

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

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ACB	Nondiscrimination on the Basis of Disability
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SCHOOL DISTRICT LEGAL STATUS

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

The Ohio General Assembly is under mandate by the Ohio Constitution to provide for the organization, administration and control of the public school system supported by public funds. The Ohio Constitution also mandates a State Board of Education (SBOE) and a Superintendent of Public Instruction, the respective powers and duties of which are prescribed by State law.

The Ohio General Assembly has also established a State Department of Education (through which policies and directives of the SBOE and Superintendent of Public Instruction are administered) and has established specific types of school districts.

The Three Rivers Local School District is classified as a local school district governed by a locally elected board of education.

[Adoption date: April 11, 2005]
[Re-adoption date: September 23, 2014]
[Re-adoption date: March 29, 2017]
(Re-approval date: March 27, 2018)

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05
3311.16 through 3311.19

CROSS REFS.: BBA, School Board Powers and Duties
BBB, School Board Elections
LBB, Cooperative Educational Programs

THIS IS A REQUIRED POLICY

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the schools is essential to promote and maintain the quality of education for all students.

In addition to electing fellow citizens to represent them on the Board, all citizens may express ideas, concerns and judgments about the schools to the administration, to the staff, to any appointed advisory bodies and ultimately to the Board. Ideas should be addressed to the responsible individual in an appropriate fashion.

Residents may be invited by the Board to act as advisers, individually and in groups, in such areas as:

1. clarifying general ideas and attitudes held by residents in regard to the schools;
2. developing Board policies under which the District is to be managed;
3. establishing administrative arrangements and procedures designed to help implement these policies;
4. determining the purposes of course of study and special services to be provided for students;
5. evaluating the extent to which these purposes are being achieved by present policies and/or
6. solving a specific problem or set of closely related problems about which a decision must be made.

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

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

[Re-adoption date: March 27, 2018]

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
BCFA, Business Advisory Council to the Board
BCFB, Family and Civic Engagement Committee
FL, Retirement of Facilities
IF, Curriculum Development

THIS IS A REQUIRED POLICY

STAFF INVOLVEMENT IN DECISION MAKING

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

There should be an exchange of ideas and pertinent information among all elements of a school district. Problems and unfavorable attitudes develop when employees are denied information essential for the performance of their respective assignments or when they feel that their ideas and concerns are not heard. Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

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

While all employees have the opportunity to bring their ideas or concerns to the Board, they are expected to proceed through the recognized Board-approved organizational chart. Final authority for all decisions rests with the Board.

[Adoption date: April 11, 2005]

[Re-adoption date: October 7, 2014]

[Re-adoption date: May 22, 2018]

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 (Five-Year Forecast)
GCD, Credentialed Staff Hiring
GDD, Classified Staff Hiring
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 that 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 procedures. Final authority for all decisions rests with the Board.

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

[Re-adoption date: March 27, 2018]

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

THIS IS A REQUIRED POLICY

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, sexual orientation, 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, student, parent or community member 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, student, parent or community member 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.

The Board designates the following individual to serve as the District's compliance officer/civil rights coordinator:

Title:	Chief Operating Officer
Address:	District Office, 401 N. Miami Avenue, Cleves, OH 45002
Phone number:	(513) 941-6400

The name, title, and contact information of this individual is annually published in District handbooks and on the District website.

The compliance officer is responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address any inquiries or complaints regarding discrimination/retaliation or denial of equal access in a prompt and equitable manner.

Reports and Complaints of Unlawful Discrimination/Harassment

All persons associated with the District, including, but not limited to, the Board, administrators, staff, students and third parties are encouraged to promptly report incidents of unlawful discrimination/harassment.

The Board has developed complaint procedures, which are made available to every member of the school community. The Board will follow all applicable State and Federal laws regarding unlawful discrimination and/or harassment.

Matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible.

[Adoption date: April 11, 2005]

[Re-adoption date: June 10, 2008]

[Re-adoption date: April 26, 2011]

[Re-adoption date: November 4, 2014]

[Re-adoption date: January 24, 2017]

[Re-adoption date: May 22, 2018]

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

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

THIS IS A REQUIRED POLICY

NONDISCRIMINATION ON THE BASIS OF SEX/
SEXUAL HARASSMENT

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.

