

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

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/Harassment
ACA*	Nondiscrimination on the Basis of Gender
CAA*	Sexual Harassment
ACB*	Nondiscrimination on the Basis of Disability
AD*	Development of Philosophy of Education
ADA*	Educational Philosophy
AE*	School District Goals and Objectives
AF*	Commitment to Accomplishment
AFA*	Evaluation of School Board Operational Procedures (Also BK)
AFB*	Evaluation of the Superintendent (Also CBG)
AFBA*	Evaluation of the Treasurer (Also BCCB)
AFC*	Evaluation of Professional Staff (Also GCN)
AFD*	Evaluation of Classified/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

* denotes areas of policy covered 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 Norwood City School District is classified as a city school district governed by a locally elected Board of Education.

[Adoption date: June 15, 2000]

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 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 school board, all citizens may express ideas, concerns and judgments about the schools to the administration, to the staff, to any appointed advisory bodies and ultimately to the Board. Ideas should be addressed to the responsible individual in an appropriate fashion.

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: June 15, 2000]

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

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.

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 grievances 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: June 15, 2000]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BF, Board Policy Development and Adoption
CCB, Staff Relations and Lines of Authority
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. 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.

[Adoption date: June 15, 2000]

LEGAL REF.: OAC 3301-35-03

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

NONDISCRIMINATION

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

The Board does not permit discriminatory practices and views harassment as a form of discrimination. Harassment is defined as intimidation by threats of or actual physical violence; the creation, by whatever means including the use of electronic communication 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/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.

[Adoption date: June 15, 2000]

[Revision date: February 17, 2005]

[Revision date: April 16, 2009]

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
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
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; 42 USC 12112 et seq.
Ohio Const. Art. I, Section 2
ORC 3323.01
Chapter 4112
5903.01 (G)
OAC 3301-35-02(A)(1); 3301-35-03(A)

CROSS REFS.: ACA, Nondiscrimination on the Basis of Gender
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
Staff Handbooks
Student Handbooks

CONTRACT REFS: Teachers' Negotiated Agreement
Support Staff Negotiated Agreement

NONDISCRIMINATION ON THE BASIS OF GENDER

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

Title IX states, in part: “No person in the United States shall, on the basis of gender, 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: June 15, 2000]

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
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Ohio Const. Art. I, § 2
ORC Chapter 4112
OAC 3301-35-03(A)

CROSS REFS.: AC, Nondiscrimination/Harassment
ACB, Nondiscrimination on the Basis of Disability
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, 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 work place 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: 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.

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. Individuals may be disciplined for engaging in sexual harassment but there will be no retaliation against anyone involved in a sexual harassment matter.

Sexual harassment matters, including the identity of both the charging party and the accused, are kept confidential to the extent as 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: June 15, 2000]

[Revision date: October 15, 2009]

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; 42 USC 1324a et seq.
Ohio Const. Art. I, § 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
JHG, Reporting Child Abuse
Staff Handbooks
Student Handbooks

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. 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 as is necessary to gather facts. The dates of meeting 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) 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: June 15, 2000)
[Revision date: October 15, 2009]

SEXUAL HARASSMENT COMPLAINT FORM

Date of Report _____

Employee / Student Name _____

Position or Grade _____ Building _____

Date & Time of Alleged Harassment _____

Location of Alleged Harassment _____

Name of Alleged Harasser _____

Position or Grade _____ Building _____

Description of the Incident (s) _____

Name of Witnesses, if any, and Involvement _____

Your Reaction _____

Signature of Complainant _____

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 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: June 15, 2000]

[Revision date: June 18, 2009]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1401 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act; 42 USC 12112 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC 3323.01 et seq.
Chapter 4112

CROSS REFS.: AC, Nondiscrimination/Harassment
ACA, Nondiscrimination on the Basis of Gender
AE, School District Goals and Objectives
GBA, Equal Opportunity Employment

Norwood City School District, Norwood, Ohio

IGBA, Programs for Disabled Students
JB, Equal Educational Opportunities

PROGRAMS FOR DISABLED STUDENTS

Definitions

1. A "disabled person" shall be defined as a person with a physical or mental impairment that substantially limits that person in some major life activity, a person with a record of such a physical or mental impairment, or a person who is regarded as having such an impairment.
2. "Facilities" shall be defined as the buildings and premises of the Norwood Board of Education, but shall exclude those buildings and premises licensed for use to the Board of Education and those buildings and premises leased by the Board of Education to others.
3. "Reasonable accommodation" shall be defined as a departure from standard operating procedures, or an alteration of facilities, for the purpose of eliminating impediments to the use and enjoyment of the buildings and premises, and providing access to employment opportunities, for disabled persons.
4. "Undue hardship" shall be defined as unduly costly in light of current and projected financial conditions, requiring extensive substantial alteration, or involving a significant disruption of operations.

