the District that are related to a student, except:

1. a personal record kept by a school staff member that meets the following tests:
  - A. it is in the sole possession of the individual who made it;
  - B. it is used only as a personal memory aid and
  - C. information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute;
2. an employment record, which is used only in relation to a student's employment by the District (employment for this purpose does not include activities for which a student receives a grade or credit in a course);
3. alumni records, which relate to the student after he/she no longer attends classes provided by the District and the records do not relate to the person as a student and
4. peer-graded papers before they are collected and recorded by a teacher.

Personally Identifiable Information — any data or information, which makes the subject of a record known, including the student's name, the student's or student's family's address, the name of the student's parent or other family members, a personal identifier such as a student's Social Security number or a biometric record, other indirect identifiers, such as the student's date of birth, place of birth or mother's maiden name, other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.



## ANNUAL NOTIFICATION

Within the first three weeks of each school year, the District publishes in a notice to parents and eligible students their rights under State and Federal law and under this policy. The District also sends home with each student a bulletin listing these rights; the bulletin is included with a packet of material provided to parents or eligible students when the students enroll during the school year.

The notice includes the:

1. right of a parent(s) or eligible student to inspect and review the student's education records;
2. intent of the District to limit the disclosure of information contained in a student's education records, except: (1) by the prior written consent of the student's parent(s) or the eligible student, (2) as directory information or (3) under certain limited circumstances, as permitted by law;
3. right of a student's parent(s) or an eligible student to seek to correct parts of the student's education records which he/she believes to be inaccurate, misleading or in violation of student rights; this right includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent(s)' or eligible student's request;
4. the right of any person to file a complaint with the Department of Education if the District violates the FERPA and
5. the procedure that a student's parent(s) or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

An administrator arranges to provide translations of this notice to non-English-speaking parents in their native language.

## LOCATIONS OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
<u>Cumulative School Records</u>	Principals' Offices	Principals
<u>Cumulative School Records</u> (Former Students)	Central Office	Chief Archivist
<u>Health Records</u>	Principals' Offices	Principals
<u>Speech Therapy Records</u> <u>Psychological Records</u>	Principals' Offices	Principals
<u>School Transportation</u> <u>Records</u>	School Bus Garage	Director of Pupil Transportation
<u>Special Test Records</u>	Principals' Offices	Principals
<u>Occasional Records</u> (Student education records not identified above; such as those in Superintendent's office, in the school attorney's office, or in the personal possession of teachers)	Principals' Offices	Principals

## PROCEDURE TO INSPECT EDUCATION RECORDS

Parents or eligible students may inspect and review education records to which they are entitled to have access upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. (See the schedule of fees for copies.)

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals accommodate their wishes.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records which he/she wishes to inspect.

The principal (or other custodian) contacts the parent(s) of the student or the eligible student to discuss how access is best arranged (copies, at the exact location or records brought to a single site).

The principal (or other custodian) makes the needed arrangements as promptly as possible and notifies the parent(s) or eligible student of the time and place where the records may be inspected. This procedure must be completed within 45 days or earlier after the receipt of the request for access.

If for any valid reason such as working hours, distance between record location sites or health, a parent(s) or eligible student cannot personally inspect and review a student's education records, the District arranges for the parent(s) or eligible student to obtain copies of the records. (See information below regarding fees for copies of records.)

When records contain information about students other than a parent(s)' child or the eligible student, the parent(s) or eligible student may not inspect and review the records of the other students.

#### FEES FOR COPIES OF RECORDS

The District does not deny parents or eligible students any rights to copies of records because of the following published fees. When the fee represents an unusual hardship, it may be waived, in part or entirely, by the records custodian. The District reserves the right to make a charge for copies, such as transcripts, which it forwards to potential employers or to colleges and universities for employment or admissions purposes. The District may deny copies of records (except for those required by law) if the student has an unpaid financial obligation to the District.

Federal law requires the District to provide copies of records for the following reasons:

1. when the refusal to provide copies effectively denies access to a parent(s) or eligible student;
2. at the request of the parent(s) or eligible student when the District has provided the records to third parties by the prior consent of the parent(s) or eligible student or
3. at the request of the parent(s) or eligible student when the District has forwarded the records to another district in which the student seeks or intends to enroll.

The fee for copies provided under Federal law may not include the costs for search and retrieval. This fee actual copying cost less hardship factor.

The fee for all other copies such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience is actual search, retrieval copying cost and postage, if any.

### DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity or when disclosure is otherwise prohibited by law. Such information includes:

1. student's name
2. student's address
3. telephone number(s)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. date of graduation

Within the first three weeks of each school year, the District publishes the above list, or a revised list, of the items of directory information that it proposes to designate as directory information. For students enrolling after the notice is published, the list is given to the student's parent(s) or to the eligible student at the time and place of enrollment.

After the parents or eligible students have been notified, they have two weeks in which to advise the District in writing (a letter to the Superintendent's office) of any or all of the items, which they refuse to permit the District to designate as directory information about that student.

At the end of the two-week period, each student's records are appropriately marked by the record custodians to indicate the items that the District designates as directory information about that student. This designation remains in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

### USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the following criteria to determine who are school officials. An official is a person:

1. duly elected to the Board;
2. certificated by the state and appointed by the Board to an administrative or supervisory position;
3. certificated by the state and under contract to the Board as an instructor;
4. employed by the Board as a temporary substitute for administrative, supervisory or teaching personnel for the period of his/her performance as a substitute;
5. employed by, or under contract to, the Board to perform a special task such as a secretary, a treasurer, Board attorney or auditor for the period of his/her performance as an employee or contractor or
6. a contractor, consultant, volunteer or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that the outside party:
  - A. performs an institutional service or function for which the District would otherwise use employees;
  - B. is under the direct control of the District with respect to the use and maintenance of education records and
  - C. abides by the legal requirements governing the use and redisclosure of personally identifiable information from education records.

School officials who meet the criteria listed above have access to a student's records if they have a legitimate educational interest in those records. A "legitimate educational interest" is the person's need to know in order to perform:

1. an administrative task required in the school employee's position description approved by the Board;

2. a supervisory or instructional task directly related to the student's education or
3. a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

NOTE: The District must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A district that does not use physical or technological access controls to records must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

The District releases information from or permits access to a student's education records only with a parent's or an eligible student's prior written consent, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure under the following conditions:

1. when students seek or intend to enroll in another school district or a postsecondary school. The District makes reasonable attempts to notify the parent or eligible student at their last known address unless the disclosure is initiated by the parent or eligible student or unless the District's annual notification includes notice that the District forwards education records to other education entities that request records in connection with a student's transfer or enrollment. Upon request, the District provides copies of the records and an opportunity for a hearing (upon the condition that the student's parents be notified of the transfer, receive a copy of the record and have an opportunity for a hearing to challenge the content of the record);
2. when certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the District;
3. when parties who provide, or may provide, financial aid for which a student has applied or received, need the information to:
  - A. establish the student's eligibility for the aid;
  - B. determine the amount of financial aid;
  - C. establish the conditions for the receipt of the financial aid or
  - D. enforce the agreement between the provider and the receiver of financial aid;
4. if a State law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials;

5. when the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid or improve instruction;
6. when accrediting organizations need those records to carry out their accrediting functions;
7. when parents of eligible students claim the student as a dependent;
8. when it is necessary to comply with a judicial order or lawfully issued subpoena; the District makes a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure under this provision, except when a parent is party to a court proceeding involving child abuse or neglect or dependency, and the order is issued in the context of that proceeding;
9. if the disclosure is an item of directory information and the student's parent(s) or the eligible student has not refused to allow the District to designate that item as directory information for that student;
10. the disclosure is in connection with a health and safety emergency;
11. the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable federal guidelines and
12. to an agency caseworker or other representative of a state or local child welfare agency when the agency is legally responsible for the care and protection of the child. Information obtained will not be disclosed by the agency to any other agency or individual, unless they are engaged in addressing the education needs of the child and authorized by the agency to have access and the disclosure is consistent with the State laws applicable to protecting the confidentiality of the student's education records.

The District discloses personally identifiable information from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

When deciding whether to release personally identifiable information in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The District records the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

1. the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and
2. parties to whom the District disclosed the information.

The District is required to permit the Ohio Department of Education (ODE) to have access to personally identifiable information about a student if ODE needs the information to:

1. notify the District or school attended in the District of threats or descriptions of harm included in the student's response to an achievement test question;
2. verify the accuracy of the student's achievement test score or
3. determine whether the student satisfies the alternative conditions for a high school diploma.

District officials may release information from a student's education records if the student's parent(s) or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. a specification of the records to be released;
2. the reasons for the disclosure;
3. the person or the organization or the class of persons or organizations to whom the disclosure is to be made;
4. the parent(s) or student's signature and
5. the date of the consent and, if appropriate, a date when the consent is to be terminated.

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records. The student's parent(s) or the eligible student may obtain a copy of any records disclosed under this provision.

The District does not release information contained in a student's education records, except directory information, to any third parties, except its own officials, unless those parties agree that the information is not redisclosed, without the parent(s)' or eligible student's prior written consent.



## RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The District maintains an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. the name of the person who or agency which made the request;
2. the interest which the person or agency has in the information;
3. the date on which the person or agency made the request;
4. whether the request was granted and, if it was, the date access was permitted or the disclosure was made and
5. in the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the agency or institution disclosed the information.

The District maintains this record as long as it maintains the student's education record.

The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

## PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights.

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" is used to describe a record that is inaccurate, misleading or in violation of student rights. The term "correct" is used to describe a record that is accurate, not misleading and not in violation of student rights. Also, in this section, the term "requester" is used to describe the parent(s) of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct the education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure.

