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SCHOOL DISTRICT LEGAL STATUS

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

In Ohio, the General Assembly is under mandate by the Constitution of Ohio to provide by law for the organization, administration, and control of a public school system supported by public funds. The state constitution also calls for state board of education and a superintendent of public instruction.

The General Assembly has outlined the duties of the state board 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 Adams County/Ohio Valley School District is classified as a local school district operating under the supervision of the Southern Ohio Educational Service Center. It is a separate legal entity and a subdivision of the state. The District is governed by a locally elected board of education.

Legal ref: United States Constitution, Tenth Amendment
 Constitution of Ohio, VI-2; VI-3; VI-4
 ORC 3301.011
 Chapter 3311.01

Revised & Adopted: 6/22/00
Adopted 3/14/88

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 the general ideas and attitudes held by district 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,
7. giving active assistance to the certificated staff in the actual operation of classes and services where staff deems such aid valuable.

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

Legal refs: OAC 3301-35-02(J)

Cross refs: BCF, Advisory Committees to the Board

Revised and Adopted: 6/22/00

Adopted 6/27/94

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. 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 to the Board, it is expected that they will proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

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

Revised and Adopted: 6/22/00

Adopted 6/27/94

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.

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.

Legal Ref.: OAC 3301-35-04

Cross refs.: BCE, Board Committees
BCF, Advisory Committees to the Board
JF, Students Rights and Responsibilities
JFA, Student Due Process Rights
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

Revised and Adopted: 3/21/05

Revised and Adopted: 6/22/00

Adopted 6/27/94

Adams County/Ohio Valley School District

NONDISCRIMINATION/HARASSMENT

The Adams County / Ohio Valley Board of Education'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, or disability or military status.

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

The Adams County / Ohio Valley Board of Education 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 creations, 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.

To ensure compliance the Adams County / Ohio Valley Board of Education will:

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

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

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

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

NOTIFICATION POLICIES OF NON-DISCRIMINATION

The Adams County/Ohio Valley School District hereby gives notice that it does not discriminate on the basis of race, color, national origin, sex and disability in the educational programs and activities operated by the district.

To carry out these policy statements, persons and offices as identified herein shall be responsible for compliance within designated areas:

TITLE IX COORDINATOR

(non-discrimination on the basis of sex)

Adams County/Ohio Valley Schools
141 Lloyd Road
West Union, Ohio 45693
(937) 544-5586

TITLE VI COORDINATOR

(non-discrimination on the basis of race, color or national origin)

Adams County/Ohio Valley Schools
141 Lloyd Road
West Union, Ohio 45693
(937) 544-5586

SECTION 504 COORDINATOR

(non-discrimination on the basis of disability)

Adams County/Ohio Valley Schools
141 Lloyd Road
West Union, Ohio 45693
(937) 544-5586

Questions or requests for information should be directed to the appropriate office or person.

- 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 709 (8), 794, 794a
504 Regulations 34 C.F.R. Part 104
Individuals With Disabilities Education Act; 20 ESC 1401 et seq.
Age Discrimination in Employment Act; 29 USC 1324a et seq.
Americans With Disabilities Act; 42 USC 12112 et seq.
Ohio Const. Art. I, Art. II
ORC 3323.01
Chapter 4112
OAC 3301-35-02(A)(1); 3301-35-03 (A)
- 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
Staff Handbooks
Student Handbooks

The Genetic Information Nondiscrimination Act of 2008 prohibits employers from discrimination in the employment setting on the basis of genetic information.

Revised & Adopted: 3/28/2011
Revised & Adopted: 6/23/08
Revised & Adopted: 3/21/05
Revised & Adopted 12/17/01
Revised Adopted 6/22/00
Revised & Adopted 11/27/95

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, that 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 Adams County/Ohio Valley Board of Education 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.

Legal ref: 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, II
ORC Chapter 4112
OAC 3301-35-03(A)

Cross Ref.: AC, Nondiscrimination/Harassment
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities

Revised and Adopted: 6/22/00

Adopted 3/14/88

Adams County/Ohio Valley School District

SEXUAL HARASSMENT

The Adams County/Ohio Valley Board of Education supports the principle of equal opportunity employment and equal educational opportunities. All persons associated with this school system, 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 will be 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 of 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 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 Compliance Officer: Annually the Board will direct the Superintendent to appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of investigating all sexual harassment complaints in accordance with the procedure set out.

