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SCHOOL DISTRICT LEGAL STATUS

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

The Ohio General Assembly is under mandate by the Constitution of Ohio to provide for the organization, administration and control of a public school system supported by public funds. The Ohio State Constitution also calls for a State Board of Education and a Superintendent of Public Instruction.

The General Assembly has outlined the duties of the State Board of Education and the Chief State School Officer. It has also established a State Department of Education (through which policies and directives of the State Board and Superintendent of Public Instruction are administered) and has established specific types of school districts.

The District is classified as a local school district, operating under the supervision of the Tri County Educational Service Center Governing Board. The District is governed by a locally elected board of education.

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

LEGAL REFS.: U.S. CONST. amend. X
Ohio CONST. art. VI, § 2; § 3; § 4
ORC 3301.011
Chapter 3311.01

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 will make efforts to identify the wishes of the community and to be responsive to those wishes.

All citizens will be encouraged to express ideas, concerns and judgments about the schools to the school administration, the staff, to any appointed advisory bodies and to the Board.

Residents who are specially qualified because of interest, training, experience or personal characteristics will be encouraged to assume an active role in school affairs. From time to time, residents may be invited by the Board to act as advisors, individually and in groups, in such areas as:

1. clarifying general ideas and attitudes held by residents in regard to the schools;
2. developing Board policies under which the school system is to be managed;
3. establishing administrative arrangements and regulations designed to help implement these policies;
4. determining the purposes of courses of study and special services to be provided for students;
5. evaluating the extent to which these purposes are being achieved by present policies and/or
6. solving a specific problem or set of closely related problems about which a decision must be made.

The Board and the staff will give consideration to the advice they receive from individuals and community groups interested in the schools. Final authority for all decisions rests with the Board.

[Adoption date: May 9, 1994]

LEGAL REFS.: OAC 3301-31-07; 3301-35-03(J)

CROSS REF.: BCFA, Business Advisory Committee to the Board

STAFF INVOLVEMENT IN DECISION MAKING

The 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 the District. Morale is enhanced when employees are assured that their voices are willingly heard by those in positions of authority.

All employees of the District will have opportunities to bring their ideas or concerns to the Board. It is expected that they will proceed through the recognized administrative channels; however, final authority for all decisions rests with the Board.

[Adoption date: May 9, 1994]

CROSS REFS.: BF, 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 share responsibility for developing a climate in the school which is conducive to learning. Students can be an important resource for the improvement of the school, the educational system and the community. Periodically, students may be asked to review school policies, rules and regulations.

[Adoption date: May 9, 1994]

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

NONDISCRIMINATION

The Board will not permit discriminatory practices. To ensure compliance with this policy, the Board will:

1. promote the rights and responsibilities of individuals as set forth in the State and U.S. Constitutions, pertinent legislation and applicable judicial interpretations;
2. encourage positive experiences for children, youth and adults;
3. work toward a more integrated society and enlist the support of individuals, as well as private and governmental groups and agencies, in such effort;
4. use communication and action techniques to avoid grievances of individuals and groups;
5. consider the potential benefits or adverse consequences which the Board's decisions might have on the human relations aspects of the school community and
6. initiate a process of reviewing policies and practices of the District in order to ensure that nondiscrimination is achieved and maintained.

The Board's policy of nondiscrimination will extend to students, staff, job applicants, the general public and individuals with whom it does business and will apply to race, color, national origin, citizenship status, religion, sex, economic status, age, handicap and other human differences.

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, 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/harassment of another employee or student shall be subject to disciplinary action.

Permission, consent or assumption of risk by an individual subjected to discrimination/harassment 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.

It is also the policy of the Board of Education to give fair and equal consideration to all applicants in the placement of students, and the recruitment and employment of new employees; furthermore, this same fair and equal consideration will be the policy with regard to compensation, benefits, training, any monetary or other assistance social and recreational programs and opportunity for advancement.