First-level decision. When a parent of a student or an eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should immediately ask the record custodian to correct it. If the records are incorrect because of an obvious error and it is a simple matter to make the record change at this level, the records custodian makes the correction. If the records are changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the records to the requester's satisfaction, or the records do not appear to be obviously incorrect, he/she:

1. provides the requester a copy of the questioned records at no cost;
2. asks the requester to initiate a written request for the change and
3. follows the procedure for a second-level decision.

Second-level decision. The written requests to correct a student's education records through the procedure at this level should specify the correction that the requester wishes the District to make. It should at least identify the item the requester believes is incorrect and state whether he/she believes the item:

1. is inaccurate and why;
2. is misleading and why and/or
3. violates student rights and why.

The request is dated and signed by the requester.

Within two weeks after the records custodian receives a written request, he/she:

1. studies the request;
2. discusses it with other school officials (the person who made the record or those who may have a professional concern about the District's response to the request);
3. makes a decision to comply or decline to comply with the request and
4. completes the appropriate steps to notify the requester or moves the request to the next level for a decision.

If, as a result of this review and discussion, the records custodian decides the records should be corrected, he/she effects the change and notifies the requester in writing that he/she has made the change. Each such notice includes an invitation for the requester to inspect and review the student's education records to make certain that the records are in order and the correction is satisfactory.

If the custodian decides the records are correct, he/she makes a written summary of any discussions with other officials and of his/her findings in the matter. He/She transmits this summary and a copy of the written request to the Superintendent.

Third-level decision. The Superintendent reviews the material provided by the records custodian and, if necessary, discusses the matter with other officials such as the school attorney or the Board (in executive session). He/She then makes a decision concerning the request and completes the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the Superintendent notifies the requester in writing of the reasons for the delay and indicates a date on which the decision will be made.

If the Superintendent decides the records are incorrect and should be changed, he/she advises the record custodian to make the changes. The record custodian advises the requester of the change as he/she would if the change had been made at the second level.

If the Superintendent decides the records are correct, he/she prepares a letter to the requester, which includes:

1. the District's decision that the records are correct and the basis for the decision;
2. a notice to the requester that he/she has a right to ask for a hearing to present evidence that the records are incorrect and that the District grants such a hearing;
3. advice that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense and
4. instructions for the requester to contact the Superintendent or his/her designee to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The District is not bound by the requester's positions on these items but may, as far as feasible, arrange the hearing as the requester wishes.)

Fourth-level decision. After the requester has submitted (orally or in writing) his/her wishes concerning the hearing officer, the time and place for the hearing, the Superintendent, within a week, notifies the requester when and where the District will hold the hearing and whom it has designated as the hearing officer.

At the hearing, the hearing officer provides the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records are incorrect as shown in the requester's written request for a change in the records (second level).

Within one week after the hearing, the hearing officer submits to the Superintendent a written summary of the evidence submitted at the hearing. Together with the summary, the hearing officer submits his/her recommendation, based solely on the evidence presented at the hearing, that the records should be changed or remain unchanged.

The Superintendent prepares the District's decision within two weeks of the hearing. That decision is based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. The District's decision is based solely on the evidence presented at the hearing. The Superintendent may overrule the hearing officer if he/she believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the District's decision, the Superintendent takes one of the following actions.

1. If the decision is that the District changes the records, the Superintendent instructs the records custodian to correct the records. The records custodian corrects the records and notifies the requester as in the context of the second-level decision.
2. If the decision is that the District does not change the records, the Superintendent prepares a written notice to the requester, which includes:
  - A. the District's decision that the records are correct and will not be changed;
  - B. a copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision and
  - C. advice to the requester that he/she may place in the student's education records an explanatory statement that states the reasons why he/she disagrees with the District's decision and/or the reasons he/she believes the records are incorrect.

Final administrative step in the procedure. When the District receives an explanatory statement from a requester after a hearing, it maintains that statement as part of the student's education records as long as it maintains the questioned part of the records. The statement is attached to the questioned part of the records and whenever the questioned part of the records is disclosed, the explanatory statement is also disclosed.

(Approval date: August, 1985)  
(Re-approval date: August 21, 2001)  
(Re-approval date: April 15, 2008)  
(Re-approval date: May 29, 2014)  
(Re-approval date: March 21, 2017)

## STUDENT SURVEYS

The Board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. Boards that receive funds under any applicable program must provide reasonable notice to parents at least annually at the beginning of the school year that their children may be involved in Board-approved third party surveys. The school must also give the parents the opportunity to opt their child out of the activity. A student shall not be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family, "potentially embarrassing to the student or family";
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the students or student's parent, or
8. income (other than that required by law to determine eligibility for participation in a program and/or for receiving financial assistance under such program).

Parents have a right to inspect a survey created by a third party before that survey is administered by the school to students. Parents are notified by the school when a survey is to be administered and will have at least two weeks to review the materials.

In order to protect student privacy rights when a school survey is to be administered that contains one of the prohibited eight items identified in this policy, parents have the right to inspect the survey. If parents do not want their child to be a participant in the survey, they must notify the school.

The collection, disclosure or use of student personal information for the purpose of marketing or selling that information, or providing the information to others for that purpose, is prohibited. This does not include personal information collected for the exclusive purpose of developing,

evaluating or providing educational products or services for, or to, students or educational institutions such as:

1. postsecondary institutions or military recruiters;
2. book clubs, magazines and programs providing access to low-cost literary products;

1 of 2

3. curriculum and instructional materials used by K-12 schools;
4. tests and assessments used by grades K-12 to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students, or to generate other statistically useful data for the purpose of securing these tests and assessments, and the subsequent analysis and public release of the aggregate data from these tests and assessments;
5. the sale by students of products or services to raise funds for school or education-related activities or
6. student recognition program.

For specific events, the school must notify the parents annually of the projected or approximate dates of the following activities:

1. the collection, disclosure or use of student personal information for the purpose of marketing or selling that information, or providing the information to others for that purpose;
2. the administration of a survey containing any of the eight items identified in this policy and
3. annually, the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

[Adoption date: April 20, 2004]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
USA Patriot Act, Sec. 507, P.L. 107-56  
Family Educational Rights and Privacy Act; 20 USC Sec. 1232g  
ORC 149.41; 149.43  
1347.01 et seq.  
3317.031  
3319.32; 3319.321; 3319.33  
3321.12; 3321.13  
3331.13  
OAC 3301-35-04; 3301-35-07

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS)

The District implements PBIS on a systemwide basis for the purpose of improving academic and social outcomes and increasing learning for all students. The Board directs the Superintendent/designee to develop a PBIS system that is consistent with the components set forth in the State Board of Education's (SBOE) policy on positive behavior interventions and supports. The District encourages family involvement as an integral part of its PBIS system.

Prohibited Practices

The District does not engage in practices prohibited by State law, including:

1. prone restraint;
2. any form of physical restraint that involves the intentional, knowing or reckless use of any technique that:
  - A. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
  - B. uses pressure point, pain compliance or joint manipulation techniques or
  - C. otherwise involves techniques that are used to unnecessarily cause pain.
3. corporal punishment;
4. child endangerment, as defined by Ohio Revised Code Section (RC) 2919.22;
5. deprivation of basic needs;
6. seclusion and restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10;
7. chemical restraint;
8. mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
9. aversive behavioral interventions or



10. seclusion in a locked room or area.

### Restraint

Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use of prone restraint is prohibited. This policy does not prohibit the use of reasonable force and restraint as provided by RC 3319.41.

Restraint may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. if the physical restraint does not interfere with the student's ability to breathe;
3. if the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication and
4. by school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

### Seclusion

Seclusion may not be used as a form of punishment or discipline, for staff convenience or as a substitute for other less restrictive means of assisting a student in regaining control.

Seclusion may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. for the minimum amount of time necessary to protect the student and others from physical harm;
3. in a room or area that is not locked, does not preclude the student from exiting the area should the staff member become incapacitated or leave, and that provides adequate space, lighting, ventilation and the ability to observe the student and
4. under the constant supervision of trained staff able to detect indications of physical or mental distress that require removal and/or immediate medical assistance, and who document their observations of the student.

### Repeated Dangerous Behaviors

The District conducts functional behavioral assessments for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students' needs and more effective ways of addressing those needs. Behavioral intervention plans that incorporate appropriate positive behavioral interventions are created when necessary.

### Training and Professional Development

The District provides professional development or continuing education in PBIS, as part of the implementation of the PBIS framework in accordance with State law. The District's professional development committee monitors this training and establishes model professional development courses.

The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session.

All student personnel, as defined by OAC 3301-35-15, are trained annually on the SBOE's and the District's policies and procedures regarding restraint and seclusion.

The Board directs the Superintendent/designee to develop a plan for any necessary training of student personnel to implement PBIS on a systemwide basis.

Compliance with training requirements is reported to the Ohio Department of Education (ODE) by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

### Data and Reporting

Each incident of seclusion or restraint is immediately reported to the building administrator and the student's parent. Each incident of seclusion or restraint is documented in a written report, which is made available to the student's parent within 24 hours. The District maintains written reports of seclusion or restraint. These reports are educational records under the Family Education Rights and Privacy Act.

The District annually reports information concerning the use of restraint and seclusion to the ODE, as requested by ODE.

Monitoring and Complaint Processes

The Board directs the Superintendent/designee to establish a procedure to monitor the implementation of State law and the District's policy on restraint and seclusion.

The Board directs the Superintendent/designee to establish District complaint procedures, which include a:

1. procedure for parents to present complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion and
2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint and seclusion.

Parents are notified annually of the District's seclusion and restraint policies and procedures, which are also posted on the District's website.