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.

All individuals should be aware that the privacy of the charging party and privacy of the person accused of sexual harassment will be 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.

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, Section 2

Revised and Adopted: 6/26/2006

Revised and Adopted: 6/22/00

Adopted 4/18/95

**SEXUAL HARASSMENT
(TITLE IX GRIEVANCE PROCEDURE)**

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

LEVEL ONE

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 compliance officer.
2. The compliance officer attempts to resolve the problem through the following process:
The compliance officer's responsibility is to:

A. promptly confer 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 compliance officer and signed by the charging party as a testament to the statement's accuracy.

B. meet with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the compliance officer and signed by the charged party as a testament to the statement's accuracy. See: File ACCA-E

C. holds as many meetings with the parties and witnesses (if any) as is necessary to gather facts and render a decision, within two weeks, after the receipt of the complaint, and notify the complainant of the decision in writing. The dates and the facts gathered are all put in writing.

- D. On the basis of the compliance officer's perception of the problem, she/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.

When any written sexual harassment grievance form is received, involving a minor, the Department of Children's Services will immediately be contacted by phone followed by notification by certified mail.

The complainant's responsibilities are to:

- A. if in agreement with the written decision of the compliance officer, the complainant shall notify the compliance officer, in writing, within one week stating the acceptance of the decision.

B. if not in agreement with the written decision of the compliance officer, the complainant shall write a letter to the compliance officer, within one week, stating the fact of disagreement, in which case level two will be initiated.

LEVEL TWO

Upon receipt of a letter of disagreement from either party, within one week, the compliance officer shall request the superintendent to review the complaint. A meeting will be scheduled within one week of the receipt of request for review. The participants shall be the complainant, the compliance officer, and the superintendent. The superintendent shall make a decision within one week, which shall be final. The complainant, the charged party and the compliance officer will receive written copies of the decision.

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

A complaint may be withdrawn in writing, addressed to the compliance officer, by the complainant at any time. All matters involving sexual harassment complaints remain confidential.

Legal Refs.: Civil Rights Act of 1964, Title VI
Civil Rights Act of 1964, Title VII, as amended by the Equal Employment
Opportunity Act of 1972
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Executive Order 11246, as amended by Executive Order, 11375
Equal Pay Act, as amended by the Educational Amendments of 1972
Educational Amendments of 1972
Immigration Reform and Control Act of 1986, Pub. L. No. 99-603 (1986)
Ohio CONST. ART. I, Section 2

Revised & Adopted: 6/26/2006

Revised & Adopted: 7/7/2005

Revised & Adopted: 6/22/2000

Adopted: November 23, 1999

SEXUAL HARASSMENT COMPLAINT FORM

Date of Report _____

Employee/Student Name _____

Position or Grade _____ Building _____

Date and Time of Alleged Harassment _____

Location of Alleged Harassment _____

Name of Alleged Harasser _____

Position or Grade _____ Building _____

Description of the Incident(s) _____

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 Compliance 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 available to qualified disabled persons.
3. Free appropriate public education at elementary and secondary levels, including non-academic and extra-curricular 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, school age program, day care, adult education or vocational program.
5. Each qualified disabled person is provided with the same health, welfare, and other social services that are provided to others.

Legal ref: Individuals With Disabilities Education Act; 20 USC 1401 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
Americans With Disabilities Act; 42 USC 12112 et seq.
ORC 3323.01 et seq.
Chapter 4112

Cross ref: AC, Nondiscrimination/Harassment
ACA, Nondiscrimination on the Basis of Sex
AE, School District Goals and Objectives
GBA, Equal Opportunity Employment
IGBA, Programs for Disabled Students
JB, Equal Educational Opportunities

Revised and Adopted: 6/22/00
Adopted 3/14/88

Adams County/Ohio Valley School District

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

The philosophy of education evolved by the Adams County/Ohio Valley School District 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 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.

