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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 Firelands Local School District is classified as a local school district operating under the supervision of the Educational Service Center of Lorain County. The District is governed by a locally elected Board of Education.

[Adoption date: April 20, 2001]

[Re-adoption date: July 13, 2009]

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC 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. assisting in developing Board policies under which the District is to be managed;
3. assisting in 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. studying 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: April 20, 2001]

[Re-adoption date: July 13, 2009]

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
BCF, Advisory Committees 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 grievances to the Board, it is required that they proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: April 20, 2001]

[Re-adoption date: July 13, 2009]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: AD, Development of Philosophy of Education
BCE, Board Committees
BCF, Advisory Committees to the Board
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 REFS.: Teachers' Negotiated Agreement
Classified 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 for all decisions rests with the Board.

A student may be elected to serve on the Board as a representative for the student body to better facilitate communication between the Board and the students, to increase awareness of the democratic process within the District and to improve the opportunity for participation in the decision-making process.

The student must be a high school student elected by the student body to serve for a one-year term.

[Adoption date: April 20, 2001]

[Re-adoption date: April 11, 2005]

[Re-adoption date: July 13, 2009]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education
BCE, Board Committees
BCF, Advisory Committees to the Board
JF, Student Rights and Responsibilities
JFA, Student Due Process Rights
JFC, Student Conduct (Zero Tolerance)
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, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.

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

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

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

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

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

[Adoption date: April 20, 2001]

[Re-adoption date: December 13, 2004]

[Re-adoption date: May 9, 2005]

[Re-adoption date: July 13, 2009]

[Re-adoption date: July 11, 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
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
Rehabilitation Act; 29 USC 794
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 8 USC 1324a et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
Ohio Const. Art. I, Section 2
ORC Chapter 3323
Chapter 4112
OAC 3301-35-02

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

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: April 20, 2001]

[Re-adoption date: July 13, 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; 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 of the Basis of Disability
GBA, Equal Opportunity Employment
IGDJ, Interscholastic Athletics
IIAA, Textbook Selection and Adoption
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Harassment, Intimidation and Bullying
Staff Handbooks
Student Handbooks

TITLE IX GRIEVANCE PROCEDURES

In accordance with federal and state OCR (Office for Civil Rights) guidelines, any individual who believes the District or any of the District's staff, teachers and administrators have inadequately applied the principles of and/or regulations of Title IX of the Education Amendment Act of 1972 (sex/gender) may bring forward a complaint which shall be referred to as a formal grievance. However, whenever possible and practical, an informal solution to the alleged grievance is encouraged and should be attempted at the supervisory or the building principal level. An informal grievance with the above mentioned administrators does not require parents/guardians to be present.

However, if an informal acceptable solution cannot be attained, formal Title IX grievance procedures shall commence as follows:

Step 1

If not resolved at an informal level, an alleged formal discrimination grievance complaint should be made to the Title IX Coordinator within five school days.

Title IX Coordinator
Firelands Local School District
11970 Vermilion Road
Oberlin, Ohio 44074
Phone (440) 965-5821

Step 2

If not resolved at Step 1, the decision may be appealed to the Superintendent who functions as the final mediator at the local level.

Step 3

If not resolved at Step 2, the decision may be appealed by the complainant to the Office for Civil Rights, U.S. Department of Education, 55 Erieview Plaza, Room 300, Cleveland, Ohio 44114-1816.

(Approval date: April 20, 2001)

(Re-approval date: July 13, 2009)

SEXUAL HARASSMENT

All persons associated with the District, including, but not limited to, the Board, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Sexual harassment, whether verbal or nonverbal, occurring inside or outside of District buildings, on other District-owned property or at school-sponsored social functions/activities, is illegal and unacceptable and will not be tolerated. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

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

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or educational development;
2. submission to or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive environment.

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

Sexual harassment matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

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

[Adoption date: April 20, 2001]

[Re-adoption date: October 9, 2006]

[Re-adoption date: July 13, 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; 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, Harassment, Intimidation 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 through the following process.
 - A. The grievance officer promptly confers with the charging party in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the grievance officer and signed by the charging party as a testament to the statement's accuracy.
 - B. The grievance officer meets with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the grievance officer and signed by the charged party as a testament to the statement's accuracy.
 - C. The grievance officer holds as many meetings with the parties and witnesses (if any) as are necessary to gather facts. The dates of meetings and the facts gathered are all put in writing.
 - D. On the basis of the grievance officer's perception of the problem, he/she will:
 - 1) bring both parties together and attempt to resolve the matter informally through conciliation or
 - 2) formally notify the parties by certified mail of his/her official action relative to the complaint.
3. If either party disagrees with the decision of the grievance officer, he/she may appeal to the Superintendent/designee. After reviewing the record made by the grievance officer, the Superintendent/designee may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent/designee is final.