[Adoption date: April 28, 2014]

[Re-adoption date: April 27, 2015]

[Re-adoption date: November 26, 2018]

LEGAL REF.: ORC 2919.22  
3301.68  
3319.237  
3319.46  
3326.11  
3328.24  
OAC 3301-35-15  
3301-37-10

CROSS REFS.: IGBA, Programs for Students with Disabilities  
JF, Student Rights and Responsibilities  
JGA, Corporal Punishment  
JH, Student Welfare  
JHF, Student Safety



## SECTION K: SCHOOL-COMMUNITY RELATIONS

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KA*	School-Community Relations Goals
KAA	School-Community Relations Priority Objectives
KB	Public Information Program
KBA*	Public's Right to Know
KBB	School-Sponsored Information Media
KBC	News Media Relations
KBCA*	News Releases
KBCB	News Conferences and Interviews
KBCC	News Media Services at Board Meetings (Also BDDI)
KBCD*	Broadcasting and Taping of Board Meetings (Also BDDJ)
KBCE*	Sports and Special Events News Coverage
KBD	Speaker Services
KBE*	Tax Issues (Also FD)
KBF	Use of Students in Public Information Program
KC*	Community Involvement in Decision Making (Also ABA)
KD*	Public Participation at Board Meetings (Also BDDH)
KE	Staff Participation in Community Activities (Also GBF)
KF*	Community Instructional Resources (Also IIC)
KFA	Special Interest Materials (Also IIAD)
KG*	Community Use of School Premises (Equal Access)
KGA	Public Sales on School Property
KGB*	Public Conduct on School Property
KGC*	No Tobacco Use on District Property
KH*	Public Gifts to the Schools
KI*	Public Solicitations in the Schools
KJ*	Advertising in the Schools
KK*	Visitors to the Schools
KKA*	Recruiters in the Schools

SECTION K: SCHOOL-COMMUNITY RELATIONS  
(Continued)

KL*	Public Complaints
KLA	Public Complaints About Policies
KLB*	Public Complaints About the Curriculum or Instructional Materials
KLC	Public Complaints About Facilities or Services
KLD*	Public Complaints About School Personnel
KM	Relations with Community Organizations
KMA	Relations with Parent Organizations
KMB*	Relations with Booster Organizations
KMC	Relations with Neighborhood Associations
KMD	Relations with Religious Organizations
KME	Relations with Youth Organizations
KMF	Relations with Private Social Service Organizations
KMG	Relations with Business Organizations
KMH	Relations with Labor Organizations
KMI	Relations with Political Organizations
KMJ	Relations with Indian Tribal Councils
KN	Relations with Governmental Authorities
KNA	Relations with Local Governmental Authorities
KNAA	Relations with Fiscal Authorities
KNAB	Relations with Taxation Authorities
KNAC	Relations with Election Authorities
KNAD	Relations with Anti-Poverty Authorities
KNAE	Relations with Housing Authorities
KNAF	Relations with Health Authorities
KNAG	Relations with Welfare Authorities
KNAH	Relations with Parks Authorities
KNAI	Relations with Recreation Authorities
KNAJ	Relations with Police Authorities
KNAK	Relations with Fire Authorities
KNAL	Relations with Civil Defense Authorities
KNAM	Relations with Environmental Authorities
KNAN	Relations with Planning Authorities
KNAO	Relations with Zoning Authorities
KNB	Relations with County Governmental Authorities
KNC	Relations with State Governmental Authorities
KND	Relations with Federal Governmental Authorities

\* denotes the areas covered by Board policy

## SCHOOL-COMMUNITY RELATIONS GOALS

Schools belong to the public and the public is entitled to be informed about the operations of the school system. Schools operate best when they have a positive relationship with the community in which the community can make known their desires and the Board can make known its plans and actions. It is the responsibility of every member of the District staff to promote good school-community relations. The school-community relations program of the District will be directed by the Superintendent and will be based on the following principles:

1. The school-community relations program will be a planned, systematic, two-way process of communications between the District and the community.
2. The program will use every media source possible and every form of communications available to effectively communicate with the citizens and employees of the District.
3. Communications with the public must promote involvement, feedback and support.
4. Communications must be internal as well as external and must provide factual, objective and realistic data.
5. The school communications program of the District must be responsive both to events as they arise and the findings of evaluations of the program.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03(J)

CROSS REF.: AE, School District Goals and Objectives

## PUBLIC'S RIGHT TO KNOW

The Board supports the right of the people to know about the programs and services of their schools and makes efforts to disseminate appropriate information. Each building principal is authorized and expected to keep the school's community informed about the school's programs and activities. The release of information of Districtwide interest is coordinated by the Superintendent.

Business of the Board is discussed and decisions are made at public meetings of the Board, except such matters required to be discussed in private executive sessions.

The official minutes of the Board, its written policies, its financial records and all other public records are open for inspection in the central office during the hours when the administrative offices are open.

Each Board member attends public records training every term for which he/she is elected to public office. However, the Board may, by resolution, designate one or more persons to attend public records training on its behalf. If so decided, the Board appoints a designee whenever the composition of the Board changes.

The District may ask that the identity of the person making the request and the reason for the request is sought to be in writing. The District first informs the requestor that disclosure of his/her identity and the reason for the request is not mandatory, unless the request is for student directory information. The District also informs the requester that providing such information in writing enhances the District's ability to identify, locate or deliver the records sought. The District may also ask that the request be put in writing, but notifies the requester that it is not mandatory to do so.

Any individual who wants to obtain or inspect a copy of a public record may request to have the record duplicated on paper, on the same medium on which the record is kept or on any other medium that the Superintendent/designee determines reasonable. If the request is ambiguous or overly broad, the District informs the requester of the manner in which records are maintained and accessed in the ordinary course of business and allows the requester to revise the request.

Records pertaining to individual students and other confidential materials are not released for inspection. Only that information deemed "directory information" may be released from an individual student's file, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released for profit-making purposes or when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.



All records responsive to the request are made available in a reasonable period of time. The District makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the District provides an explanation with legal authority for the denial of the request. This explanation is provided in writing if the request is made in writing or if the Superintendent/designee determines written explanation is necessary.

The Superintendent/designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of requests physically sent by mail or another delivery service to any one person may be limited to 10 a month unless the person certifies, in writing, that neither the records nor the information in them will be used for commercial purposes. If the District provides public records on a free and accessible website the number of requests delivered in a digital format to any one person may be limited to 10 a month unless the records requested are not provided on the website and the person certifies, in writing, that neither the records nor the information in them will be used for commercial purposes.

A fee may be charged for copies and/or delivery. The District may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the central office and in all other District buildings and employee handbooks provided by the District. The policy is distributed directly to the records custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention schedule is maintained and readily available to the public in the central office.

[Adoption date: August, 1985]  
[Re-adoption date: December 7, 1999]  
[Re-adoption date: August 21, 2001]  
[Re-adoption date: April 17, 2007]  
[Re-adoption date: May 29, 2014]  
[Re-adoption date: January 23, 2017]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC, Section 1232g  
ORC 121.22  
149.011; 149.35; 149.381; 149.41; 149.43  
3319.321  
OAC 3301-35-03; 3301-35-04

CROSS REFS.: BDC, Executive Sessions  
BDDG, Minutes  
EHA, Data and Records Retention  
GBL, Personnel Records  
GBS, Health Insurance Portability and Accountability Act (HIPAA)  
IGBA, Programs for Students with Disabilities  
JO, Student Records  
KA, School-Community Relations Goals  
KKA, Recruiters in the Schools

## NEWS RELEASES

The District is a public institution endeavoring to serve the educational needs of the community. It is important that information be disseminated concerning school activities and problems. If this publicity is to be given wide coverage and coordinated into a common effort and purpose, the following procedures must be followed:

1. The Board President will be the official spokesman for the Board, except as this duty is delegated to the Superintendent.
2. News releases that are of a Districtwide nature or pertain to established District policy are the responsibility of the Superintendent or a designated member of the administrative staff.
3. News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the principal of that particular school. All statements made to the press by other staff members of the particular school must be cleared with the principal.
4. The Board expects the District to maintain a vital and effective link with the media sources of the community.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities that will adhere to the professional and responsible image of the District.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03(J)

## BROADCASTING AND TAPING OF BOARD MEETINGS

Photographic, audio and video recording devices may be used at regular and special Board meetings legally open to the public according to the following guidelines.

1. The person(s) intending to use audio and/or video recording devices must inform the Superintendent or Board President and obtain permission to utilize the device(s) from the Superintendent or Board President prior to the meeting with which such devices are to be used. The Superintendent or Board President must inform all board members and those in attendance that audio and/or video recording devices will be used.
2. Persons operating audio recording and/or video recording devices must do so with a minimum of disruption to those present at the meeting. Interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts Board members or the audience.
3. Photography and video recording is generally not permitted, however, with prior permission of the Board President photographic or video recordings may be granted for the limited purpose of recording special presentations by the Board and only family members related to the presentation may perform said photography or recording.
4. When recorded audio may be obtained on the District website.
5. The Board may audio record each meeting at its discretion. A copy of the audio may be obtained upon written request and the payment of \$1.00 within a reasonable time of said request.
6. Audio tapes of meetings created by or at the direction of the Board will be destroyed three months after the written minutes of the meeting are approved by the Board. The written, approved minutes serve as the official transcript of meeting and supercede the content of audio and/or video recordings.

[Adoption date: March 18, 1997]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 23, 2011]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 121.22  
2911.21  
2917.12  
2921.31  
3313.20(A)

CROSS REFS.: BD, School Board Meetings  
BDDH, Public Participation at Board Meetings (Also KD)

## SPORTS AND SPECIAL EVENTS COVERAGE

The Board will permit a cable television company or other private entity to videotape school activities within the following guidelines.

1. The Board will not incur any cost.
2. The Board may charge a fee for space and power.
3. Permission must be secured from the principal of the involved activity at least 48 hours prior to the scheduled event.
4. The taping entity or its equipment will in no way conflict with the activity or spectators.
5. The Board reserves the right to establish a fee to be charged to the taping entity. Such fee is to be determined by the Superintendent, Treasurer and the taping entity.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## TAX ISSUES

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school building needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the Sexennial Reappraisal and/or the Triennial Update in affected District counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.  
a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 27, 2015]

LEGAL REFS.: Ohio Const. Art XII, Sections 2, 5

ORC Chapter 133

319.301

3311.21

3313.37; 3313.375

3315.07

3501.01

Chapter 5705

Chapter 5713

5715.33

5748.01 et seq.

