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SCHOOL DISTRICT LEGAL STATUS

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

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

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

The Southern Ohio Educational Service Center (district) is governed by a locally elected Governing Board and is composed of Adams County Ohio Valley School District in Adams County, Blanchester, Clinton-Massie and East Clinton Local School Districts in Clinton County, Miami Trace Local District in Fayette County and Bright, Fairfield and Lynchburg-Clay in Highland County.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

[Up-date: April 25, 2006]

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, § 2; § 3; § 4
ORC 3301.011
Chapter 3311.01

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

Residents who are qualified because of interest, training, experience or personal characteristics will be encouraged to assume an active role in school affairs.

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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 District's major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of the District. Morale is enhanced when employees are assured that their voices are willingly heard by those in positions of authority.

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BF, Policy Development
CE, Administrative Councils, Cabinets and Committees
DBD, Budget Planning
IF, Curriculum Development

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, disability, military status or ancestry.

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

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

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

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

[Revision date: November 25, 2008]

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 794
Individuals With Disabilities Education Act; 20 USC 1401 et seq.
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 42 USC 1324a et seq.
Americans With Disabilities Act; 42 USC 12112 et seq.
Ohio Const. Art. I, § 2
ORC 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
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: September 20, 1994]

[Re-adoption date: May 26, 1998]

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. 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.

The Grievance Officer: The Board appoints sexual harassment grievance officers in each building who 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. Individuals may be disciplined for engaging in sexual harassment but there will be no retaliation against anyone involved in a sexual harassment matter.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

SEXUAL HARASSMENT

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.
 - 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. The decision of the Superintendent/designee is final.

All matters involving sexual harassment complaints remain confidential.

(Approval date: September 20, 1994)

(Re-approval date: May 26, 1998)

NONDISCRIMINATION ON THE BASIS OF HANDICAP/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 will comply with the law and Board policy to ensure nondiscrimination on the basis of disability. The following will be expected:

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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.
ORC 3323.01 et seq.
Chapter 4112

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

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

The Board and the Superintendent may evaluate the District's philosophy of education and suggestions from both staff and community will be considered.

The Board will revise or confirm the existing philosophy or write a new statement of philosophy. The Board will then adopt or re-adopt the philosophy of education.

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

EDUCATIONAL PHILOSOPHY

The purpose of education in the schools of this District is to facilitate the development of the potential of each child to the fullest. The school staff seeks to recognize individual differences and to engender achievement and progress, not only in basic skills but in the ability to think independently and critically.

The school staff is concerned with helping young people to understand what the American way of life means; to believe in it and to act democratically in their relationships with others; to develop in themselves attitudes of respect and helpfulness toward others; to want to be able to perform well, some portion of the work of the world and to acquire knowledge and skills necessary to do this with satisfaction to themselves and society; to understand and use effective methods of framing the questions and tackling the problems that they encounter in their lives to the end that they may function politically, economically and socially in a democratic society.

The Board views the most important unit of school operation as the local school district and sees its function as an Educational Service Center, as one that assists local districts in reaching their educational objectives. It believes that activities of the state and District should be of a service and consultative nature and that changes in services and methods should be made with a view to increasing the effectiveness of local districts.

The Board subscribes to the principle that, “functions that can be provided by local districts are their responsibility, and that as much service as possible should be provided by the school unit closest to the people.” Where local districts have needs which they cannot meet or that could more effectively and economically be provided through an intermediate agent, the county should be available to:

1. furnish such services on a “needs” basis, short-or long-term;
2. assist in the development of or provide for “shared” services;
3. organize and implement programs on an area or regional basis that would benefit the local districts as well as adjoining city and exempted districts, when prudent and
4. offer specialized consultative and supportive services through a shared cost basis when it is not economical for individual districts to provide their own.

The Board will attempt to complement and expand the services available to local districts on a fair and equitable basis. Flexibility, local demand, feasibility and the lack of available services from other agencies will characterize the types of programs offered through the Educational Service District.