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

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

(Approval date: April 20, 2001)

(Re-approval date: October 9, 2006)

(Re-approval date: July 13, 2009)

NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

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

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

[Adoption date: April 20, 2001]

[Re-adoption date: December 8, 2008]

[Re-adoption date: July 13, 2009]

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

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

SECTION 504 GRIEVANCE PROCEDURES

In accordance with federal and state OCR (Office for Civil Rights) guidelines, any individual who believes the District or any of the District's staff, teachers and administrators have inadequately applied the principles of and/or regulations of Section 504 of the Rehabilitation Act of 1973 (disability) may bring forward a complaint which shall be referred to as a formal grievance. However, whenever possible and practical, an informal solution to the alleged grievance is encouraged and should be attempted at the supervisory or building principal level. An informal grievance with the above mentioned administrators does not require parents/guardians to be present.

However, if an informal acceptable solution cannot be attained, formal Section 504 grievance procedures shall commence as follows:

Step 1

If not resolved at an informal level, an alleged formal discrimination grievance complaint should be made to the Section 504 Coordinator within five school days.

Section 504 Coordinator
Firelands Local School District
11970 Vermilion Road
Oberlin, Ohio 44074
Phone (440) 965-5821

Step 2

If not resolved at Step 1, the decision may be appealed to the Superintendent who functions as the final mediator at the local level.

Step 3

If not resolved at Step 2, the decision may be appealed by the complainant to the Office for Civil Rights, U.S. Department of Education, 55 Erieview Plaza, Room 300, Cleveland, Ohio 44114-1816.

(Approval date: April 20, 2001)
(Re-approval date: July 13, 2009)

SECTION 504 PROCEDURAL SAFEGUARDS

Section 504 is an act which prohibits discrimination against persons with a disability in any program receiving federal finance assistance. The act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such impairment or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the District recognizes a responsibility to avoid discrimination in policies and practices regarding its staff and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the District. Grievances concerning any violation of this policy should be submitted in writing to the District's Compliance Officer.

With respect to students, the District has specific responsibilities under the act, which include the responsibility to identify, evaluate and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

Additionally, if the parent or guardian disagrees with the determination made by the certified staff of the District, he/she has the right to a hearing with an impartial hearing officer and the right to be represented by counsel in any such proceedings. Any request for a hearing should be made within 10 days, or as soon as practicable after the dispute arose, to ensure a prompt resolution of any dispute. The request for an impartial hearing should be submitted in writing to the Compliance Officer. The hearing will be held, at the parties' earliest convenience, before an impartial hearing officer appointed by the Superintendent, who will issue a written determination within 30 calendar days. That decision may be appealed by either party to a court of competent jurisdiction within 30 days.

The parent or guardian may also wish to file a complaint with the Office for Civil Rights.

Additionally, under Section 504, the parent or guardian has the right to:

1. inspect and review his/her child's educational records;
2. make copies of these records;
3. receive a list of all individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for an amendment to any report on the grounds that it is inaccurate, misleading or violates the child's rights and
6. a hearing on the issue if the school refuses to make the requested amendment.

[Adoption date: July 12, 2004]

[Re-adoption date: July 13, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
Chapter 3323
3325.01 et seq.
Chapter 4112
OAC Chapter 3301-51
3301-55-01

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
IGBA, Programs for Students with Disabilities
IGBJ, Title I Programs
IGDJ, Interscholastic Athletics
IL, Testing Programs
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Harassment, Intimidation and Bullying
KBA, Public's Right to Know
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: April 20, 2001]

[Re-adoption date: July 13, 2009]

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 that is consistent with the following tenants:

1. Education shall contribute to the continuous improvement of our democratic society and the cultures which exist through the development of concerned, contributing and patriotic citizens.
2. The dignity and worth of the individual will be respected and 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 maximum intellectual, physical, social and emotional development of all youth.
4. The educational programs offered should help prepare students for their successful entry into the world of work.
5. Basic knowledge, skills, understandings and appreciations are necessary for full life functioning.
6. All youth shall be introduced to the humanities and the arts and provided the opportunity to pursue further studies in these areas.
7. The continuous appraisal of the immediate and projected personal and societal needs of our youth shall be carried on to provide the basis for program changes needed to prepare them for a life of continuous growth and recognize that education is a lifelong process.
8. 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.
9. 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 will strive to reinforce their efforts.
10. Continuous physical, mental and emotional growth and development should be promoted through the maintenance of a personalized and appropriate educational program for our youth.