Adopted: 6/22/00

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

We believe in the following educational philosophy for the Adams County/Ohio Valley School District:

Mission Statement

Our mission is to reach excellence through continuous improvement.

Belief Statements

We believe that:

- All children can learn.
- The instructional program must be challenging and provide appropriate opportunities for all students.
- Technology is an integral part of an effective instructional program.
- School employees are accountable for the work they do and for the things over which they have control.
- Our schools must provide a caring, friendly, and safe climate for learning.
- Our schools are an integral part of and belong to our community.
- Public education is vital to community development and well-being.
- Our school facilities and equipment must be able to support quality education.
- High expectations of individual behavior and achievement will encourage each student and district employee to realize his/her potential.
- Learning brings joy and is a lifetime pursuit for students and employees.

Parameters

- The educational needs of our students will be our highest priority.
- The physical and emotional health, safety, and welfare of our students will not be jeopardized.
- We will not allow the lack of funds to impede the pursuit of quality education.
- We will communicate openly, honestly, and in a timely manner to foster trust and understanding.
- No significant change in operation will be implemented unless mandated by law without student, employee, and community involvement in the planning process.
- In order to ensure efficient and effective use of resources and maximum educational value, we will not institute or continue programs without cost/benefit analysis.

Legal Ref.: OAC 3301-35-02 (A)

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

Revised & Adopted: 6/23/2003
Revised & Adopted: 6/22/2000
Adopted 3/27/95

SCHOOL DISTRICT GOALS AND OBJECTIVES

The goals that the board, administrators, and staff will try to accomplish in the school district are:

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 Studies, 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 student 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 his/her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.
9. Gain 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 education 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.

Legal Ref.: OAC 3301-35-02 (A)

Cross Ref.: 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

Revised & Adopted: 6/22/00

Adopted 3/14/88

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
7. student health and safety
8. student cumulative records
9. student admission, placement, and withdrawal
10. student attendance and conduct
11. school guidance services
12. student activity programs
13. community relations programs

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 Districts 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.

Legal ref.: ORC 3313.60
3319.01; 3319.02; 3319.08; 3319.081
OAC 3301-35-02; 3301-35-03

Cross ref.: AF, all subcodes
BCC, Qualifications and Duties of Treasurer
CBA, Qualifications and Duties of Superintendent

Revised & Adopted: 6/22/00

Adopted 3/14/88

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. long-range/strategic planning
5. Board role in educational program development
6. Board member orientation
7. Board member development
8. Board officer performance
9. Board-Superintendent relationships
10. Board-Treasurer relationships
11. Board-staff relationships
12. Board-community relationships
13. legislative and governmental relationships
14. 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.

Cross Refs.: AF, Commitment to Accomplishment
BA, Board Operational Goals
BCB, Board Officers
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BF, Board Policy Development and Adoption
BHA, New Board Member Orientation
BHB, Board Member Development Opportunities
CD, Management Team
DA, Fiscal Management Goals

Revised & Adopted: 3/23/06

Adopted: 3/29/01

Adams County/Ohio Valley School District

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. Stakeholders also expect a high level of performance from those who are elected to govern the schools.

Ultimately, the performance of an individual Board member is measured at election time. However, that is of how well the governing body is functioning. The assessment instrument or scoring system is not important. What is important is for the Board to establish a plan to regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

SELF-EVALUATION INSTRUMENT

Using the numbering system below, rate each item: 1 – ineffective; 2 – somewhat ineffective; 3 – somewhat effective; 4 – effective; 5 – highly effective.

Board Meetings – Official action can be taken only when the Board is in session. Therefore, each meeting must be organized for maximum efficiency.

The Board of Education:					
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
—	—	—	—	—	reads agenda and background materials well in advance of meeting
—	—	—	—	—	makes public feel welcome; provides agenda, minutes and related materials
—	—	—	—	—	assures that meeting time, place and facilities are convenient for Board, staff and public
—	—	—	—	—	does not present new issues of complex nature for immediate action
—	—	—	—	—	does not abuse privilege of tabling important issues
—	—	—	—	—	demonstrates knowledge and use of good parliamentary procedure
—	—	—	—	—	makes distinction between Board’s role and function of administrators

The Board of Education:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
—	—	—	—	—	expects staff input and Superintendent’s recommendation on key issues
—	—	—	—	—	ensures that a good public participation policy is in effect
—	—	—	—	—	endeavors to make most productive use of meeting time
—	—	—	—	—	conducts all meetings in accordance with the “Sunshine Law”
—	—	—	—	—	selects officers on basis of ability
—	—	—	—	—	has procedure for submitting agenda items.