[Adoption date: May 9, 1994]

[Re-adoption date: November 11, 1999]

LEGAL REFS.: Civil Rights Act of 1964, Title VI
Civil Rights Act of 1964, Title VII, as amended by the Equal Employment Opportunity Act of 1972
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Rehabilitation Act of 1973, § 504
Education for All Handicapped Children Act of 1975
Age Discrimination in Employment Law Act of 1967, Pub L. No. 95-256 (1967)
Ohio CONST. art. I, § 2
ORC 3323.01
3327.01, et seq.
Chapter 4112
OAC 3301-35-02(A-1); 3301-35-03(A)
Immigration Reform and Control Act of 1986, Pub. L. No. 99-603 (1986)
42 USC 12112, et seq.

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Handicap
GBA, Equal Opportunity Employment
GBO, Verification of Employment Eligibility
JB, Equal Educational Opportunities

NONDISCRIMINATION ON THE BASIS OF SEX

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 hereby states its intention to ensure compliance with Title IX of the Education Amendments of 1972, as affected by Title VI of the Civil Rights Act of 1964, and the regulations promulgated through the U.S. Department of Education.

[Adoption date: May 9, 1994]

LEGAL REFS.: Civil Rights Act of 1964, Title VI
Civil Rights Act of 1964, Title VII, as amended by the Equal Employment
Opportunity Act of 1972
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Ohio CONST. art. I, § 2
ORC Chapter 4112
OAC 3301-35-03(A)

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Handicap
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities

SEXUAL HARASSMENT

All persons associated with the District, including, but not limited to, the Board, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. 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. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal 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 educational development;
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 or creating an intimidating, hostile or offensive environment.

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; 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.

The Grievance Officer: The Board directs the Superintendent to appoint one or more sexual harassment grievance officers who are 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.

Sexual harassment 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.

The Board has developed complaint procedures which are made available to every member of the school community. The Board has also identified disciplinary penalties which could be imposed on the offenders.

[Adoption date: May 9, 1994]
[Re-adoption date: August 17, 1999]
[Re-adoption date: July 10, 2006]

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; 42 USC 2000e et seq.
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Immigration Reform and Control Act; 8 USC 1324a et seq.
Ohio Const. Art. I, Section 2

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
GBA, Equal Opportunity Employment
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing
JHG, Reporting Child Abuse
Staff Handbooks
Student Handbooks

CONTRACT REF.: Teachers' Negotiated Agreement

SEXUAL HARASSMENT

All sexual harassment complaints are investigated in accordance with the following procedure:

1. Any member of the school community who believes that he/she has been subjected to sexual harassment shall report the incident(s) to the appropriate grievance officer.
2. The grievance officer attempts to resolve the problem through the following process.
 - A. The grievance officer promptly confers with the charging party in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the grievance officer and signed by the charging party as a testament to the statement's accuracy.
 - B. The grievance officer meets with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the grievance officer and signed by the charged party as a testament to the statement's accuracy.
 - C. The grievance officer 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.
 - D. On the basis of the grievance officer's perception of the problem, he/she will:
 - 1) bring both parties together and attempt to resolve the matter informally through conciliation or
 - 2) formally notify the parties by certified mail of his/her official action relative to the complaint.
3. If either party disagrees with the decision of the grievance officer, he/she may appeal to the Superintendent/designee. After reviewing the record made by the grievance officer, the Superintendent/designee may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent/designee is final

If any of the named officials are the charged or charging party, the Board designates an alternate investigator and retains final decision-making authority.

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

(Approval date: May 9, 1994)
(Re-approval date: July 10, 2006)

ADMINISTRATIVE FOLLOW-UP

Date of Investigation _____

Investigation Details _____

Action Taken _____

Date of Follow-Up Conference _____

Results of the Conference _____

Date of Final Report _____

Date Copy Sent to Complainant _____

Signature of Grievance Officer _____

NONDISCRIMINATION ON THE BASIS OF HANDICAP

The District is the recipient of federal funds and must comply with the requirements of federal law; furthermore, the Board maintains that discrimination against a qualified disabled person solely on the basis of disability is unfair. To the extent possible, qualified disability persons should be in the mainstream of life in a school community.