All persons associated with the District, including, but not limited to, the Board, administration, staff, students, and third parties are expected to conduct themselves at all times so as to provide an atmosphere free from sex discrimination and sexual harassment. Sex discrimination and 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. The District may have an obligation to investigate and/or respond to sexual harassment occurring off school grounds, when the harassment creates a hostile environment within the school setting. Sexual harassment is strictly prohibited by this policy.

The District takes measures to eliminate harassment, prevent its recurrence and remedy its effects, and will implement interim measures as deemed necessary.

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal, nonverbal, 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 status in a class, educational program or activity;
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 is sufficiently severe, persistent, or pervasive and has the purpose or effect of unreasonably interfering with an individual’s work or educational performance by creating an intimidating, hostile or abusive environment, or by interfering with one’s ability to participate in or benefit from a class or educational program or activity.

Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will, or where a person is incapable of giving consent. Examples of sexual violence include but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Sexual harassment includes gender-based harassment, which refers to unwelcome conduct based on an individual's actual or perceived sex, (including harassment based on gender identity and nonconformity with sex stereotypes), and not necessarily involving conduct of a sexual nature.

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

All of these types of harassment are considered forms of sex discrimination prohibited by Title IX.

The Board has developed informal and formal discrimination and harassment complaint procedures. The procedures provide for a prompt and equitable investigation and resolution of complaints of sex discrimination, including sexual misconduct. The Board also has identified disciplinary measures that may be imposed upon the offender. Nothing in this policy or procedure prevents an individual from pursuing action through State and/or Federal law, contacting law enforcement, or from filing a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Board designates the following individual to serve as the District's Title IX Coordinator:

Title:	Chief Operating Officer
Address:	401 N. Miami Avenue, Cleves, OH 45002
Phone number:	(513) 941-6400

The Title IX Coordinator serves as the grievance officer and coordinates the District's efforts to comply with and carry out responsibilities under Title IX, including any complaint under Title IX. He/She is 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. Any investigatory responsibilities of the Title IX Coordinator may be delegated to a designee trained in Title IX compliance and procedures.

Confidentiality/Retaliation

Sexual harassment matters, including the identity of both the reporting party and the responding party, are kept confidential to the extent possible, consistent with the Board's legal obligation to investigate. Although discipline may be imposed against the responding party upon a finding of guilt, the District prohibits retaliation for an individual's participation in, and/or initiation of a sex discrimination/sexual harassment complaint investigation, including instances where the complaint is not substantiated. The District takes reasonable steps to prevent retaliation and takes strong responsive action if retaliation occurs.

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

[Re-adoption date: January 24, 2017]

[Re-adoption date: January 9, 2018]

[Re-adoption date: May 22, 2018]

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
ACA, Nondiscrimination on the Basis of Sex
GBA, Equal Opportunity Employment
GBD, Board-Staff Communications (Also BG)
GBH, Staff-Student Relations (Also JM)
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHG, Reporting Child Abuse
Staff Handbooks
Student Handbooks

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

THIS IS A REQUIRED POLICY

NONDISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT GRIEVANCE PROCEDURES

The Board has created informal and formal discrimination and harassment grievance procedures, providing for a prompt and equitable investigation and resolution of complaints of sex discrimination, including sexual misconduct. All students and District employees are encouraged to fully cooperate when asked to participate in an investigation.

Members of the school community and third parties are encouraged to promptly report incidents of sex discrimination or sexual harassment. Complaints may be filed with any District employee, or directly with the Title IX Coordinator. District employees are required to report these incidents to the Title IX Coordinator upon becoming aware of an incident, and failure to do so may result in disciplinary action.

Complaints of sex discrimination or sexual harassment must be filed as soon as possible after the alleged incident, as delays in filing complaints can make it difficult to investigate. Both the informal and formal grievance procedures are completed in a timely manner, unless extenuating circumstances exist. Periodic updates are provided to the parties as appropriate during the investigation.

The Title IX Coordinator determines whether or not, by “a preponderance of the evidence,” the alleged victim’s allegations are true. “A preponderance of the evidence” means that evidence must show the alleged discrimination/sexual harassment was more likely than not to have occurred.

Pending the final outcome of an informal or formal investigation, the District institutes interim measures to protect the reporting and/or responding parties and informs him/her of available support services. Interim measures may include, but are not limited to: a District-enforced no contact order, modification of work or class schedules, academic modifications and/or counseling. These measures should ensure that both parties continue to have equal access to all District programs and activities and the safety of all parties is protected.