11. Self-realization and self-expression will be encouraged.
12. The educational program shall meet or exceed State Board of Education standards.
13. The development and implementation of a program of continuous evaluation based upon stated goals and objectives is necessary for effective program revision and improvement.

[Adoption date: April 20, 2001]

[Re-adoption date: July 13, 2009]

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: April 20, 2001]

[Re-adoption date: July 13, 2009]

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

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
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 the 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:

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: April 20, 2001]

[Re-adoption date: July 13, 2009]

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

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an 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
14. long-range/strategic planning

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

[Adoption date: April 20, 2001]

[Re-adoption date: July 13, 2009]

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
CD, Management Team
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.

[Adoption date: April 20, 2001]
[Re-adoption date: July 13, 2009]

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 to 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 adopted by the Board.

The evaluation of the Treasurer's abilities and performance is written and made available to and discussed with the Treasurer in conference. The Board considers the evaluation of the Treasurer in acting to renew or nonrenew 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 is provided to the Treasurer for his/her comments before its adoption.

[Adoption date: April 20, 2001]

[Re-adoption date: March 12, 2007]

[Re-adoption date: July 13, 2009]

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 CERTIFIED 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: April 20, 2001]
[Re-adoption date: July 13, 2009]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF CERTIFIED STAFF
(Administrators Both Certified and Classified)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses 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. In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of the 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 the requirements of 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 evaluation. The preliminary evaluation is conducted at least 60 days prior to March 31 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. The evaluations are conducted annually by the Superintendent/designee.

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.

[Adoption date: April 20, 2001]
[Re-adoption date: May 9, 2005]
[Re-adoption date: July 13, 2009]

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

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

EVALUATION OF CERTIFIED STAFF
(Administrators Both Certified and Classified)

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 prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.
2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. 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 and a written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.
5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.
6. Assistant superintendents, principals, assistant principals and other administrators are automatically re-employed if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.

7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.
8. The Superintendent, at his/her discretion, may direct that the building principal evaluate the assistant principal assigned to his/her building.

(Approval date: April 20, 2001)

(Re-approval date: July 13, 2009)

EVALUATION OF CLASSIFIED STAFF

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

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

The services of continuing employees will be formally evaluated at least once each year.

[Adoption date: April 20, 2001]

[Re-adoption date: July 13, 2009]

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

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

EVALUATION OF CLASSIFIED STAFF

1. All non-teaching staff members will be evaluated at least annually by their immediate supervisors.
2. The supervisor will rate the employee on the basis of work performance and abilities. Evaluation forms will be completed, with an additional narrative report, if necessary. The supervisor will also submit his/her recommendation regarding continued employment of the employee.
3. After completing the evaluation form, the supervisor will:
 - A. conduct a conference with the employee
 - B. discuss with the employee the:
 - 1) reasons for the performance evaluation and
 - 2) areas where work performance should be improved.
4. The supervisor and the employee will sign the evaluation form at the close of the conference.
5. Copies of the evaluation will be forwarded to the Superintendent. It shall become part of the employee's personnel record.
6. One copy of the completed evaluation form will be included in the employee's personnel file; one copy will be given to the employee. The employee will have access to the evaluation reports in his/her personnel file.

(Approval date: April 20, 2001)

(Re-approval date: July 13, 2009)

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, a written and comprehensive report of the evaluative findings is submitted 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 of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of these who graduate;
6. extent of, and trends in, admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data which the Superintendent deems necessary.

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

[Adoption date: April 20, 2001]

[Re-adoption date: July 13, 2009]

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 Standards.

1. Certified and classified staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.
2. Instructional materials and equipment 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: April 20, 2001]
[Re-adoption date: July 13, 2009]

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