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

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

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

LEGAL REFS.: Education for All Handicapped Children Act of 1975, Pub. L. No. 94-142 (1975)
Rehabilitation Act of 1973, § 504
ORC 3323.01, et seq.
Chapter 4112
42 USC 12112, et seq.

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
AE, School District Goals and Objectives
GBA, Equal Opportunity Employment
IGBA, Programs for Handicapped Students
JB, Equal Educational Opportunities

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

The Board's philosophy of education will 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. The philosophy will provide general criteria by which to assess the District's program and operations.

Periodically, the policy committee of the Board and the Superintendent will evaluate 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 statement of philosophy. The committee will then present its recommendation regarding a District philosophy of education to the Board for adoption or re-adoption.

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 direct that it be published in all handbooks.

[Adoption date: May 9, 1994]

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 Board is committed to providing a program of education which is consistent with the following tenets:

1. Education shall contribute to the continuous improvement of our democratic society and the cultures which exist through the development of concerned, contributing and patriotic citizens.
2. The dignity and worth of the individual will be respected; each individual should be given the opportunity to participate in our society to the best of his or her ability.
3. The educational program should be conducive to the optimum intellectual, physical, social and emotional development of all youth.
4. Basic knowledge, skills, understandings and appreciations are necessary for full-life functioning.
5. All youth shall be introduced to the humanities and the arts and provided the opportunity to pursue further studies in these areas.
6. The immediate and projected personal and societal needs of our youth will receive continuous appraisal.
7. The development of self-appraisal skills, decision-making techniques and self-discipline by our youth should help them in assuming the responsibility for setting realistic immediate and long-range personal, academic and career goals.
8. The development of moral and ethical values on the part of youth is an important aspect of personal maturity, for which the parents/guardians should assume the primary responsibility; however, the schools will strive to reinforce their efforts.
9. Continuous physical, mental and emotional growth and development should be promoted through the maintenance of a personalized and appropriate educational program for our youth.
10. Self-realization and self-expression will be encouraged.
11. The educational program shall meet or exceed the OAC.
12. The development and implementation of a program of continuous evaluation based upon stated goals and objectives are necessary for effective program revision and improvement.

[Adoption date: May 9, 1994]

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

CROSS REFS.: AE, School District Goals and Objectives
IA, Instructional Goals

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills. The Board promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts will be made to offer each student opportunities to master the basic skills needed to pursue his or her chosen goals.
2. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities and Fine Arts. The Board will provide opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.
3. Develop a Positive Self-image. The Board will respond to each student's need to develop a positive self-image and will enhance his or her ability to determine, understand and examine his or her own capabilities, interests and goals.
4. Develop Skills of Constructive and Critical Thinking. The Board will foster skills of constructive and critical thinking, in order to enable each student to deal effectively with conditions and problems in an independent, self-fulfilling and responsible manner.
5. Develop Skills Appropriate to a Technological Society. The Board will provide students with information necessary to function in a rapidly changing work place.
6. Develop Respect for Others and the Law. The Board will promote the development of students to enable them to become mature, responsible citizens with respect for the rights of others and the law.
7. Gain Lifelong Learning Skills. The Board will promote an eagerness for learning which will encourage each student to continue to benefit from educational opportunities beyond formal schooling.
8. Gain Understanding of Economic Roles in Society. The Board will encourage each student to gain a critical understanding of his or her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.
9. Gain Knowledge and Understanding of the Environment. The Board will encourage student development of an appreciation for the maintenance, protection and improvement of the physical environment.
10. Develop Positive Health Habits and Physical Skills. The Board will help students develop good habits concerning care of the body and avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness, including lifetime recreational skills, will be promoted.