If the Title IX Coordinator or designee is the responding party or the reporting 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.

Informal Procedure for Addressing Complaints

An informal grievance procedure can be used when the Title IX Coordinator deems it appropriate and/or when the parties involved (reporting party and responding party) agree that an informal process is appropriate and sufficient. The informal process is not used when the alleged discrimination or harassment may constitute sexual violence or any other criminal act.

The Title IX Coordinator gathers enough information during the informal process to understand and resolve the complaint. The Title IX Coordinator proposes an informal solution based on this fact-gathering process, which may include, but not be limited to: requiring the responding party to undergo training on harassment/discrimination, requiring all students and staff to undergo such training, and instituting protective mechanisms for the reporting party.

Formal Procedure for Addressing Complaints

While the formal grievance procedure may serve as the first step toward the resolution of a charge of sex discrimination or sexual harassment, it also is available when the informal procedure fails to resolve the complaint.

Through the formal grievance procedure, the Title IX Coordinator attempts to resolve the complaint in the following way:

1. The Title IX Coordinator promptly communicates with the reporting 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 Title IX Coordinator and signed by the reporting party, where possible, as a testament to the statement's accuracy.
2. The Title IX Coordinator communicates with the responding party in order to obtain his/her response to the complaint. The response is put in writing by the Title IX Coordinator and signed by the responding party, where possible, as a testament to the statement's accuracy.
3. The Title IX Coordinator communicates with the parties and witnesses (if any) as necessary to gather all of the relevant facts. The dates of any meetings and the facts gathered are all put in writing. The investigation is prompt and equitable, and allows both parties an equal opportunity to present witnesses and other evidence.
4. At the conclusion of the investigation, the Title IX Coordinator prepares a written report summarizing: the evidence gathered during the investigation and whether the allegations were substantiated; whether any Board policies or student or employee codes of conduct were violated; any recommendations for corrective action. The investigation report indicates if any measures must be instituted to protect the reporting party. Such measures may include, but are not limited to extending any interim measures taken during the investigation. The report also informs the reporting party of available support services, which at a minimum includes offering school counseling services if the reporting party is a student.

Notice of Outcome

Both the reporting party and the responding party are provided written notice of the outcome of the complaint.

If either party disagrees with the decision of the Title IX Coordinator, he/she may appeal to the Superintendent. After reviewing the record made by the Title IX Coordinator, the Superintendent may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent is final.

Disciplinary Action

Any disciplinary action is carried out in accordance with Board policies, student and employee codes of conduct, State and Federal law, and, when applicable, the negotiated agreement. When recommending discipline, the Title IX Coordinator considers the totality of the circumstances involved, including the ages and maturity levels of those involved. The Title IX Coordinator and the Superintendent determine if a recommendation for expulsion for a responding student or discharge for a responding employee should be made. If this recommendation is made and a hearing is required, the hearing shall be held in accordance with Board policy, State law and/or the negotiated agreement. Both parties shall have an equal right to attend the hearing, have a representative and parent (if student) present, present evidence, and question witnesses.

(Approval date: February 13, 2006)

(Re-approval date: November 4, 2014)

(Re-approval date: January 24, 2017)

(Re-approval date: January 9, 2018)

(Re-approval date: May 22, 2018)

THIS IS A REQUIRED PROCEDURE

SEXUAL HARASSMENT COMPLAINT FORM

Date of Report _____

Reporting Party Name _____

Position or Grade _____ Building _____

Date and Time of Alleged Harassment _____

Location of Alleged Harassment _____

Name of Accused (Responding Party) _____

Position or Grade _____ Building _____

Description of the Incident(s) _____

Name of Witnesses, if any, and Involvement _____

Your Reaction _____

Signature of Reporting Party _____

NONDISCRIMINATION ON THE BASIS OF DISABILITY

The Board maintains that discrimination against a qualified disabled person, as defined by the Americans with Disabilities Act, 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 that deal with disabled individuals.

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

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

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

[Re-adoption date: May 22, 2018]

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

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

THIS IS A REQUIRED POLICY

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Any one with a complaint regarding discrimination based on disability should refer to the following.

The Board authorizes the Superintendent to designate an individual, called the ADA Coordinator, as the employee responsible for providing information about the Americans with Disabilities Act and resolving complaints about discrimination against the disabled. The name of that individual may be obtained by contacting the Superintendent.