Board-Community Relations- The schools belong to the people. As elected officials, Board members have the responsibility to be representative, to be responsive and to be effective as agents of change. The Board of Education:

—	—	—	—	—	actively seeks input from community in establishing goals and objectives
—	—	—	—	—	gives full support and cooperation to PTA and other citizens establishes close working relationship with other units of government
—	—	—	—	—	is actively involved in State and Federal education legislation
—	—	—	—	—	maintains effective two-way communication between school officials and residents of the District
—	—	—	—	—	ensures best possible relationship between school District officials and the media
—	—	—	—	—	makes best use of facilities and resources in meeting needs of community
—	—	—	—	—	provides leadership in securing maximum community support for a good educational program
—	—	—	—	—	approves annual budget within resources that can be certified in the “fiscal certificate”

The Board of Education:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
—	—	—	—	—	adopts policies which ensure sound management and fiscal control

Board-Administrator Relations – A good Board-administrator relationship does not guarantee a successful educational program. It is doubtful, however, if a good program will exist in districts with poor Board-administrator relations.

—	—	—	—	—	evaluates performance of Superintendent and Treasurer on a regular basis
—	—	—	—	—	assures that all other personnel are evaluated on a regular basis by Superintendent and staff
—	—	—	—	—	works and plans with administration in spirit of mutual trust and confidence
—	—	—	—	—	recognizes Superintendent as chief executive officer and educational leader of the District
—	—	—	—	—	provides administrators encouragement and opportunity for professional growth
—	—	—	—	—	avoids interference with duties which are the responsibility of administrators
—	—	—	—	—	solicits input from professional staff in development of Board policies
—	—	—	—	—	addresses potential problems between Board and administrators at earliest opportunity
—	—	—	—	—	is willing to defend administrators from unjust and unfounded criticism
—	—	—	—	—	has explored the management team concept of operating the schools

The Board of Education:

1 2 3 4 5

Board-Staff Relations – Good education depends on good teachers. It is incumbent on Boards to seek maximum input from staff on educational issues while retaining the authority and responsibility for the operation of the schools.

- — — — — approves job descriptions for all approved positions
- — — — — adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
- — — — — encourages professional growth through staff development, in-service programs, visitations and conferences
- — — — — refers complaints to appropriate person for discussion
- — — — — preserves and maintains adequate management rights in any labor relations agreement

Instructional Program – The purpose of public schools is to provide educational opportunities for all students. To this end, it must be determined what are educationally valuable experiences and how they can best be delivered.

- — — — — provides equal access to curriculum and co curricular activities for all students
- — — — — approves course additions and deletions to the curriculum
- — — — — balances the overall needs of students and community with efforts of special interest groups to influence the curriculum
- — — — — encourages suggestions for curriculum improvement from students, staff and community
- — — — — safeguards the privacy of student records
- — — — — encourages a positive approach to student discipline
- — — — — safeguards the rights of students to due process
- — — — — provides policies that implement the educational standards of the State Board of Education

Personal Qualities – Maximum results as a school board member will be achieved only if high ethical standards of conduct are maintained in all personal, business and public activities

As a Board of Education member, I

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
—	—	—	—	—	keep the education and welfare of children as my primary concern
—	—	—	—	—	represent the best interests of all patrons rather than special interest groups
—	—	—	—	—	understand the need for compromise; abide by decisions of the majority
—	—	—	—	—	channel complaints and potential problems to proper authority
—	—	—	—	—	have made the time commitment necessary to become an informed and effective Board member
—	—	—	—	—	reach decisions on the merits of issues and on the basis of best available evidence
—	—	—	—	—	participate in in-service programs at regional, State and national levels
—	—	—	—	—	do not individually or unilaterally make decisions or commitment on the Board’s behalf
—	—	—	—	—	am open and honest with other Board members and administrators; share information and avoid “surprises” whenever possible
—	—	—	—	—	am familiar with and abide by the OSBA Code of Ethics

Additional Comments:

Revised & Adopted: 3/23/06
Adopted 3/29/01

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 strength 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 nonrenew his/her contract.