11. Develop Within the Community a Sense of Pride in its Schools. The Board will provide communication with the community, highlighting the strengths of the education program and inviting the community to participate in school functions.

1 of 2

12. Continual Evaluation and Revision of Curriculum. The Board will provide, through the evaluation process, a curriculum that is pertinent to student and community needs.

[Adoption date: May 9, 1994]

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

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

COMMITMENT TO ACCOMPLISHMENT

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

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

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 of Education.

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 will be made by the Superintendent through the implementation of policies adopted by the Board.

In appraising, the Board needs to evaluate its own actions as well as the efforts and accomplishments of the Superintendent and Treasurer.

The Board will make evaluation of its operations a continuing process so that it will remain informed of accomplishments and needs.

The Board will annually:

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

[Adoption date: May 9, 1994]

LEGAL REFS.: ORC 3313.60
3319.01; 3319.02; 3319.081
OAC 3301-35-02; 3301-35-03

CROSS REFS.: AF, All Subcodes
Northwestern Local School District, West Salem, Ohio

BCC, Qualifications and Duties of the Treasurer

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Periodically, the Board will plan and carry through an appraisal of its functioning as a Board. This appraisal will consider the broad realm of relationships and activities inherent in Board responsibilities.

The appraisal process and instrument will be 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 will be asked to participate in establishing objectives and reviewing progress.

[Adoption date: May 9, 1994]

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

EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the Board will strive to accomplish the following:

1. clarify the role of the Superintendent as seen by the Board;
2. develop harmonious working relationships between the Board and Superintendent;
3. provide administrative leadership for the school system and
4. identify strengths and weaknesses of the Superintendent's performance.

The Board of Education will evaluate the abilities and services of the Superintendent at least once a year.

Board consensus on the Superintendent's abilities and performance will be written and made available to 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.

A completed evaluation of the Superintendent should be on file in the Board of Education Office.

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

LEGAL REF.: ORC 3319.01

CROSS REF.: CBA, Qualifications and Duties of the Superintendent

EVALUATION OF TREASURER

The Board will evaluate 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 will be 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 shall be based upon the Treasurer's job description and shall relate directly to each of the tasks described. The job description and any revisions thereto shall be developed in consultation with the Treasurer and adopted by the Board.

A completed evaluation of the Treasurer should be on file in the Board of Education Office.

[Adoption date: May 9, 1994]

[Re-adoption date: August 17, 1999]

LEGAL REFS.: ORC 3313.22; 3313.27

EVALUATION OF CERTIFICATED STAFF (Teachers)

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 and according to the current language in the negotiated agreement.

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.

Credentialed evaluators

Evaluators will include building principals. There may be additional credentialed evaluators. These additional evaluators beyond the principals, who must have prior classroom experience, may evaluate teachers as agreed-upon with the teacher and the Association. These additional evaluators may include, but are not limited to the Superintendent, special education director, and curriculum director. The Superintendent is authorized to approve District evaluators — following successful completion of the required training, state assessment, and having been credentialed.

The evaluator will identify himself/herself to the teacher prior to beginning the annual evaluation process. This may be written, by email or verbal. 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, Proficient, Developing or Ineffective. The performance percentage will be in accordance with the negotiated agreement and RC. As the law currently reads this rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures. The performance portion shall be rated Accomplished, Proficient, Developing or Ineffective based upon the following point scale:

1. Ineffective 0-14 points
2. Developing 15-24 points
3. Proficient 25-34 points
4. Accomplished 35-40 points

Annually, the Board submits to the ODE, as required, 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 and will not be provided by the District.

Scripted information shall not be sent to e-TEPS. Only summative evaluation, overall student growth measures, and overall performance measures - as minimally required by RC and ODE and the negotiated agreement — are to be sent to e-TEPS.