OAC 5703-25-45 through 5703-25-49

CROSS REFS.: BCF, Advisory Committees to the Board

FL, Retirement of Facilities

## COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the affairs of the schools is important if the District and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. The Board makes efforts to identify the wishes of the community and to be responsive, through its actions, to those wishes.

In addition to electing fellow citizens to represent them on the Board, all citizens may express ideas, concerns and judgments about the schools to the administration, to the staff, to any appointed advisory bodies and ultimately to the Board. Ideas should be addressed to the responsible individual in an appropriate fashion.

The Board gives substantial weight to the advice they receive from individuals and community groups interested in the schools, especially those individuals and groups they have invited to advise them regarding selected problems, but will use their best judgment in arriving at decisions. Final authority for all decisions rests with the Board.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03(J)



## PUBLIC PARTICIPATION AT BOARD MEETINGS

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

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 minutes of public participation may be permitted at each meeting.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted three minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The period of public participation may be extended by a vote of the majority of the Board, present and voting.

Agendas are available to all those who attend Board meetings. The section on the agenda for public participation shall be indicated. Noted at the bottom of each agenda shall be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 6, 2008]

LEGAL REFS.: ORC 121.22  
3313.20

CROSS REFS.: BCE, Board Committees  
BD, School Board Meetings  
BDDB, Agenda Format  
BDDC, Agenda Preparation and Dissemination

## COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs a community instructional resource program designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over the community resources program, which includes the school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels which the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of the community resource program.

[Adoption date: August 21, 2001]

LEGAL REF.: OAC 3301-35-03(J)

COMMUNITY USE OF SCHOOL PREMISES  
(Equal Access)

Although the basic purpose of public school premises is to provide the youth of the community a sound education program, the complete function of education is not achieved until the school premises are made to serve the total community. To accomplish this objective, when school premises are not in use for school purposes, the Board shall, upon payment of the prescribed fee and subject to the requirements of applicable regulations permit the use of school premises for auxiliary, educational, recreational, cultural, civic, social, religious or other Board-approved purposes when District finances make it possible to do so, as determined by the Board.

The use of any school building within the District shall be governed by the following:

1. The use of any school premises within the Cloverleaf Local School System will be subject to the approval of the director of buildings and grounds and the Superintendent who will represent the Board.
2. Any groups or organizations using the school premises must identify an individual representative for the care of equipment and the condition of the premises. Any damage or destruction of school property will be the responsibility of the individual specified by the organization.
3. The Board, through the Superintendent and the director of buildings and grounds reserves the right to cancel, at any time, agreements for the use of school premises.
4. Any cost or monetary contribution concerned in the use of the school premises must be handled through the buildings and grounds department.
5. District organizations who are directly involved with school activities sponsored by the Board may use school premises for nonprofit activities free of charge. Any need for custodial maintenance or cafeteria employees will be paid for by the organization's activity fund.
6. Other school district organizations and civic groups, composed of local membership, may use school premises for nonprofit activities free of charge if there is a custodian on duty. Custodians not regularly assigned must be reimbursed for their time at the prevailing hourly rate plus overtime. Use of the kitchen or kitchen equipment will require the presence of a regularly assigned cafeteria employee who will be paid at the prevailing hourly rate.
7. Activities involving groups or individuals residing outside the District will be subject to the contract requirements.

8. All organizations, whether of school-sponsored activities or not, must submit the proper application for school/premises use, which will include all applicable rules and regulations, restrictions, charges if any and a Hold Harmless Agreement.
9. Nonschool groups must provide the above as well as liability insurance, with the District named in the policy as an additional insured or a certificate of insurance from the group's insurance company.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: November 21, 1995]

[Re-adoption date: August 21, 2001]

[Re-adoption date: December 10, 2012]

[Re-adoption date: March 23, 2015]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Title VIII, Section 801  
ORC 3311.215  
3313.75; 3313.76; 3313.77; 3313.78; 3313.79  
4303.26

CROSS REFS.: KGB, Public Conduct on District Property  
KI, Public Solicitations in the Schools

## COMMUNITY USE OF SCHOOL DISTRICT PREMISES

Principles: Administrative regulations governing the use of the premises of the Cloverleaf Local School District are based on the following basic principles.

1. Curricular, cocurricular activities and other purposes of the Board have priority over all other groups, organizations and individuals desiring use of District premises
2. A system of priorities that recognizes the many needs of the District community is established.
3. A system of equitable rental fees is established.
4. A system for requesting, confirming and accounting for use of District facilities is established.
5. Employees of the District may be assigned to assist groups using District premises whenever in the opinion of the local Superintendent or his/her designated representative such assistance is necessary.
6. These regulations are intended to maximize community use of premises and should be reviewed periodically (every three years), or more frequently if necessary, to ensure that objectives of the Board are being realized. Groups or organizations may be denied the use of the premises if the Superintendent or his/her authorized representative deem that such use is not in the best interest of the District.

Priorities: Groups must notify the building and grounds department of their desire to use District premises. Written requests for such use must be made and received seven days in advance, on an annual basis. Consideration will be given to the priorities listed below. Only under extreme circumstances will groups be required to relinquish a prior commitment to an activity in category "1."

Priorities in order of precedence are listed below:

1. all curricular, cocurricular, and official activities of the Board;
2. groups formally associated with the purposes and programs of the Board;
3. all cocurricular and official activities of nonpublic schools within the District, and/or serving District youth;
4. groups which are primarily concerned with the welfare of children and youth in the District;

5. groups which are primarily concerned with improving and maintaining the quality of community life within the District and
6. groups which are primarily concerned with serving a wider community than that encompassed by the District.

Time of Use: School premises shall be open for use by community groups to the fullest extent consistent with instructional and maintenance requirements.

1. Limited use of school premises during regular school hours will be permitted.
2. At the close of the school day, the school premises will be available. Cocurricular activities will have priority until 6:00 p.m. daily.
3. Community groups may schedule activities after regular school hours until one half hour before the custodian's shift is completed. If the group wishes to stay longer, they will be charged custodial overtime at time and one-half. Custodial overtime will also apply when buildings are used on Saturday and Sunday after the custodial shift. A custodian must be present when the building(s) is used.
4. Sunday use by the District athletic teams:
  - A. A request by coach must be made in writing (premises use form).
  - B. Use must be approved by athletic director and scheduled by the building and grounds director.
  - C. Open gyms and practices will be scheduled after 3:00 p.m.
  - D. Open gyms and practices cannot be mandatory.
  - E. A custodian need not be present.
5. Any building use (school or community) before and after regular school hours should be scheduled with building and grounds director. Internal premises use forms are available in each school office. Weekly calendars with each building's use will be sent to the director of maintenance, head custodians, principals and secretaries in each building.

Supervision by Board Personnel

1. Supervision: A designated school employee must always be on duty when school premises are in use. A permit shall be required for any use of District facilities. There will be no charge made if the services performed require no special arrangements and are performed during regular working hours.

2. Cooks: Cafeteria personnel are required to be on duty under certain circumstances.
  - A. Whenever the kitchen area is being used or food is to be prepared, a qualified cafeteria employee must supervise the operation of the kitchen equipment involved. An overtime hourly rate is assessed to the user consistent with the rate designated by the Superintendent/designee.
  - B. The food service worker will be responsible for assisting in the setup of the buffet table, and for instructing the group using the kitchen in the location and proper use of equipment. The food service worker is NOT responsible for food production, or for coordinating the work of the cooking staff.
  - C. The food service employee will be responsible for the final check of the kitchen equipment, and will make sure that everything is shut down and locked up as needed.
  
3. Audiovisual equipment/computer use: Equipment owned by the Board may be used for programs and activities within school premises. A service charge for this use may be assessed.
  - A. Some equipment may need to be operated by the Board employees or by especially trained District students. The building and grounds department will make the appropriate assignment.
  - B. Computer usage will be assessed on an individual basis.

Premises available for community use: Premises will be available to the fullest extent consistent with instructional and maintenance requirements.

1. School Building Premises

	Elementary School	Middle School	High School
Gym	Yes	Yes	Yes
Cafeteria	Yes	Yes	Yes
Library	Yes	Yes	Yes
*Classroom	Yes	Yes	Yes
Music Room	Yes	Yes	Yes
Art Room	Yes	Yes	Yes
Shop	n/a	n/a	No

\*Depends on the time and circumstances  
 Most Classrooms have a capacity of 25

2. School Grounds and Athletic Premises

All outdoor premises are available to community groups under regulations as established by building and grounds department.

A. High School and Middle School Complex

- 1) softball and baseball fields
- 2) track
- 3) outdoor environmental lab
- 4) tennis courts
- 5) soccer fields

B. Elementary

- 1) playground
- 2) baseball field

Priority List

1. District athletic teams
2. Groups formally associated with the purposes and programs of the Board.
3. District students
4. Nonschool athletic association upon specific limited requests processed through the building and grounds department.
5. Recreational activities sponsored by the Little League, Hot Stove League, Girls Softball League and Youth Football. These activities to be scheduled on weekdays during daylight hours and after 6:00 p.m. on school days.
6. All activities shall be scheduled through one of the named advisors of their activity for the premises to be used and scheduled with the building and grounds department.

Rental and Fee Schedule

Personnel

Custodians and cooks are paid at an hourly rate as stipulated by the Superintendent. On Saturdays and Sundays when custodians are not on duty, a charge will be assessed for services rendered. The building and grounds department shall determine the need and authorize the proper personnel to be on duty. The rental and fee schedule is subject to review and change by the Board annually. An itemized cost list for each fee charged is available upon request from the community education office.