Disabled Persons Coordinator - Appointment

The Superintendent shall be, or appoint a person to be, the Disabled Persons Coordinator.

Disabled Persons Coordinator - Duties

1. The Disabled Persons Coordinator shall conduct an audit of the facilities to determine the extent to which the facilities may be inaccessible to disabled persons. A record of the audit shall be maintained on file.
2. The Disabled Persons Coordinator shall review the employment application process to determine whether such process accommodates disabled persons.
3. The Disabled Persons Coordinator shall have the authority to recommend to the Board of Education those actions which are intended to provide a reasonable accommodation to disabled persons where such reasonable accommodation is readily achievable without undue hardship. The Disabled Persons Coordinator shall make use of appropriate resources, including when practicable affected disabled persons, to determine the actions intended to provide a reasonable accommodation.

Voluntary Disclosure

The employment application process shall include a means by which disabled persons may voluntarily disclose the existence of a disability. All persons employed at the effective date of this policy shall be afforded the opportunity to voluntarily disclose the existence of a disability. All voluntary disclosures shall be maintained in a file separate and apart from personnel files and shall be confidential except to the extent that limited disclosure is permitted for safety and health reasons and for government reporting.

Pre-employment Inquiries

All pre-employment inquiries shall relate solely to the ability of the applicant to perform the duties of the position sought. No person shall be required to submit to a physical examination until after an offer of employment has been made, and only if such physical examination is required of all applicants for such position.

Employee Qualifications

This policy shall not require the employment or retention of any person who is not physically or mentally capable of performing the duties and responsibilities of the position for which such person is employed or considered for employment.

ADA - Complaint Procedure

1. Any person may make a complaint that a provision of this policy, or any provision of the Americans with Disabilities Act, has been violated.
2. The complaint shall be in writing and shall be signed by the person or persons making the complaint.
3. The complaint shall contain a concise statement of the facts which the person believes constitutes a violation.
4. The complaint shall contain a statement of the requested remedy or accommodation.
5. The complaint shall be filed at the offices of the Board of Education, 2132 Williams Avenue, Norwood, Ohio 45212, by personal service or by U.S. mail service. The complaint shall be directed to the attention of the Disabled Persons Coordinator. The complaint shall be filed within 90 days of the occurrence of the alleged discriminatory act.
6. Nothing in Sections A through E prohibits oral communication with any administrator of the Board of Education regarding a complaint under the ADA. An oral communication will not, however, satisfy the filing and notice requirements of this policy, or extend any time periods.

7. The Disabled Persons Coordinator shall investigate a complaint filed under this policy and shall, within 30 days of receipt of the complaint, make a written response to the person or persons making the complaint, or schedule a hearing to allow the person or persons making the complaint to present evidence in support of their allegations. If a hearing is scheduled, the Disabled Persons Coordinator shall issue a decision within 30 days. All responses or decisions shall include a statement of the "Date Issued". A response or decision of the Disabled Persons Coordinator shall also include a written statement that such response or decision may be appealed to the Board of Education.

Appeal Rights

1. A letter or other written document stating that the person desires to appeal from the decision of the Disabled Persons Coordinator must be filed at the offices of the Board of Education within 30 days of the date the response or decision is issued. The Disabled Persons Coordinator shall forthwith file with the Board the complete record of the prior proceedings.
2. The Board of Education, or a panel of Board members, or a hearing officer appointed by the Board, shall conduct a hearing of the appeal within 30 days of the date of receipt of the appeal notice.
3. An appeal hearing before the Board shall be informal, but the person appealing may be represented by counsel and may call witnesses on his/her behalf.
4. The Board does not have to make a transcript of the proceedings and it is not required to issue subpoenas to compel the attendance of witnesses. The Disabled Persons Coordinator may, but is not required to, attend the appeal hearing, and may, but is not required to, present any evidence or testimony on behalf of the administration.
5. If the appeal is heard by a panel of Board members, or a hearing officer, a recommendation shall be prepared and submitted to the Board for action. The Board shall issue a written decision and shall send the decision, by certified mail, to the person appealing.