Legal ref.: ORC 3319.01

Cross ref.: CBA, Qualifications and Duties of Superintendent

Revised & Adopted: 6/22/00

Adopted 3/14/88

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 evaluation of the Treasurer's abilities and performance is written and made available to and discussed with the Treasurer in conference. The Board must consider 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 shall be provided to the Treasurer for his/her comments before its adoption.

Revised & Adopted: 3/22/04

Adopted: 6/22/00

Legal Ref.: ORC 3313.22

Adams County/Ohio Valley School District

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.

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

Contract ref.: Teachers Negotiated Agreement

Revised & Adopted: 6/22/00

Adopted 3/14/88

Adams County/Ohio Valley School District

**EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and support)**

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code, including the following: assistant superintendents, principals, assistant principals and all other personnel required to maintain certificates in order to be employed as pupil-personnel workers and educational administrative specialists (provided that such person spends less than 50% of his/her time teaching or working with students) and any other employee whose duties enable him/her to be considered either a “supervisor” or “management-level employee” excluded from all of the employee bargaining units.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with the requirement of Ohio law. Annually, all administrators are evaluated. In the year the contract does not expire the evaluations are completed by July 31. A copy of the evaluation is given to the administrator. In the year an administrator’s contract is to expire, two evaluations are to be given, 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. Evaluations are considered by the Board in determining whether to re-employ administrators. In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The final evaluation includes the Superintendent’s intended recommendation for the contract of the employee, 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.

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 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/his/her representative.

Legal Refs.: ORC 3319.02; 3319.16
OAC 3301-35-03(A) (8)

Cross Refs.: GBL, Personnel Records

Revised and Adopted: 3/29/01

Adopted: 6/22/00

Adams County/Ohio Valley School District

EVALUATION OF PROFESSIONAL STAFF

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

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.
2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of July. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory, and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the first written evaluation. If the administrator's contract does not expire that school year, this second evaluation will be held prior to January 20. If the administrator's contract does expire that school year, this second evaluation meeting will be held sometime during the month of November. The evaluatee is given a copy of the evaluation and has an opportunity to discuss with the evaluator at this second meeting.
3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.
4. For those employees whose contracts are expiring at the end of the current school year two evaluations must be completed. A preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee 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.

Revised and Adopted: 3/29/01
Adopted: 6/22/00

EVALUATION OF SUPPORT STAFF

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

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

The services of all support staff employees are evaluated at least once a year. Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement.

Legal Ref.: ORC 3319.081 Chapter 124
OAC 3301-35-03(A) (8)

Contract Ref.: Support Staff Negotiated Agreement

Revised & Adopted: 6/22/00

Adopted 3/14/88

EVALUATION OF INSTRUCTIONAL PROGRAMS

The superintendent shall, on a regular basis, evaluate the effectiveness of 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 the board with data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. This date will include:

1. Relation of student growth and development to the objectives of the school system.
2. Suitability of educational programs in terms of community expectations.
3. Report on how evaluation findings will be used for program improvement.
4. Students achievement in light of testing results of standardized achievement tests and competency tests.
5. The number of students who matriculate in a program of higher education and the percentage of these who successfully graduate.
6. Extent of, and trends in, admissions to colleges and universities.
7. Employment records of graduates not going to college.
8. All other relevant data that 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.

Legal Ref: ORC 3301.13
3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03(K)
Cross Ref.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

Revised & Adopted 12/17/01
Revised & Adopted: 6/22/00
Adopted 7/15/91

Adams County/Ohio Valley School District

EVALUATION OF INSTRUCTIONAL RESOURCES

The superintendent evaluates 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 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. Students 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.: Adams County/Ohio Valley Schools, 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

Revised & Adopted: 6/22/00

Adopted 7/15/91