### Responsibility for Damage to and Loss of Property

Groups and individuals using school premises will be held responsible for reasonable use of such premises. Users will be responsible for damages that may occur. The Board reserves the right to require a deposit from a group or organization for use of school premises. Groups or organizations are expected to leave the premises in proper condition and clean of debris - especially the outdoor facilities on weekends when no custodian is on duty. Appropriate trash containers are provided.

### Procedures for Requesting Use of Facilities

1. Request forms are available from the building and grounds department and each building office. All request forms must be submitted to the building and grounds department at least seven days in advance of the date the premises is requested.
2. The director of building and grounds may refuse (with an explanation) to issue a permit for use of the school premises. If disapproved, appeal may be made to the Superintendent.
3. Promptly upon receipt of an application form, a decision to approve or disapprove the application by the Superintendent/designee. Upon approval, a permit for use of school premises will be sent to the individual making the request.
4. A statement of charges, if any, for services rendered will be sent to the individual requesting use of premises within 30 days of the date of use.
5. All checks should be made payable to the Cloverleaf Local Schools.

### Special Regulations

1. Intoxicating beverages are prohibited at all times on District property.
2. Smoking is not permitted.
3. Gambling is not permitted on school property. Games that are predominantly social and sponsored by nonprofit organizations are permitted.
4. The building and grounds director shall make all arrangements for personnel and equipment needed by groups using school premises.
5. All groups who make a request for a change in date of an activity that could effect a scheduled activity must make such request five days prior to requested change when possible.

Use of School District Premises

Rules, Regulations and Requirements

1. Application must be made seven days prior to the requested use/rental date through the building and grounds department.
2. The building and grounds director shall make all arrangements for personnel and equipment needed by groups using school premises.
3. Smoking, gambling and the use of narcotics and alcoholic beverages are prohibited in the buildings and on the grounds.
4. Permit holders for facilities calling for large crowds may be required to:
  - A. have parking attendants;
  - B. have fire and police supervision and
  - C. carry liability insurance.
5. Groups requiring set up or take down (chairs, tables, etc.) must provide their own working party. Groups requesting Board personnel to perform these services will be charged on an hourly basis at the rate of time and one-half at the prevailing wage for the person(s) required.
6. Custodial services shall include unlocking and locking the building, operation of lights, heating/cooling of the building, supervision of the setting up of chairs (if required), normal clean up and putting the room(s) in order for their regular use.
7. No school equipment may be loaned by the school custodian.
8. The custodian(s) of the building shall enforce the rules and regulations as set forth by the Board.
9. The renting group is responsible:
  - A. for the conduct of the people involved;
  - B. for the care of the area rented and equipment used;
  - C. to see that the remainder of the building is not entered or disturbed and

- D. financially for breakage or damage to equipment or premises, including theft thereof.
- 10. The building and grounds office has the right to revoke a permit at any time. The recommendation shall be in written form. These reasons will be given to the permit holder along with a letter revoking the permit.
- 11. School or related activities take precedence over a rental permit.
- 12. A 24-hour notice is required for cancellation of a permit. If costs are incurred by the Board due to cancellation without the 24-hour notice, the actual cost will be billed to the renting group.
- 13. A cafeteria worker must be present when the kitchen or kitchen equipment is used. Their services will be charged on an hourly basis at the rate of time and one-half at the prevailing wage for the person(s) required. Kitchen equipment meaning: ovens, stoves, disposals, dishwashers, slicers, mixers, warmers, etc.
- 14. Gym shoes are required for gym activities. Only participants with adequate supervision shall be in the gym.
- 15. No group is admitted without a permit. Groups with permits will be admitted only at the time stated and if proper supervision is present.
- 16. All groups must be cleaned up and out by the time stated on the permit.  
  
NOTE - Time of occupancy shall end one-half hour before the end of the custodial shift. Time beyond this will involve custodial overtime and will be billed a the time and one-half.
- 17. Requests for the use of outdoor premises are subject to all foregoing rules and herein stated plus the following:
  - A. Outside agencies are to supply their own equipment.
  - B. Policing the area following the activity is required. Paper, cans, bottles, etc., are to be properly disposed of at all sites.
  - C. The rental of the stadium field is on an individual request basis.
  - D. In the event any field is rented for an extended period of time, a schedule is to be given to the building and grounds director with application for use of the field.

NOTE - School-sponsored activities have priority over rental groups.

18. All groups must have permit whether or not fees are charged.
19. No group, which limits membership in or attendance at its activities on the basis of race, creed or national origin, shall be allowed use of school premises.
20. Rental fees are to be paid no later than 30 days after the activity. If the rental was for custodial fees only, the permit holder will be billed following the event.
21. The Board reserves the right to add additional regulations or restrictions at any time, either verbally or in writing, that are deemed necessary for the safety of people, protection of school property and general welfare of the community, including the cancellation of any permit.

(Approval date: June, 1987)

(Re-approval date: November 21, 1995)

(Re-approval date: August 21, 2001)

(Re-approval date: March 23, 2015)

**Application for Use of School Premises**

File: KG-E

Cloverleaf Local School District  
Building & Grounds Department  
8525 Friendsville Rd., Lodi, OH 44254  
330-721-3513

**This section to be completed by applicant:**

The

\_\_\_\_\_ Name of organization or individual

Requests the use of \_\_\_\_\_ Facility \_\_\_\_\_ Location

On \_\_\_\_\_ Date (s) From \_\_\_\_\_ Start Time to End Time (Include set up and clean up) to \_\_\_\_\_

Equipment needed (PA, Projectors, Etc.) \_\_\_\_\_

Description of Activity: \_\_\_\_\_

Number of people attending: \_\_\_\_\_ Will a fee be charged for participation? \_\_\_\_\_

I have read the policies and fee schedule on the reverse side and hereby obligate myself, as designated representative of the above named organization to all conditions set forth thereon. The lessee agrees to indemnify and HOLD HARMLESS Cloverleaf Board of Education and their agents and employee from all liability, claims, demands or costs, for or arising out of injury, whether it be caused by neglect by the negligence of lessee or Cloverleaf Board of Education or either party's agents or employees or otherwise.

\_\_\_\_\_ Name and signature of person accepting responsibility Phone number email Date

\_\_\_\_\_ Organization mailing address (include PO Box) (This should be who to bill)

**This section to be completed by the Building & Grounds Department:**

Facility Rental ..... Approved \_\_\_\_\_  
Custodial Labor (Hrs. x rate (\$44.00) ..... Approved with the following conditions \_\_\_\_\_  
Cafeteria Labor (Hrs. x rate (\$20.00)..... \_\_\_\_\_  
Damage Cost, if applicable..... \_\_\_\_\_  
Equipment use..... Not Approved \_\_\_\_\_  
Total .....  
Deposit required / Amount .....  
Fund .....  
Permit # .....

\_\_\_\_\_ Date Maintenance Office Date Superintendent/Designee

**Elementary:** Principal; Secretary; Custodian **Middle School:** Principal; Secretary; Custodian  
**High School:** Principal; Secretary; Custodian; Athletic Director **Treasurer's Office; Food Service; Maintenance;**  
**Other:** \_\_\_\_\_

**Calendar** \_\_\_\_\_ **Date** \_\_\_\_\_

**Guidelines for facility use:**

1. Any time buildings are closed due to inclement weather or other emergency, all activities are cancelled. In case of conflict with a school function, the school function has precedence.
2. Use of narcotics, tobacco products, or alcoholic beverages are not permitted on school district property. No food or beverages unless approved in advance. Cloverleaf supports a smoke-free environment.
3. Gambling is not permitted on school property. Games, which are predominately social and sponsored by non-profit organizations, are permitted.
4. Activities are limited to area reserved (gym, cafeteria, etc.) No roaming in the building. Children are not allowed at reserved activity unless they are participants.
5. Street shoes are not allowed on gym floor, gym shoes only.
6. Please do not come earlier or later than the agreed time. All groups must be out by time stated on the permit. By staying past the agreed time, the group could incur overtime charges.
7. Groups renting Cloverleaf facilities are responsible for paying overtime charges incurred by the group.
8. A custodian or school administrator must be on duty when school premises are used.
9. A cafeteria worker must be present when kitchen equipment is used. The responsibilities for the cafeteria worker are limited to supervisory duties only. Duties include help on how to use the kitchen equipment and location of items. It is the responsibility of the organization renting the kitchen facilities to bring enough help for preparation and cleanup of meals. The kitchen area should be left by the group as it was found coming in. A charge will be assessed if additional cleanup is needed or equipment is missing or damaged.
10. Groups using premises are responsible for:
  - the conduct of people involved
  - the care of the area and equipment
  - seeing that the remainder of the building is not entered or disturbed
  - the financial responsibility for breakage or damage to equipment or facilities including theft
11. When special services such as snow plowing, security, or excess trash removal are required for the exclusive use of the group using the building, those charges will be passed directly on to that group.
12. Permit holders for premises with special circumstances or large crowds may be required to have a) parking attendants, b) have fire and police supervision, c) carry liability insurance.
13. No school equipment may be loaned by a school custodian. Arrangements may be made when completing the premises use form.
14. 24-hour notice is required for cancellation for a permit. If costs are incurred by the Board of Education due to cancellation without the 24-hour notice, the actual cost will be billed to the renting group.
15. No group will be admitted without a permit. Groups with permits will be admitted only at the time stated and if proper supervision is present.
16. All groups must have a permit whether or not fees are charged.
17. The Board of Education reserves the right to add additional regulations or restrictions at any time, either verbally, or in writing that are deemed necessary for the safety of the people, protection of school property and general welfare of the community. This regulation may include cancellation of the permit.