Any person may file a complaint if he/she believes that the District has discriminated against him/her on account of a disability. The person filing the complaint is called the “grievant” and the complaint is called a “grievance.”

The grievant must file a written complaint within five working days (normally one calendar week) of the date the alleged discrimination occurred. Working days are business days of the District office or regularly scheduled workdays for employee grievants.

The District does not have to process a grievance filed after the deadline.

The grievant must file the complaint with the ADA Coordinator/designee. The ADA Coordinator/designee investigates the grievance and responds within 10 working days.

When reviewing the grievance, the ADA Coordinator/designee determines whether the grievant is actually a qualified person with a disability, as defined by the Americans with Disabilities Act, whether the District may have discriminated against the grievant or whether the District can reasonably accommodate the grievant or otherwise resolve the grievant’s problem.

(Approval date: April 11, 2005)

(Re-approval date: November 4, 2014)

(Re-approval date: May 22, 2018)

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 11, 2005]

[Re-adoption date: November 4, 2014]

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

THIS IS A REQUIRED POLICY

EDUCATIONAL PHILOSOPHY

The Board is committed to providing a program of education that is consistent with the following tenets.

1. Education contributes to the continuous improvement of our democratic society and the cultures it encompasses through the development of concerned, contributing and patriotic citizens.
2. The dignity and worth of the individual is respected. Each individual is given the opportunity to participate in our society to the best of his/her ability.
3. The educational program is conducive to the optimum intellectual, physical, social and emotional development of all youth.
4. Basic knowledge, skills, understandings and appreciations are necessary for full-life functioning.
5. All youth are introduced to the humanities and the arts and provided the opportunity to pursue further studies in these areas.
6. The immediate and projected personal and societal needs of our youth receive continuous appraisal.
7. The development of self-appraisal skills, decision-making techniques and self-discipline by our youth helps them in assuming the responsibility for setting realistic immediate and long-range personal, academic and career goals.
8. The development of moral and ethical values on the part of youth is an important aspect of personal maturity for which the parents assume the primary responsibility. However, the schools strive to reinforce their efforts.
9. Continuous physical, mental and emotional growth and development is promoted through the maintenance of appropriate educational programs for youth.
10. Self-realization and self-expression are encouraged.
11. The educational program meets or exceeds the State Board of Education standards.
12. The development and implementation of a program of continuous evaluation based upon stated goals and objectives are necessary for effective program revision and improvement.

[Adoption date: April 11, 2005]
[Re-adoption date: November 4, 2014]

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

THIS IS A REQUIRED POLICY

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 that 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 District highlights the strengths of the education program and invites the community to participate in school functions.
13. Continual Evaluation and Revision of Curriculum. The District provides, through the evaluation process, a curriculum that is pertinent to student and community needs.

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

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

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

THIS IS A REQUIRED POLICY

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 the Treasurer;
2. evaluates the Superintendent and the Treasurer according to job descriptions and Board expectations and
3. evaluates itself according to its established goals and purposes.

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

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

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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 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 and
13. management team development and utilization.

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

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
AF, Commitment to Accomplishment
BA, Board Operation Goals
BCB, Board Officers
BCCD, Board-Treasurer Relationship
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BF, Board Policy Development and Adoption
BG, Board-Staff Communications (Also GBD)
BHA, New Board Member Orientation
BHB, Board Member Development Opportunities
CD, Management Team
DA, Fiscal Management Goals
KA, School-Community Relations Goals

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.

Each Board should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. It is important 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.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board:
_____	_____	_____	_____	_____	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 the 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.

- | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The Board: |
|----------|----------|----------|----------|----------|--|
| _____ | _____ | _____ | _____ | _____ | makes distinction between the Board's role and function of administrators. |
| _____ | _____ | _____ | _____ | _____ | expects staff input and the Superintendent's recommendation on key issues. |
| _____ | _____ | _____ | _____ | _____ | equally applies the public participation policy to all speakers. |
| _____ | _____ | _____ | _____ | _____ | makes the most productive use of meeting time. |
| _____ | _____ | _____ | _____ | _____ | conducts all meetings in accordance with the Open Meetings Act (Sunshine Law). |
| _____ | _____ | _____ | _____ | _____ | selects officers on basis of ability. |
| _____ | _____ | _____ | _____ | _____ | has procedure for submitting agenda items. |

