

## 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
ACAA*	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 Professional Staff (Also GCN)
AFD*	Evaluation of Support Staff (Also GDN)
AFE*	Evaluation of 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

NOTE: Only those policies indicated with an asterisk (\*) are contained in this manual.

## 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 Fort Frye School District is classified as a local school district governed by a locally elected board of education.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: October 17, 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 schools is essential to promote and maintain the quality of education for all students.

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.

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 gives consideration to the advice it receives from individuals and community groups. Final authority for all decisions rests with the Board.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 121.22  
OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education  
AFA, Evaluation of School Board Operational Procedures (Also BK)  
BCE, Board Committees  
BCFA, Business Advisory Council to the Board  
FL, Retirement of Facilities  
IF, Curriculum Development

## STAFF INVOLVEMENT IN DECISION MAKING

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

There should be an exchange of ideas and pertinent information among all elements of a school 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 heard by those in positions of administrative authority.

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

While all employees have the opportunity to bring their ideas or concerns to the Board, it is expected that they proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: AD, Development of Philosophy of Education  
BCE, Board Committees  
BF, Board Policy Development and Adoption  
IF, Curriculum Development

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

## STUDENT INVOLVEMENT IN DECISION MAKING

Students share responsibility for developing a climate in the school which is conducive to learning. Through participation in the decision-making process, 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. Final authority rests with the Board.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education  
BCE, Board Committees  
JF, Student Rights and Responsibilities  
Student Handbooks

## 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, citizenship status, religion, sex, economic status, age, military status, ancestry or disability.

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 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/ 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.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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  
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  
Support Staff Negotiated Agreement



## 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 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.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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  
ACAA, Sexual Harassment  
ACB, Nondiscrimination on the Basis of Disability  
GBA, Equal Opportunity Employment  
IGDJ, Interscholastic Athletics  
IIAA, Textbook Selection and Adoption  
JB, Equal Educational Opportunities  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
Staff Handbooks  
Student Handbooks

## 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, physical or occurring in or out of the District building, or at school-sponsored social functions or 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.

The Board has developed complaint procedures which are available to victims. The Board has also identified disciplinary penalties which could be imposed on the offenders.

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 such act or comment may constitute sexual harassment-type conduct is often dependent on the individual recipient.

The Grievance Officer: Sexual harassment grievance officers have been appointed by the Superintendent and are vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out.

All individuals should be aware that the privacy of the charging party and privacy of the person accused of sexual harassment is protected to the extent possible. Persons found to have engaged in sexual harassment will be disciplined. However, the charging party and/or others involved in establishing a claim of sexual harassment shall be protected against retaliation.

Sexual 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.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

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

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 and Bullying (Harassment, Intimidation and Dating Violence)  
JHG, Reporting Child Abuse  
Staff Handbooks  
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement  
Support Staff 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 in an informal manner through the following process.
  - A. The grievance officer confers with the charging party in order to obtain a clear understanding of that party's statement of the alleged facts.
  - B. The grievance officer meets with the charged party in order to obtain his/her response to the complaint.
  - C. The grievance officer holds as many meetings with the parties as is 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) attempt to resolve the matter informally through conciliation or
    - 2) 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. If either party disagrees with the decision of the Superintendent/designee, he/she may appeal to the Board.

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: March 26, 2001)

(Re-approval date: August 22, 2005)

(Re-approval date: June 27, 2006)

(Re-approval date: April 19, 2011)

SEXUAL HARASSMENT COMPLAINT FORM

Date of Report \_\_\_\_\_

Employee/Student Name \_\_\_\_\_

Position or Grade \_\_\_\_\_ Building \_\_\_\_\_

Date and Time of Alleged Harassment \_\_\_\_\_

Location of Alleged Harassment \_\_\_\_\_

Name of Alleged Harasser \_\_\_\_\_

Position or Grade \_\_\_\_\_ Building \_\_\_\_\_

Description of the Incident(s) \_\_\_\_\_

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Name of Witnesses, if any, and Involvement \_\_\_\_\_

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Your Reaction \_\_\_\_\_

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Signature of Complainant \_\_\_\_\_

ADMINISTRATIVE FOLLOW-UP

Date of Investigation \_\_\_\_\_

Investigation Details \_\_\_\_\_

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Action Taken \_\_\_\_\_

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Date of Follow-Up Conference \_\_\_\_\_

Results of the Conference \_\_\_\_\_

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\_\_\_\_\_

Date of Final Report \_\_\_\_\_

Date Copy Sent to Complainant \_\_\_\_\_

Signature of Grievance Officer \_\_\_\_\_

## NONDISCRIMINATION ON THE BASIS OF DISABILITY

The Board maintains that discrimination against a qualified disabled person solely on the basis of disability is unfair. To the extent possible, qualified disabled persons 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 disabled persons in any aspect of school employment solely on the basis of disability.
2. Facilities, programs and activities are made available to qualified disabled persons.
3. Free appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified disabled persons.
4. No one excludes 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 is provided with the same health, welfare and other social services which are provided to others.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: February 5, 2009]

[Re-adoption date: April 19, 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.  
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 (Harassment, Intimidation and Dating Violence)  
Staff Handbooks  
Student Handbooks



## DEVELOPMENT OF PHILOSOPHY OF EDUCATION

The Board's philosophy of education gives direction to the educational program and daily operations of the District.