**Fee Schedule**

File: KG-E

1. Rental and/or custodial fees will be billed on a monthly basis.
2. The organization, group or individual approved for a room rental shall be responsible for any damage done over and above the ordinary wear to school premises. Property and personal liability insurance shall be the responsibility of the organization, group or individual. The administration may request evidence of insurance in an amount deemed proper by the superintendent/designee.
3. A deposit may be required.
4. Failure to comply with the rules and regulations are grounds for cancelling the agreement with 24-hour notice.
5. Cloverleaf premises will be closed when school is cancelled due to inclement weather, calamity or other emergency.

**Following are the hourly rates charged for district premises (High School, Middle School and Elementary School)**

<u>Location</u>	<u>Non-resident</u>	<u>District Resident</u>
Cafeteria	\$ 60.00/hr.	\$ 30.00/hr.
Kitchen	\$ 80.58/hr. + food service personnel	
Music Room	\$ 40.24/hr.	\$ 24.14/hr.
LGI Room	\$ 40.24/hr.	\$ 24.14/hr.
Gym	\$ 60.00/hr.	\$ 30.00/hr.
Media Center	\$ 47.57/hr.	\$ 32.07/hr.
Conference Room (library)	\$ 20.00/hr.	\$ 8.03/hr.
Baseball/Softball Fields	\$50.00/hr.	*\$ nc

**Personnel**

Custodian	\$44.00/hr.
Cook	\$22.00/hr.
Equipment	\$ 5.78/hr. (computers, AV)
China Rental	\$35.00 per 50 settings

**Other Premises**

<u>Non-resident</u>	<u>District Resident</u>
Distance Learning Lab	\$ 44.00/hr. \$ 44.00/hr.
Stadium (Day)	\$150.00/hr. \$100.00/hr.
Stadium (Night)	\$300.00/hr. \$150.00/hr.
School Bus	\$ 25.00/hr. + \$2.50 per mile

Some outdoor premises are available for resident use at no charge: A fee is charged to non-resident groups.

\* Baseball fields, softball fields, soccer fields, track, tennis courts are free to residents if all students participating are Cloverleaf residence. These should be reserved in advance. Permit holders are financially responsible for damage done to any of the premises.

## PUBLIC CONDUCT ON SCHOOL PROPERTY

All persons on District grounds are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations.

No person on District property may assault, strike, threaten, menace or use improper, indecent or obscene language toward a teacher, instructor, other District employees or students at any time. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

Unless otherwise permitted by law, no person is permitted to bring deadly weapons or dangerous ordnances into a school safety zone.

No person may disrupt, disturb or interfere with the teaching of any class of students or any other activity conducted in a school building or upon the campus or grounds at any time.

Whoever violates this policy and/or building regulations will be asked to leave the property by whoever is in charge. Should that person refuse, law enforcement officials will be called. If the offender should be a student, the person in charge should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the State and local ordinances.

### Good Conduct and Sportsmanship

The Board recognizes the value of cocurricular and extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

[Re-adoption date: February 19, 2008]

[Re-adoption date: September 23, 2009]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751  
Gun-Free School Zones Act; 18 USC 922  
ORC 2903.13; 2903.22  
2911.21  
2917.11  
2923.1212; 2923.122  
3313.20(A)

CROSS REFS.: GBCB, Staff Conduct  
IGD, Cocurricular and Extracurricular Activities  
JFC, Student Conduct (Zero Tolerance)  
KG, Community Use of School Premises (Equal Access)  
KGC, No Tobacco Use on District Property  
KK, Visitors to the Schools



## NO TOBACCO USE ON DISTRICT PROPERTY

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

For the purpose of this policy, “tobacco product” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

For the purpose of this policy, electronic smoking devices and vapor products also are considered a “tobacco product.”

### Tobacco Use Prohibited

No volunteer or school visitor is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or
2. on school grounds, athletic facilities or parking lots.

### Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

### Providing Notice

“No Tobacco” signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District vehicles will display the international “No Smoking” insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.



## PUBLIC GIFTS TO THE SCHOOLS

Gifts, grants or bequests will be accepted by the Board, provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

Any person or organization desiring to give a gift, make a grant or a bequest to the Board should contact the Superintendent of Schools who will submit the request to the Board.

Propositions giving funds, equipment or materials to the school with a "matching" agreement or restriction are generally not acceptable. Acceptance of donated equipment or materials may depend upon the compliance with or experience related to the Board's policy of standardizing materials and equipment in the District.

Whenever the District has an established project, contributions that would reduce the cost or would hasten the completion will be welcome.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 9.20  
3313.36

## PUBLIC SOLICITATIONS IN THE SCHOOLS

Notices, advertisements or written matter of any nature on behalf of persons or organizations not officially connected with the District shall not be distributed or displayed in any school building or on District property without permission of the Superintendent. All notices, including those by personnel, shall be approved by the building principal and, in case of doubt, by the Superintendent. Appeal of the Superintendent's decision may be made to the Board.

### Agents and Salesmen

No teacher shall permit time to be used in or about the school building by sales agents of book companies, lecturers, exhibitors or salespersons of any type unless authorized to do so by the Superintendent.

No notice of lectures, concerts, exhibitions, etc., shall be posted by or on the behalf of persons not officially connected with the schools, and no advertisements shall be distributed or posted except by authorization of the Superintendent.

### Sale of Articles or Solicitation of Funds Prohibited

No person shall sell or offer for sale within the schools or offices of the Board or any school grounds any articles or services to employees or students or solicit contributions from such persons unless approved by the Superintendent.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: September 21, 1999]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 2921.43; 2921.431

CROSS REFS.: GBI, Staff Gifts and Solicitations  
JL, Student Gifts and Solicitations  
KG, Community Use of School Facilities  
KK, Visitors to the Schools

## ADVERTISING IN THE SCHOOLS

Notices, advertisements or written matter of any nature on behalf of persons or organizations not officially connected with the District shall not be distributed or displayed in any school building or on District property without permission of the Superintendent. All notices, including those by personnel, shall be approved by the building principal and, in case of doubt, by the Superintendent. Appeal of the Superintendent's decision may be made to the Board.

[Adoption date: August, 1985]

[Re-adoption date: January 19, 1999]

[Re-adoption date: March 21, 2000]

[Re-adoption date: August 21, 2001]

[Re-adoption date: July 24, 2017]

LEGAL REFS.: ORC 3313.20; 3313.47  
7 CFR, Subtitle B, Chapter 11, Part 210

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
EFG, Student Wellness Program  
IGDB, Student Publicati

## ADVERTISING IN THE SCHOOLS

### Guidelines

#### Categories of Acceptable Advertisements

Only advertisements that fall within one of the following categories, subject to the exclusions set forth below, may be accepted.

1. Commercial products or services
2. Public service announcements from recognized, nonprofit groups that are organized for educational, philanthropic, cultural, civic or other purposes that promote the welfare of the community

### Exclusions

Advertisements that are inconsistent with the educational mission of the District or inappropriate for immature audiences, or that would interfere with or disrupt the work or discipline of the schools or infringe on the rights of others, will not be accepted. Examples of advertisements that will not be accepted include but are not limited to the following:

1. Advertisements for products or services associated with the promotion of activity that is illegal or that otherwise violates the student Code of Conduct, including the promotion of tobacco, alcohol, or illegal substances
2. Advertisements that concern sexual or reproductive issues, whether or not the advertisement has any explicitly sexual content (including, for example, issues relating to birth control and abortion, whether from a pro-choice or a pro-life perspective)
3. Advertisements with religious content
4. Advertisements that are defamatory or misleading
5. Advertisements that are indecent, obscene, or vulgar
6. Advertisements that incite students to engage in or otherwise promote violence, or that contain violent imagery
7. Advertisements the display of which would violate the terms of an agreement previously entered into with a different advertiser
8. Advertisements the display of which would violate any local, State, or Federal law, rule, or regulation



Conditions

1. Advertising for outside spaces must comply with applicable zoning provisions, if any. The Board may require an advertiser to obtain any required zoning permit and pay the associated fee, if any.
2. The advertiser must execute an agreement with the Board in a form prescribed by the Board and administered by the Superintendent or the Superintendent's designee.
3. An agreement which permits an advertiser to be the exclusive advertiser in a particular product or service category must describe with specificity the Board property to which such exclusivity requirement pertains (for example, a particular scoreboard, all scoreboards, or all property at a particular location). Unless otherwise expressly provided in the agreement, no exclusivity provision shall preclude a competitor's sponsorship of an event or a competitor's donation of clothing or equipment, which sponsorship or donation may include display of the competitor's logo. No exclusivity clause shall preclude the Board from accepting a gift or bequest and displaying a plaque or other means of identifying the donor.
4. The Board reserves the right to place a clear statement on any advertisement that the content of the advertisement is neither sponsored nor endorsed by the Board.

(Approval date: January 19, 1999)

(Re-approval date: August 21, 2001)





## VISITORS TO THE SCHOOLS

The Board encourages parents and other citizens of the District to visit classrooms to observe the work of the schools and to learn what the schools are doing. Visits should be scheduled with the teacher, in advance, to avoid any unnecessary disruption to classroom instruction or activities.

To maintain the safety of students and staff and to ensure that no unauthorized persons enter buildings, all visitors must first report to the main office to receive authorization to visit. (Authorization is not needed for school programs, assemblies, graduations and athletic events.)

All participants and spectators of school programs, assemblies, graduations and athletic events are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations pertaining to public conduct on District property.

School principals and their designees are authorized to take appropriate action to prevent and remove, if necessary, unauthorized persons from entering District buildings, loitering on the grounds and/or creating disturbances anywhere on District property.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: September 21, 1999]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 3, 2009]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: BG, Board-Staff Communications (Also GBD)  
KGB, Public Conduct on District Property  
KI, Public Solicitations in the Schools

## RECRUITERS IN THE SCHOOLS

All recruiters, military, nonmilitary, commercial and educational, are treated uniformly in the conduct of on-campus student recruitment. Scheduling of recruiting visits to the District is announced to the student body in advance. Recruiters are afforded the opportunity to conduct meetings during the school day with those students who are interested.