The statement of philosophy of this District shall be a living document which reflects the contributions of staff members as well as the attitude and direction of the Board. It must be augmented and implemented by statements of philosophy and purposes which have been cooperatively developed at the elementary, junior high school and high school levels in this District and local school district level.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

[Up-date: April 25, 2006]

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

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

SPECIAL EDUCATION PHILOSOPHY OF EDUCATION

We believe the purpose of our special education classes is to recognize each child as a unique individual, coming to us with varying aspirations, abilities, interests, and needs. We respect the rights, privileges and differences of each child and try to provide the finest possible education for each of them.

We attempt to provide our children with opportunities to develop socially, intellectually, emotionally and physically in addition to developing all of the basic learning skills. We are concerned with helping young people to develop in themselves attitudes of respect and helpfulness toward others; to want to and to be able to perform well, some portion of the world of work and to evolve into a well-adjusted, contributing member of society.

We believe that the school, home and community must work cooperatively in order to encourage the maximum growth of every child.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

In order to achieve the educational goals for children adopted by this Board, the Board will strive to implement the following educational methods:

1. instruction which bears a meaningful relationship to the present and future needs and/or interests of students;
2. significant opportunities, consistent with the age of the student, for helping to determine the nature of the educational experiences of the student;
3. specialized and individualized kinds of educational experiences to meet the needs of each student;
4. opportunities for teaching staff members and students to make recommendations concerning the operation of the schools;
5. comprehensive guidance facilities and services for each student;
6. an environment in which any competition among students is positive;
7. resources for education, used with maximum efficiency;
8. teaching staff members of high quality and
9. diverse forms of constructive cooperation with parents and community groups.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

COMMITMENT TO ACCOMPLISHMENT

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

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

1. curriculum and instruction;
2. school personnel;
3. buildings and equipment;
4. business operations and
5. 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 will be made by the Superintendent through the implementation of policies adopted by the Board.

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

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

The Board will annually:

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

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

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

EVALUATION OF THE SUPERINTENDENT

The Board believes it is essential that it evaluate the Superintendent's performance periodically 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.

The Board shall, no later than the beginning of the school year in the final year of his/her contract, evaluate the performance of the Superintendent. Such evaluation shall include an assessment of both the Superintendent's strengths and weaknesses; the working relationship between the Board and the Superintendent; the Superintendent's relationship to staff, students, community; the Superintendent's personal professional growth; the articulation and implementation of the Superintendent's education philosophy; the climate of confidence and sense of purpose evidenced at every level in the District.

Each evaluation of the Superintendent shall be preceded by a statement of those standards by which performance shall be measured. Such standards shall include a description of the Superintendent's duties and responsibilities, the Superintendent's own self-analysis and consideration of objective data regarding student welfare.

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: ORC 3319.01

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

EVALUATION OF TREASURER

The Board will evaluate the performance of the Treasurer after the audit report is filed with the Board, in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The objectives of the Board's evaluation will be to:

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

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

Maintenance of the evaluation criteria will be the responsibility of the Superintendent. Evaluation criteria will be reviewed as necessary or as requested by the Treasurer or Superintendent, 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: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: ORC 3313.22

EVALUATION OF CERTIFICATED STAFF
(TEACHERS)

The District shall evaluate all teachers who hold a limited contract or extended limited contract in compliance with the requirements of section 3319.111 of the Ohio Revised Code in any school year in which the board may wish to declare its intention not to re-employ the teacher. This evaluation shall be conducted at least twice in the school year in which the board may wish to declare its intention not to re-employ the teacher. One evaluation shall be conducted and completed not later than the fifteenth day of January and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the twenty-fifth day of January. One evaluation shall be conducted and completed between the tenth day of February and the first day of April and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the tenth day of April.

Evaluations shall be conducted by one or more of the following:

- (1) A person who is under contract with a board of education and holds a certificate or license designated for being a superintendent, assistant superintendent, or principal;
- (2) A person who is under contract with a board of education and holds a certificate or license designated for being a director or a supervisor;

Evaluation procedures include, but are not limited to:

- (1) Criteria of expected job performance in the areas of responsibility assigned to the teacher being evaluated;
- (2) Observation of the teacher being evaluated by the person conducting the evaluation on at least two occasions for not less than thirty minutes on each occasion;
- (3) A written report of the results of the evaluation that includes specific recommendations regarding any improvements needed in the performance of the teacher being evaluated and regarding the means by which the teacher may obtain assistance in making such improvements.