Periodically, the policy committee of the Board and the Superintendent evaluate the philosophy of education. Suggestions from both the staff and community are considered.

The committee revises or confirms the existing philosophy or writes a new statement of philosophy. The committee presents its recommendation regarding a philosophy of education to the Board for adoption or re-adoption.

All building and course of study philosophies reflect and extend the Board's philosophy. The Superintendent disseminates the Board's philosophy of education to all staff members and directs that it be published in all handbooks.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-05

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)  
ABB, Staff Involvement in Decision Making (Also GBB)  
ABC, Student Involvement in Decision Making (Also JFB)  
ADA, Educational Philosophy  
BF, Board Policy Development and 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 it encompasses through the development of concerned, contributing and patriotic citizens.
2. The dignity and worth of the individual is respected; each individual should be given the opportunity to participate in our society to the best of his/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 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 should assume the primary responsibility; however, the schools strive to reinforce their efforts.
9. Continuous physical, mental and emotional growth and development should be promoted through the maintenance of appropriate educational programs for youth.
10. Self-realization and self-expression are encouraged.
11. The educational program shall meet or exceed the State Board of Education Minimum Standards.
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: March 26, 2001]  
[Re-adoption date: August 22, 2005]  
[Re-adoption date: April 19, 2011]

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

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

1. Develop Mastery of Basic Skills. The District promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts are made to offer each student opportunities to master the basic skills needed to pursue his/her chosen goals.
2. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities and Fine Arts. The District provides opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.
3. Develop a Positive Self-Image. The District attempts to respond to each student's need to develop a positive self-image and enhances his/her ability to determine, understand and examine his/her own capabilities, interests and goals.
4. Develop Skills of Constructive and Critical Thinking. The District fosters 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 District provides students with information necessary to function in a rapidly changing workplace.
6. Develop Respect for Others and the Law. The District promotes 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 District promotes an eagerness for learning which encourages each student to continue to benefit from educational opportunities beyond formal schooling.
8. Gain Understanding of Value Systems, Cultures and Heritage. The District provides an opportunity for each student to gain knowledge and understanding of social skills, so that he/she is prepared to participate responsibly and successfully in a pluralistic society.
9. Gain Understanding of Economic Roles in Society. The District encourages each student to gain a critical understanding of his/her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.
10. Gain Knowledge and Understanding of the Environment. The District encourages student development of an appreciation for the maintenance, protection and improvement of the physical environment.

11. Develop Positive Health Habits and Physical Skills. The District helps 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 are promoted.
12. Develop Within the Community a Sense of Pride in the Schools. The Board highlights the strengths of the educational program and invites the community to participate in school functions.
13. Continual Evaluation and Revision of Curriculum. The Board provides, through the evaluation process, a curriculum that is pertinent to student and community needs.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: OAC 3301-35-02; 3301-35-04

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)  
ADA, Educational Philosophy  
IA, Instructional Goals  
KA, School-Community Relations Goals  
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
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 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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 28, 2009]

[Re-adoption date: April 19, 2011]

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

Periodically, the Board plans and carries through an 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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)  
AF, Commitment to Accomplishment  
BA, Board Operation Goals  
BCB, Board Officers  
BCCD, Board-Treasurer Relationship  
BCD, Board-Superintendent Relationship (Also CBI)  
BD, School Board Meetings  
BF, Board Policy Development and Adoption  
BG, Board-Staff Communications (Also GBD)  
BHA, New Board Member Orientation  
BHB, Board Member Development Opportunities  
DA, Fiscal Management Goals  
KA, School-Community Relations 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. develop harmonious working relationships between the Board and the Superintendent;
3. provide administrative leadership for the District and
4. 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. The evaluation of the Superintendent's abilities and performance is 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. The establishment of an evaluation procedure does not, however, create an expectancy of continued employment for the Superintendent or prevent the Board from making the final determination regarding the renewal or nonrenewal of the Superintendent's contract. Thus, the Board has the legal power to nonrenew the Superintendent's contract even if the statutory evaluation procedures or the Board's own policies relating to nonrenewal have not been followed.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 20, 2012]

LEGAL REFS.: ORC 3319.01; 3319.16

CROSS REFS.: AF, Commitment to Accomplishment

BDC, Executive Sessions

CBA, Qualifications and Duties of the Superintendent

CBC, Superintendent's Contract

CBI, Board-Superintendent Relationship (Also BCD)

## 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.

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: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 20, 2012]

LEGAL REFS.: ORC 3313.22  
3319.16

CROSS REFS.: AF, Commitment to Accomplishment  
BCC, Qualifications and Duties of the Treasurer  
BCCA, Incapacity of the Treasurer  
BCCC, Treasurer's Contract  
BCCD, Board-Treasurer Relationship  
BDC, Executive Sessions

EVALUATION OF PROFESSIONAL STAFF  
(Ohio Teachers 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 Ohio Revised Code (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. The Board adopts a list of approved credentialed evaluators chosen from the ODE's list.

Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures.

Annually, the Board submits to the Ohio Department of Education, 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 periodic classroom walk-throughs. The 50% 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 process measure if adopted under ORC 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 ORC 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 of 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 excused or unexcused absences during the full academic 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) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective student growth levels.

### Professional Growth and Improvement Plans

Teachers with a most effective-rating for student growth must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers with average and above average ratings for student growth must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list and will have input on their credentialed evaluator.

Teachers with approaching average and least effective ratings for student growth must develop an improvement plan with their credentialed evaluators. The Superintendent/designee assigns credentialed evaluators to teachers with approaching average or least effective student growth ratings.

### Evaluation Time

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 May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

The Board may evaluate teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluation carried out under this policy, and whose student growth measures are at least average or higher every three years. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board may evaluate teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluation carried out under this policy, and whose student growth measures are at least average or higher 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. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

#### 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 Ohio Department of Education.

#### 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 State Board of Education evaluation framework.

[Adoption date: March 26, 2001]  
[Re-adoption date: August 22, 2005]  
[Re-adoption date: April 19, 2011]  
[Re-adoption date: June 20, 2013]  
[Re-adoption date: October 17, 2013]  
[Re-adoption date: February 19, 2015]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.14; 3319.16; 3319.58  
                  Chapter 4117  
                  OAC 3301-35-05

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

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 walkthroughs.

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: March 26, 2001]  
[Re-adoption date: August 22, 2005]  
[Re-adoption date: April 19, 2011]  
[Re-adoption date: June 20, 2013]  
[Re-adoption date: October 17, 2013]  
[Re-adoption date: March 26, 2015]

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 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 State law, the following procedures are employed by the Superintendent/designee in evaluating administrative personnel.

1. An initial meeting is held by the Superintendent at the beginning of the school year with the 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 written copy of the 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, business managers, principals, assistant principals, and other administrators are automatically re-employed for a period of one year, or for two years if such person has been employed by the District for three or more years, if they are not evaluated according to State law or provided a meeting, if interested, 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: March 26, 2001)

(Re-approval date: August 22, 2005)

[Re-approval date: April 19, 2011]

[Re-approval date: June 20, 2013]

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

The services of all support 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: March 26, 2001]  
[Re-adoption date: August 22, 2005]  
[Re-adoption date: April 19, 2011]  
[Re-adoption date: October 17, 2013]

LEGAL REFS.: ORC Chapter 124  
                  Chapter 4117  
                  3319.081  
                  OAC 3301-35-05

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

CONTRACT REF.: Support Staff Negotiated Agreement

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weaknesses of existing instructional programs;
3. provide data for decision-making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. all other relevant data which 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 testing programs are used as a part of the evaluation.

[Adoption date: March 26, 2001]

[Re-adoption date: August 22, 2005]

[Re-adoption date: April 19, 2011]

LEGAL REFS.: OAC 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 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. Teaching, administrative and support staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.
2. Instructional materials and equipment shall support attainment of objectives specified in courses of study.
3. Facilities accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student health and safety is 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 are maintained.
6. Student admission, placement and withdrawal is processed according to established procedures.
7. Student attendance and conduct is administered according to established objectives and procedures.
8. School guidance services are provided for students in kindergarten through grade 12 in accordance with a written plan adopted by the Board.
9. Student activity programs are operated in accordance with the Board's philosophy of education and educational goals and safeguard the interest of the school, participants and spectators. Schools will not sponsor interscholastic athletics for students in kindergarten through sixth grade.
10. A planned community relations program is implemented to encourage citizen participation in, and support for, the educational program.

[Adoption date: March 26, 2001]  
[Re-adoption date: August 22, 2005]  
[Re-adoption date: April 19, 2011]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04

CROSS REFS.: AC, Nondiscrimination  
AF, Commitment to Accomplishment  
FA, Facilities Development Goals  
IA, Instructional Goals  
IF, Curriculum Development  
IGD, Cocurricular and Extracurricular Activities  
IJ, Guidance Program  
IK, Academic Achievement  
IKE, Promotion and Retention of Students  
JEC, School Admission  
JEDA, Truancy  
JHF, Student Safety  
JO, Student Records  
KA, School-Community Relations Goals