All group meetings are to be scheduled through the principal's office. Classroom teachers who schedule recruiters as a career awareness activity should coordinate these activities through the appropriate building administrator.

In order to maintain the privacy of its students, the Board prohibits the disclosure of any student list to any commercial organization which intends to use the list for commercial purposes. "Student list" is defined as Board-approved directory information. "Commercial organization" is defined as any entity which is a for-profit organization. "Commercial purpose" is defined as any activity which is an attempt to solicit business for profit. The Superintendent shall establish a procedure to be followed by all corporation employees when a request for a student list is made by a commercial organization.

Names and addresses of students in grades 10 through 12 must be released to a recruiting officer of the armed forces unless a parent or student (age 18 or older) submits a written request not to release the information.

[Adoption date: April 20, 2004]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Family Educational Rights and Privacy Act; 20 USC Section 1232g  
ORC 149.41; 149.43  
1347.01 et seq.  
3317.031  
3319.32; 3319.321; 3319.33  
3321.12; 3321.13  
3331.13

CROSS REFS.: JO, Student Records  
KBA, Public's Right to Know

## PUBLIC COMPLAINTS

Constructive criticism of the District is welcomed by the Board. Although no member of the community is denied the right to bring his/her complaints to the Board, he/she is referred to the proper administrative channels for solution before investigation or action by the Board. Exceptions may be made when the complaints concern Board actions or Board operations.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. The staff should be given the opportunity to consider the issues and attempt to resolve the problems prior to involvement by the Board. The proper channeling of complaints involving instruction, discipline or learning materials is employee, principal, Superintendent and then the Board of Education.

If a complaint, which was presented to the Board and referred through the proper channels, is resolved before it comes back to the Board, a report of the disposition of the matter is made to the Board and then placed in the official files.

The Board expects the staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or Board must be in writing and are expected to be specific in terms of the action desired.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 18, 2009]

LEGAL REFS.: ORC 121.22  
149.43

CROSS REFS.: KLB, Public Complaints About the Curriculum or Instructional Materials  
KLD, Public Complaints About District Personnel

## PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the Board's educational philosophy and goals.

Criticism of a book or other materials used in the District may be expected from time to time. In such instances, the following guidelines shall apply.

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the issue, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose.
2. The Board does not permit any individual or group to exercise censorship over instructional materials and library collections, but it recognizes that, at times, a re-evaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use, the following steps are taken.
  - A. The person who objects to the book or other material is asked to sign a complaint on a standard form documenting his/her criticism.
  - B. Following receipt of the formal complaint, the Superintendent provides for a re-evaluation of the material in question. He/She arranges for the appointment of a review committee from among the faculty and community to consider the complaint.
  - C. The Superintendent reviews the complaint and the committee's re-evaluation and renders a decision in the matter. Should the decision be unsatisfactory to the complainant, it may be appealed to the Board.

The Board assumes final responsibility for all books and instructional materials which it makes available to students, and it holds its professional staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children and provides for the re-evaluation of materials in library collections upon formal request.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: April 16, 1996]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 18, 2009]

LEGAL REFS.: ORC 121.22  
3329.07; 3329.08; 3329.09

CROSS REFS.: IIA, Instructional Materials  
IIAA, Textbook Selection and Adoption  
IIAC, Library Materials Selection and Adoption  
INB, Teaching About Controversial Issues  
KL, Public Complaints  
KLD, Public Complaints About District Personnel

## PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

### Challenged materials

When and if challenges occur, each complainant shall be given the prepared form "Request for Reconsideration of a Work," adapted from the Students' Right to Read. On this he/she will write his/her request for re-evaluation. He/She shall also be given a copy of The School Library Bill of Rights for School Library Media Center Programs, and be referred to the Cloverleaf Local Board of Education Materials Selection Policy for Library/Media Centers.

After the completed "Request for Reconsideration of a Work" has been returned, the librarian/media specialist will review the challenged materials and submit the form to the principal with the request that the Reviewing Committee re-evaluate the material. Except at the discretion of the librarian/media specialist, materials will not be withdrawn pending the recommendation of the committee. A file shall be kept on the nature and disposition of all challenges.

As materials are reconsidered, the following points, shall be kept in mind:

1. Any material challenged because of allegations of inaccurate or unfair treatment of any race, religion or ethnic group shall receive prime consideration by the librarian/media specialist and the Reviewing Committee; however, historical background, intent and artistic integrity of the book as a whole, divergent opinions and the right to study current issues fully shall also be taken into consideration in the reevaluation.
2. In regard to current issues, materials on varied points of view shall be made available.
3. Materials shall be made available to suit a wide range of interest level, grade level and reading level at each library/media center.
4. Materials on the subject of religion shall be made available on the basis of its influence in arts, history and literature and on the basis of the study of comparative religions.
5. Use of language shall not be considered as the sole basis for withdrawing materials from the collection, as many important books and periodicals contain language which some may deem objectionable.
6. It shall be understood that students arriving at the seventh to 12th grade levels need not be shielded from references to sex in their reading and other library/media center materials. Fiction with such references shall be judged for literary quality; nonfiction, on its pertinence to the curriculum or appropriateness to the grade levels served.
7. When provisions for individual differences in reading interest, level of maturity and reading ability are made for a wide age span, and when the library/media center policy

is largely one of open shelves, although there is reading guidance available to them, individuals will sometimes not choose the most appropriate materials; however, despite this likelihood, except for assigned materials, the student shall retain the right to make his/her own reading and other media choices.

1 of 2



Reviewing Committee

The Reviewing Committee for the secondary school shall consist of the two building principals, the three District librarian/media specialists and two faculty representatives (one primary teacher and one upper elementary teacher) to be appointed annually.

(Approval date: August, 1985)

(Re-approval date: August 21, 2001)



## PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

Complaints about personnel are investigated fully and fairly. Before any such complaint is investigated, it must be submitted in writing and signed. Anonymous complaints are disregarded.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it is referred to the school administration for study and possible solution.

The Superintendent develops, for approval by the Board, procedures that ensure prompt and fair attention to complaints against school personnel. The procedure requires that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint or the employee involved may request an audience with the Board in executive session. Statutory restrictions on executive sessions are observed. Any Board action on the matter is taken in public session.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: August 18, 2009]

LEGAL REFS.: ORC 121.22  
149.43

CROSS REFS.: BDC, Executive Sessions  
BDDH, Public Participation at Board Meetings (Also KD)  
GBL, Personnel Records  
KL, Public Complaints  
KLB, Public Complaints About the Curriculum or Instructional Materials

CONTRACT REFS.: Teachers' Negotiated Agreement  
Classified Staff Negotiated Agreement

## RELATIONS WITH BOOSTER ORGANIZATIONS

The Board recognizes that the endeavors and objectives of booster organizations can be a valuable means of stimulating interest and endorsement of the aims and achievements of the District. Care must be taken to avoid compromising or diluting the responsibility and authority of the Board.

Annually, booster organizations must submit to the Superintendent/designee their tentative goals, objectives, projects and/or activities along with their fundraising plans for the next school year and any changes made during the school year for review by the Board.

The Board retains final authority over all plans, projects and activities involving District students.

Booster organizations must abide by all District policies and rules as well as the following list.

1. Booster organizations should not use the school's tax ID number.
2. Booster organizations should not accept checks made out to the school and vice versa.
3. District officials should not have a leadership role in booster organizations.
4. Fundraising activities should not occur on school premises or during school hours unless permission has been given by the Superintendent/designee.
5. Documentation on ownership of property and fundraising activities is required.
6. The use of the District name and emblems must be authorized.
7. Booster organizations must submit their bylaws as well as quarterly reports on income, expenses and balance sheets to the Superintendent for review and approval.
8. Booster organizations meeting the charitable trust filing requirements must file with the Ohio Attorney General and submit to the Superintendent a certificate indicating that filing requirements have been met.

Booster organizations must have permission from the Board prior to any construction of facilities. The organization must provide the Board, in writing, that funds are available to complete the project.

Acceptance of donated equipment or materials may depend upon the compliance with, or experience related to, the Board's policy of standardizing materials and equipment.

[Adoption date: March 19, 2002]

[Re-adoption date: April 28, 2014]

LEGAL REFS.: ORC 3313.20; 3313.47  
OAC 109:1-1-02

CROSS REFS.: IGDG, Student Activities Funds Management  
IGDH, Contests for Students  
KG, Community Use of School Facilities (Equal Access)  
KGB, Public Conduct on District Property  
KH, Public Gifts to the District  
KI, Public Solicitations in the Schools  
KK, Visitors to the Schools  
KMA, Relations with Parent Organizations

## SECTION L: EDUCATION AGENCY RELATIONS

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LA*	Education Agency Relations Goals
LAA	Education Agency Relations Priority Objectives
LB*	Relations with Other Schools and Educational Institutions
LBA	Shared Services
LBB*	Cooperative Educational Programs
LC	Relations with Education Research Agencies
LD	Relations with Cultural Institutions
LE*	Relations with Colleges and Universities
LEA*	Student Teaching and Internships
LEB*	Educational Options (Also IGCD)
LEC*	College Credit Plus (Also IGCH)
LF	County Education Agency Relations
LG	State Education Agency Relations
LH	Federal Education Agency Relations
LI	Relations with Educational Accreditation Agencies
LJ	Professional Visitors and Observers

\* denotes the areas covered by Board policy

## EDUCATION AGENCY RELATIONS GOALS

The Board cooperates with other districts and with other local, State and regional agencies and organizations in the solution of educational problems of common concern. This cooperation extends but is not limited to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities and construction of facilities which might be efficiently used on a cooperative basis. To serve a broader area, the District may consider other activities.