(Approval date: June 15, 2000)

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

Each March, the policy committee of the Board and the Superintendent evaluate the philosophy of education. Suggestions from both 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: June 15, 2000]

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

CROSS REFS.: ADA, Educational Philosophy
BF, Board Policy Development and Adoption
BFG, Policy Review and Evaluation

EDUCATIONAL PHILOSOPHY

The basic philosophy of the Norwood City Schools is to provide an organizational framework which permits flexible and diverse learning situations in which all students can meet their differing social, intellectual, emotional and physical capabilities (and needs) as well as to aid students in becoming contributing members of a democratic society.

To provide a comprehensive and balanced program we believe:

1. The best educational support for students comes when families and teachers work together. Students need support, encouragement and emphasis from home, community and school.
2. Students will learn the value of becoming participating citizens of the community, state, nation and world. They should learn to understand the differences between rights and responsibilities in their own society and develop an appreciation for the values and cultures of other people.
3. Students will have the opportunity to learn the basic skills needed to function as individuals and as social beings.
4. Students will be encouraged to meet levels of performance according to their age and ability. Ongoing evaluation will be made on their progress.
5. The school will assist students in developing a strong, positive self-concept which will add to the growth of emotional maturity and help students function both in the school and the community.
6. The school will introduce students to numerous career opportunities and help students develop a respect for the dignity of work.
7. The school will aid students in developing skills in the use of leisure time activities and broaden students' interests through a variety of experiences.

The Board recognizes that each level of school (elementary, middle/high school) will have the flexibility to establish a philosophy to meet its particular needs; therefore, each school will develop a philosophy statement consistent with and enhancing this philosophy adopted by the Board.

Mission Statement

The Norwood City Schools, within a safe, healthful environment, shall meet the educational potential of all students in order that students are academically prepared to successfully:

1. attain competency in the basic academic areas;
2. utilize critical thinking, problem-solving skills which allow adjustment to a changing world;
3. enter a post high school educational program and/or begin a career and
4. develop a positive work ethic and an appreciation of a diverse society.

[Adoption date: June 15, 2000]

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

The efforts of all the Norwood City School District toward the realization of quality education for the youth of Norwood will be to seek constantly to shape a program:

1. in the concrete and specific terms necessary to promote public understanding and influence public policy;
2. which is reflective of and responsive to the educational needs of each individual;
3. with freedom and capacity to bring teachers, students, new knowledge and technology together;
4. in which standards for self-discipline, excellence in education and learning to cope with a constantly changing world shall be developed cooperatively;
5. through which outmoded, obsolete notions and content can be discarded easily;
6. through which old concepts proven educationally valid can be retained and
7. throughout the development and implementation of which teachers and students are convinced that their individual learning and growing are just as important as their acquisition of basic skills and knowledge.

On an annual basis, the Board shall require the Superintendent to establish specific goals for the school year that carry out these overall goals. They will be submitted to the Board for approval.

[Adoption date: June 15, 2000]

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

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ADA, Educational Philosophy
DBD, Budget Planning
IA, Instructional Goals
IAA, Instructional Objectives
KA, School-Community Relations Goals

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: June 15, 2000]

LEGAL REFS.: ORC 3313.60
3319.01; 3319.02; 3319.08; 3319.081
OAC 3301-35-02; 3301-35-03

CROSS REFS.: AF, all subcodes
BCC, Qualifications and Duties of the Treasurer
CBA, Qualifications and Duties of the Superintendent

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Annually, 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: June 15, 2000]

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

EVALUATION OF THE SUPERINTENDENT

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

Through evaluation of the Superintendent, the Board strives to:

1. clarify the role of the Superintendent as seen by the Board;
2. develop harmonious working relationships between the Board and 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 is based upon the Superintendent's job description and relates 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 non-renew his/her contract.

[Adoption date: June 15, 2000]

LEGAL REF.: ORC 3319.01

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

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 is based upon the Treasurer's job description and relates 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. The Board may consider the evaluation of the Treasurer in acting to renew or non-renew his/her contract.

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: June 15, 2000]

[Revision date: February 15, 2007]

LEGAL REF.: ORC 3313.22

EVALUATION OF PROFESSIONAL STAFF
(Teachers)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District.

An ongoing evaluation program is implemented to provide a record of service, to provide objective evidence for employment and personnel decisions and to promote the improvement of instruction as a part of the goals of the District.

Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement. Complete and appropriate evaluation records are maintained.