Teacher Performance Calculation

Teachers are evaluated through two or more formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

The Superintendent has developed evaluation tools as well as procedures to calculate teacher performance. The evaluation tool selected is the OTES model framework as negotiated and included in the negotiated agreement.

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; (2) 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. This will be according to the current legislation and/or contract language. As of this date it is as follows:

Category A1: 26% value-added data and 24% Board-determined LEA measure or current RC language

Category A2: Percent of value-added data and percent of Board-determined LEA measure will be the ratio proportionate to scheduled value-added to non-value-added classes taught. The ratio range will be 10% to 50% or current RC language

Category B: 10% vendor and 40% Board-determined LEA measure

Category C: No value-added data = 50% Board-determined LEA measure

Students with 60 or more unexcused 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. SGM (Student Growth Measures) shall be developed and collaboratively approved by content department team or grade level team, with the curriculum director and/or building principal. Decisions can be appealed to the Superintendent. The teacher may provide additional data, documentation, and statements to support the desired SGM specifics.

Professional Growth and Improvement Plans

Teachers meeting above-expected levels of student growth must develop professional growth plans by Board-approved credentialed evaluator(s). The administrator, teacher, and association can collaboratively agree to an evaluator in addition to the building principal, if requested by the teacher.

The professional growth plan shall include the following components:

1. Annual Focus
2. At least one student achievement goal including evidence
3. At least one teacher performance goal on the Ohio Standards for the Teaching Profession including evidence

Teachers meeting below-expected levels of student growth must develop an improvement plan with their credentialed evaluators.

The improvement plan shall include the following components:

1. Improvement Statement section
2. Desired Level of Performance section
3. Specific Plan of Action section
4. Assistance and Professional Development section

An improvement plan will be a minimum of six weeks in duration. Feedback should include SMART Goal focus, which OIP and the OTEs processes advocate.

- Specific
- Measurable
- Attainable
- Realistic
- Timely

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic 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 30. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10. Proposed: First observation shall be completed within the first semester of school. Second observation shall be completed by April 30th. A teacher being considered for nonrenewal will require a third observation (either announced or unannounced as determined by the evaluator) and a completed improvement plan. The completed evaluation, as well as a third observation, if necessary, will be shared and written copies to teacher by May 10.

A teacher on an improvement plan will receive verbal or written feedback from the evaluator within 10 workdays following each observation and walk-through.

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teacher's 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. Accomplished teachers may request the use of a peer evaluator per CCL within the parameters of RC.

Retention and Promotion

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations. This will be made in accordance to the negotiated agreement.

Professional Development

The Board and Association agree to collaboratively organize employee professional development on the "new" elements of the evaluation system.

The Board agrees to allocate financial resources, professional development, and curriculum support in the effort to support professional development for curriculum and for compliance with State law and the SBOE evaluation framework. The Board will set-aside dollars for ongoing professional development annually.

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 the ODE. State mandated testing as a result of ineffective ratings in this section will be at teacher cost.

SGM (Student Growth Measures) Committee

An SGM committee shall be convened, if needed, to collaboratively evaluate changes, issues, update, and make recommendations to the Board regarding amendments or positive changes to the evaluation system procedures if needed.

[Adoption date: May 9, 1994]

[Re-adoption date: July 22, 2013]

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

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

CONTRACT REF.: Teachers’ Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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, including the following: assistant superintendents, principals, assistant principals and all other personnel required to maintain certificates in order to be employed as pupil-personnel workers and educational administrative specialists (provided that such person spends less than 50% of his/her time teaching or working with students) and any other employee whose duties enable him/her to be considered either a “supervisor” or “management-level employee” excluded from all of the employee bargaining units.

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 the requirements of Ohio law. All administrators are evaluated annually. In the year an administrator’s contract does not expire, the evaluation is completed by July 31, 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 March 31 and prior to any Board action on the employee’s contract. Evaluations are considered by the Board in determining whether to re-employ administrators. In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

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 evaluation measures the administrator’s effectiveness in performing the duties included in his/her written job description. The evaluations are conducted annually by the Superintendent/designee.