This policy does not apply to any teacher employed as a substitute for less than one hundred twenty days during a school year.

[Adoption date: September 20, 1994]
[Re-adoption date: May 26, 1998]
(Revised revision: November 26, 2002)
[Up-date: April 25, 2006]

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

EVALUATION OF CERTIFICATED STAFF
(ADMINISTRATORS)

Each assistant superintendent, principal, assistant principal, and other administrator shall be evaluated annually through a written evaluation process conducted by the superintendent or designee.

In order to provide time to show progress in correcting the deficiencies identified in the evaluation process, the evaluation process shall be completed as follows:

(1) In any school year that the employee's contract of employment is not due to expire, at least one evaluation shall be completed in that year. A written copy of the evaluation shall be provided to the employee no later than the end of the employee's contract year as defined by the employee's annual salary notice.

(2) In any school year that the employee's contract of employment is due to expire, at least a preliminary evaluation and at least a final evaluation shall be completed in that year. A written copy of the preliminary evaluation shall be provided to the employee at least sixty days prior to any action by the board on the employee's contract of employment. The final evaluation shall indicate the superintendent's intended recommendation to the board regarding a contract of employment for the employee. A written copy of the evaluation shall be provided to the employee at least five days prior to the board's acting to renew or not renew the contract.

The evaluation procedure shall not create an expectancy of continued employment and shall not prevent a board from making the final determination regarding the renewal or non-renewal of the contract of any assistant superintendent, principal, assistant principal, or other administrator.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

(Revised revision: November 26, 2002)

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

EVALUATION OF CLASSIFIED STAFF

The Board recognizes the importance of implementing a program of classified employee evaluations for the purpose of promoting individual job performance and improving services to students.

The goals of the Board's evaluation plan for classified personnel are to improve and reinforce the skills, attitudes and abilities which enable an employee to be effective in achieving assigned job goals.

The structure of the evaluation plan shall involve employees in the evaluation and modification of the plan itself.

The Superintendent shall prepare regulations for the conduct of employee evaluations which shall include the Superintendent.

Said guidelines as prepared by the Superintendent must have the following characteristics. They must be clear and unambiguous in intent and understandable in language; establish reasonable standards under all circumstances; apply in a consistent and uniform manner to all employees in the same class and be available to employees for review before they are applied.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

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

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board directs the Superintendent to develop and implement a systematic short-range and long-range plan for the continuing qualitative assessment of the progress of the District educational program toward the goals established by the Board. To this end, the Superintendent shall recommend such tests and methods as may be indicated by best professional judgment.

The Board reserves the right to review each such test and to approve those which serve a legitimate purpose without infringing upon the personal rights of the students or their parents.

Parents may obtain an explanation of the results of their child's test from qualified school personnel. The Superintendent shall recommend improvements in the program and staff based upon the evaluation of the District's program.

The Board will cooperate with the Superintendent of Public Instruction in such statewide assessment programs as are conducted pursuant to law and rules of the State Board of Education, and shall utilize the data gained thereby toward the improvement of the schools of this District.

No test results shall be used to make comparisons among the schools of this District or compare the achievements or educational programs of one local district with any other district in this county.

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

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

CROSS REFS.: IA, Instructional Goals
IL, Testing Programs

EVALUATION OF EDUCATIONAL RESOURCES

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

The individual resource areas will be assessed while the overall program shall be assessed every five years according to professionally recognized criteria and procedures.

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

1. Certificated and classified staff will be recruited, employed, assigned, evaluated and provided in-service education without discrimination on the basis of age, color, national origin, race or sex.
2. Instructional materials, textbooks and equipment will be available for teacher and student use at each grade level.
3. Facilities will accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student admission, placement and withdrawal will be processed according to established procedures.
5. A planned, community relations program will be implemented to encourage citizen participation in, and support for, the educational program.

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

[Adoption date: September 20, 1994]

[Re-adoption date: May 26, 1998]

LEGAL REF.: OAC 3301-35-03

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