[Adoption date: June 15, 2000]

LEGAL REFS.: ORC 3319.01; 3319.11; 3319.111; 3319.16; 3319.161
OAC 3301-35-03(A)(8)

CROSS REF.: Professional Staff Handbook

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Classified/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. 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 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. In order to provide time to show progress in correcting any deficiencies identified through the evaluation process, a completed evaluation shall be received by the administrator prior to any action by the Board relative to the administrator’s contract.

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: June 15, 2000]

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 Classified/Support)

The following procedures shall be applicable to the evaluation of administrative personnel as defined in Ohio Revised Code, Section 3319.02 including supervisors and management level employees as defined in Ohio Revised Code, Section 4117.01.

EVALUATION

1. The Superintendent shall develop an evaluation instrument, which may be modified, from time to time as the Superintendent shall deem necessary. The instrument may be universal or may be particularized for a specific position.
2. The Superintendent shall conduct all evaluations of administrative personnel, unless the Superintendent designates another person to conduct an evaluation.
3. The evaluator shall employ criteria, which are designed to measure the administrator's effectiveness in performing the duties set forth in the written job description for the position held by the administrator.
4. Evaluation may include an assessment of the following:
 - A. The administrator's progress in meeting the administrator's plans and objectives set for the year in which the evaluation occurs.
 - B. The administrator's relationship with the administration, other administrators, teachers, and other staff members.
 - C. The administrator's activities and conduct occurring or undertaken away from school and in an off-duty capacity if such activity or conduct could impact on the effectiveness of the administrator reflects negatively on his/her status as a role model.
5. An evaluation may be conducted by direct observation of performance, or by other means of assessment.
6. Every evaluation shall be reduced to writing on the evaluation form. Pertinent materials may be appended to the evaluation instrument by the evaluator.

7. A pre-evaluation conference between the evaluator and the administrator may be conducted at the discretion of the evaluator.

NUMBER OF EVALUATIONS/TIME PERIODS

8. Every administrator shall be evaluated every year.
 - A. In the school year in which the administrator's contract does NOT expire, the evaluation shall be completed in that school year and a written copy shall be given to the administrator prior to the end of the last day of the administrator's contract year.
 - B. In the school year in which the administrator's contract is due to expire, TWO evaluations shall be conducted.
 1. The first, or "preliminary" evaluation shall be conducted at such time as to provide a written copy of the evaluation to the administrator at least sixty (60) days prior to any Board action on the administrator's contract.
 2. The second, or "final" evaluation shall be conducted at such time as to provide a written copy of the evaluation to the administrator at least five (5) days before any Board action on the administrator's contract.
 - C. The second, or "final" evaluation shall include the written recommendation of the Superintendent as to the renewal, the term of any recommended renewal, or non-renewal of the administrator's contract.

NOTICE OF RIGHT TO MEETING

9. On or before March 30, and before the Board takes action, each administrator whose contract will expire in, or at the end of, the current school year shall be given written notice of the date the administrator's contract expires; the right the administrator has to request a meeting with the board; and to have a representative at such meeting.

MEETING WITH BOARD

10. An administrator may, with or without a representative, meet with the Board, in executive session, to discuss the reason for considering renewal or non-renewal of the administrator's contract. The meeting shall not be an evidentiary hearing.

NO RIGHT TO CONTINUING EMPLOYMENT

11. This policy does not create a right to continuing employment as an administrator in the school district, and shall not be made a part of any administrative contract.
12. This policy does not limit the right of the Board of Education to engage in a reduction in force by the suspension of administrative contracts.

Adopted: June 15, 2000

Revised: January 18, 2001

EVALUATION OF CLASSIFIED/SUPPORT STAFF

Regular evaluation of all classified/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 classified/support staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

The services of all classified/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: June 15, 2000]

LEGAL REFS.: ORC 3319.081
 Chapter 124
 OAC 3301-35-03(A)(8)

CONTRACT REF.: Classified/Support Staff Negotiated Agreement

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent, on a regular basis, evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, he/she submits a written and comprehensive report of his/her evaluative findings to the Board for its consideration and action. The specific purposes of this report are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. 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 are used for program improvement;
4. student achievement in light of testing results;
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 himself/herself informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the competency-based educational testing program are used as a part of the evaluation.

[Adoption date: June 15, 2000]

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

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs
ILA, Competency-Based Education

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. Professional and classified/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.

LEGAL REF.: OAC 3301-35-03

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