Evaluation criteria for each position is in written form and is 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.

[Adoption date: May 9, 1994]

[Re-adoption date: February 12, 2001]

LEGAL REFS.: ORC 3319.02; 3319.16
OAC 3301-35-03(A)(8)

CROSS REF.: GBL, Personnel Records

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

To assist administrators in the development of their professional abilities, to provide information for employment decisions and to comply with mandates of Ohio law, the following procedures are employed by the Superintendent/designee in evaluating administrative personnel.

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.
2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of July. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss the evaluation with the evaluator at this second meeting.
3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.
4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include 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.
5. 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.
6. Assistant superintendents, principals, assistant principals and other administrators are automatically re-employed if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.
7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.

(Approval date: May 9, 1994)
(Re-approval date: February 12, 2001)

EVALUATION OF SUPPORT STAFF

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

The Superintendent will establish a continuing program of performance evaluation for the support staff. The program will include written evaluations and a means of making the results of such evaluations known to the employees.

New employees will be evaluated during the first year of service. The services of all other employees will be formally evaluated at least once each year.

[Adoption date: May 9, 1994]

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

CROSS REF.: AFC-2, Evaluation of Certificated Staff (Certificated and Support Administrators)
(Also GCN-2)

EVALUATION OF SUPPORT STAFF

1. All regular support staff members will be evaluated at least annually by their immediate supervisors.
2. When a probationary period is designated, a written evaluation will be completed at the end of the probationary period of employment for a new employee and by the end of March for all other support personnel. This may be the second evaluation of the year for first-year employees. The evaluation program for nonprobationary employees will include a mid-year conference and a written evaluation by the end of March.
3. The supervisor or principal will assess the employee on the basis of work performance and abilities. Evaluation forms will be completed in triplicate. An additional narrative report will be written if necessary. The supervisor or principal will also submit his or her recommendation regarding continued employment of the employee.
4. After completing the evaluation form, the supervisor or principal will conduct a conference with the employee to discuss:
 - A. the reasons for the performance evaluation and
 - B. the areas in which work performance should be improved.
5. The supervisor or principal and the employee will sign the evaluation form at the close of the conference.
6. One copy of the complete evaluation form will be included in the employee's personnel file; one copy will be given to the employee. The employee will have access to the evaluation reports in his or her personnel file.

(Approval date: May 9, 1994)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent will, on a regular basis, evaluate the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, the Superintendent will submit a comprehensive report of his or her evaluative findings to the Board for its consideration and action. The specific purposes of this report will be to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. 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 indicated by testing results of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of these who 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 which the Superintendent deems necessary.

The Superintendent is instructed to keep 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 educational testing program will be used as a part of the evaluation.

[Adoption date: May 9, 1994]

[Re-adoption date: November 16, 2006]

LEGAL REFS.: ORC 3313.60
3323.02

OAC 3301-35-02(B); 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AF, Commitment to Accomplishment
IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

EVALUATION OF EDUCATIONAL RESOURCES

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

Following are the educational resources listed in the OAC 3301-35-03:

1. Certificated and support staff will 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 will be available for teacher and student use at each grade level.
3. Facilities will accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student health and safety will 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 will be maintained.
6. Student admission, placement and withdrawal will be processed according to established procedures.
7. Student attendance and conduct will be administered according to established objectives and procedures.
8. School guidance services will be provided for students in kindergarten through grade 12 in accordance with a written plan adopted by the Board.
9. Student activity programs will be operated in accordance with the philosophy of education and educational goals and will safeguard the interest of the school, participants and spectators.
10. A planned, community relations program will be implemented to encourage citizen participation in, and support for, the educational program.

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

[Adoption date: May 9, 1994]

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