In carrying out this policy, the Superintendent may include in his/her recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the District.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## RELATIONS WITH OTHER SCHOOLS AND EDUCATIONAL INSTITUTIONS

The Board cooperates with other districts and institutions of higher learning for such purposes as:

1. seeking solutions to educational problems of common concern;
2. offering supporting services of high quality to our students;
3. acquiring Federal and State grants and
4. promoting local school system involvement in regional and State decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities which may be effectively used on a cooperative basis, sharing of curricular offerings, cooperative purchasing, and the coordination of school calendars and activities.

Before joining in any cooperative effort and to serve the best interests of the students, the Superintendent investigates and suggests cooperative ventures and provides the Board with supportive documentation prior to the time the Board is asked to act.

[Adoption date: August, 1985]

[Re-adoption date: June, 1987]

[Re-adoption date: August 21, 2001]

LEGAL REFS.: ORC 3311.19  
3313.841  
3314.03; 3314.05  
3315.09; 3315.091  
3323.09



## COOPERATIVE EDUCATIONAL PROGRAMS

State law permits the establishment of joint vocational school districts to provide career-technical programs for students from participating districts. The District participates in programs conducted under the auspices of the Medina County Joint Vocational School District (JVSD).

A board of education composed of representatives appointed by the boards of education of the participating districts governs the JVSD. The term of office for each member of the JVSD board of education is three years. JVSD board members are limited to two consecutive terms. Terms are considered consecutive unless separated by three or more years. Members are appointed to the JVSD board by the participating districts in accordance with the JVSD plan. A member will not be appointed to the JVSD board unless they meet the qualifications of State law.

The Board also participates in various programs of the Medina County Education Service Center Governing Board, which assists this District in providing special services to the students enrolled in our schools.

[Adoption date: August, 1985]

[Re-adoption date: February 17, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: May 29, 2014]

LEGAL REFS.: Ohio Const. Art. VI, Section 2

ORC 3311.19

3313.841; 3313.843

3315.09

3323.09

## RELATIONS WITH COLLEGES AND UNIVERSITIES

The Board views education as a lifelong process and believes that education is a key element in the realization of a successful and satisfying life. The Board directs the Superintendent and staff to pursue opportunities for the students to be involved in cooperative efforts with colleges and universities. When possible, arrangements should be developed for students to enroll in college and university courses and programs which should not delay a student's completion of high school graduation requirements.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## STUDENT TEACHING AND INTERNSHIPS

Recognizing its responsibility to improve the quality of teacher training and the contributions student teachers can make to the schools, the Board encourages and authorizes the Superintendent to arrange for the supervision and training of a reasonable number of such teachers in the schools each year.

The importance of the teacher training function to the future of education and the need to ensure high quality performance in our schools requires student teachers to be placed with experienced teachers of demonstrated competence. While no staff members are required to supervise student teachers, it is expected that professionally interested teachers volunteer for such duties.

Recognizing the special skills and expertise of the teacher training institutions and their staffs, the Board authorizes the Superintendent to honor those reasonable regulations and training guidelines of the teacher training institutions.

The teacher training institutions should provide liaison personnel who discuss with the building principal and with the teacher the broad objectives that the institution believes should be pursued. Such personnel are free to visit the classrooms to observe the student teacher at work, but are subject to all school visitor rules and regulations.

It is expected that the teacher training institution arranges the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the student teacher and the students is ensured.

[Adoption date: August, 1985]

[Re-adoption date: August 21, 2001]

## EDUCATIONAL OPTIONS

The Board realizes that an effective educational program is one that provides opportunities for student learning both within the classroom and for specific reasons beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

When initiated, educational options must adhere to these criteria:

1. The parent(s)/guardian(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request will be kept on file.
2. An instructional plan that contains written measurable objectives must be submitted to and approved by the Superintendent.
3. The instructional plan will include an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for kindergarten through eighth grade students participating in an option as a substitute instructional plan will consider student performance relative to the objectives of the option.
5. The instructional plan will include a written plan for the evaluation of student performance.
6. A maximum of six credits may be applied to the total credits required for graduation for grades nine through twelve. No more than four of the six credits will be applied to the credits required for graduation in English, health, mathematics, science, physical education and social studies.
7. In tutorial programs and programs of independent study, a certified teacher will provide both the instruction of and evaluation of students. In all other cases, a certified teacher will provide only the evaluation of student progress.

8. Such courses and programs will not compete with courses offered within the regular program of studies unless such are not available for the student when needed or are not being taken for credit.
9. The instructional plan will include a written plan, including a timeline for the evaluation of the educational option. Continuance of the option will be determined by the results of evaluation.

Fees will be established for educational options as needed. Participating students will be expected to pay fees upon beginning the option.

The Superintendent will develop regulations for educational options when the options are initiated.

[Adoption date: August 1985]

[Re-adoption date: August 21, 2001]

[Re-adoption date: January 9, 2009]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCB, Experimental Programs  
IGCH, College Credit Plus (Also LEC)  
IHG, Independent Study  
IKE, Promotion and Retention of Students  
IKF, Graduation Requirements  
JN, Student Fees, Fines and Charges

## COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: March 1, 1990]

[Re-adoption date: April 14, 1998]

[Re-adoption date: August 21, 2001]

[Re-adoption date: November 23, 2015]

LEGAL REFS.: ORC 3313.5314  
Chapter 3365  
OAC 3333-1-65 through 3333-1-65-11  
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility  
IGCD, Educational Options (Also LEB)

## COLLEGE CREDIT PLUS

### District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

### Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.



2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the Ohio Department of Education (ODE). ODE's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

#### High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
  - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
  - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
  - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
  - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

### Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

### Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

### Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

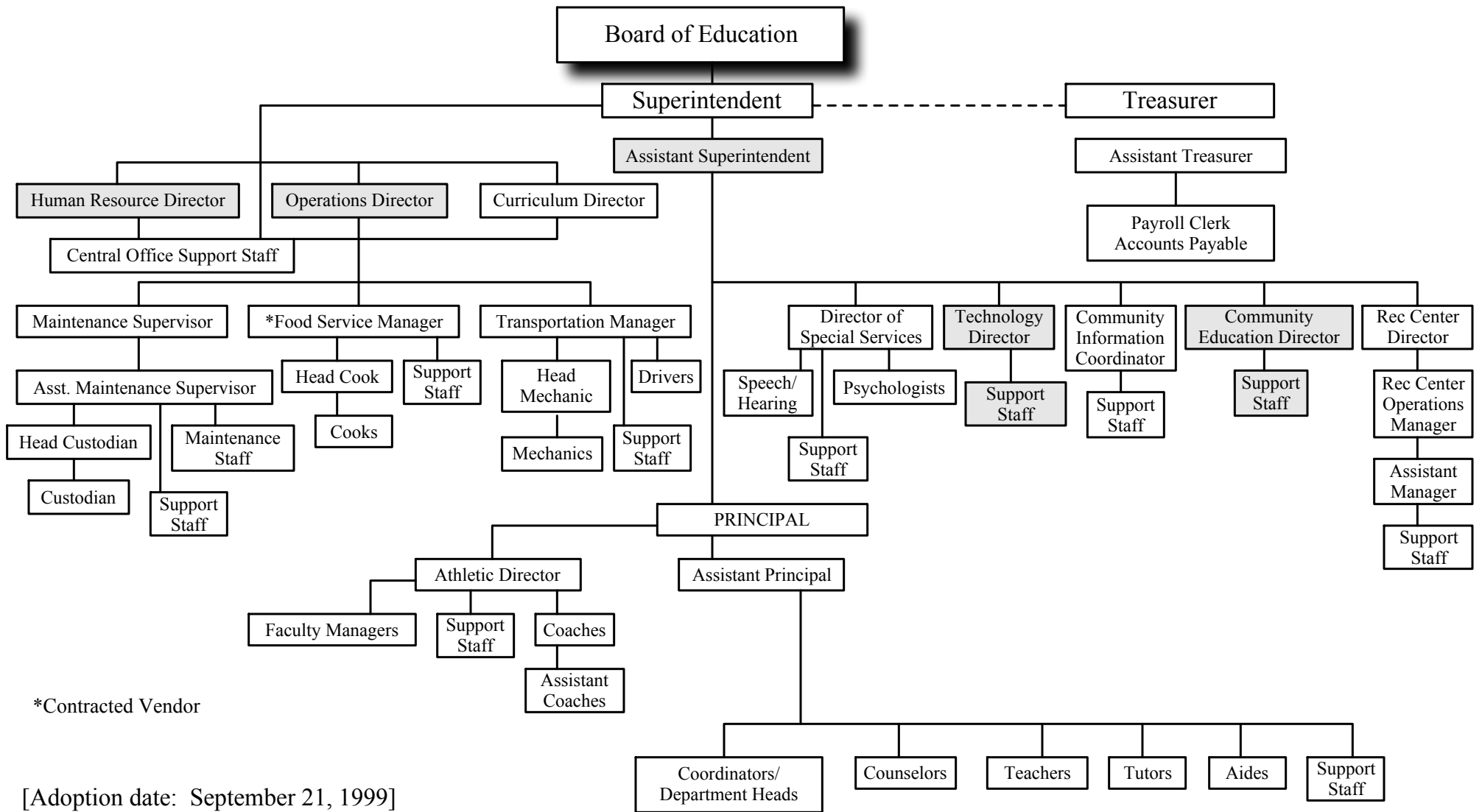
1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date: June 16, 2014)  
(Re-approval date: November 23, 2015)  
(Re-approval date: January 23, 2017)  
(Re-approval date: May 22, 2017)  
(Re-approval date: March 12, 2018)

ORGANIZATIONAL CHART



\*Contracted Vendor

[Adoption date: September 21, 1999]  
 [Re-adoption date: August 21, 2001]  
 [Re-adoption date: April 21, 2009]

CROSS REF.: CCB, Staff Relations and Lines of Authority

Cloverleaf Local Schools, Lodi, Ohio

Legend:  
 Positions printed in black are current.  
 Positions printed in gray areas are current but vacant and may/may not be filled.