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

- | | | | | | |
|-------|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | _____ | actively seeks input from the community in establishing goals and objectives. |
| _____ | _____ | _____ | _____ | _____ | gives full support and cooperation to parent and community organizations with student-centered missions. |
| _____ | _____ | _____ | _____ | _____ | establishes a close working relationship with other units of government. |
| _____ | _____ | _____ | _____ | _____ | is actively involved in state and federal education legislation. |
| _____ | _____ | _____ | _____ | _____ | maintains effective two-way communication between District officials and residents of the District. |
| _____ | _____ | _____ | _____ | _____ | ensures the best possible relationship between District officials and the media. |

1 2 3 4 5 - The Board:

- _____ makes best use of facilities and resources in meeting needs of the community.
- _____ provides leadership in securing maximum community support for a good educational program.
- _____ approves an annual budget within resources that can be certified in the “fiscal certificate.”

Board-Administrator Relations - The Board:

- _____ evaluates the performance of both the Superintendent and the Treasurer on a regular basis and pursuant to State law.
- _____ assures that the Superintendent complies with Board policies regarding annual staff evaluations.
- _____ works and plans with District administrators in the spirit of mutual trust and confidence.
- _____ recognizes the Superintendent as the chief executive officer and educational leader of the District.
- _____ provides District administrators opportunity for professional growth.
- _____ avoids interference with duties that are the responsibility of District administrators.
- _____ solicits input from the Superintendent in developing and maintaining a comprehensive and legally compliant Board policy manual.
- _____ addresses potential problems between the Board and District administrators promptly as issues arise.

- 1 2 3 4 5 The Board:
_____ defends District administrators from unjust and unfounded criticism.
- _____ utilizes the management team concept of operating the District.

Board-Staff Relations - The Board seeks maximum input from staff on educational issues while retaining decision-making authority and responsibility for the operation of the District. The Board:

- _____ approves job descriptions for all 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 District administrators for discussion and resolution.
- _____ preserves and maintains management rights in all labor relations agreements.

Instructional Program - The Board:

- _____ provides equal access to curriculum as well as cocurricular and extracurricular activities to all students.
- _____ approves all curriculum changes including course additions and deletions.
- _____ balances the overall needs of students and community with efforts of special interest groups to influence the curriculum.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board:
_____	_____	_____	_____	_____	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 Board member will be achieved only if high ethical standards of conduct are maintained in all personal, business and public activities. As a Board member, I:

_____	_____	_____	_____	_____	am courteous and respectful of fellow Board members.
_____	_____	_____	_____	_____	keep the education and welfare of students as my primary concern.
_____	_____	_____	_____	_____	represent the best interests of all stakeholders rather than special interest groups.
_____	_____	_____	_____	_____	understand the need for compromise; abide by decisions of the majority.
_____	_____	_____	_____	_____	channel complaints and potential problems through proper administrative channels.
_____	_____	_____	_____	_____	have made the time commitment necessary to become an informed and effective Board member.
_____	_____	_____	_____	_____	reach decisions on the merits of issues and the best available evidence.
_____	_____	_____	_____	_____	participate in in-service programs at regional, state and national levels.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	As a Board member, I:
_____	_____	_____	_____	_____	do not individually or unilaterally make decisions or commitments 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 Board Member Code of Ethics.

Additional Comments:

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 11, 2005]

[Re-adoption date: November 4, 2014]

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)

THIS IS A REQUIRED POLICY

Three Rivers Local School District, Cleves, Ohio

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 may 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.

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

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

THIS IS A REQUIRED POLICY

Three Rivers Local School District, Cleves, Ohio

THREE RIVERS LOCAL SCHOOL DISTRICT

TREASURER EVALUATION

As you read through the following list, check rating scale: E - Exceeds Expectations, M - Meets Expectations, NI - Needs Improvement, and CJ - Cannot Judge. You can provide examples, details, and rationale in the comment space. If improvement is needed, list Goals you would like the Treasurer to work toward.

E	M	NI	CJ	RELATIONSHIP WITH THE BOARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keeps Board informed on the budget, fiscal operations, and other financial matters the Board may need to effectively make decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides explanations for Board meeting agenda items.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes himself/herself available to Board members for fiscal questions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relationship with the Board.

Comments: _____

Goals for Treasurer: _____

E	M	NI	CJ	FINANCIAL/BUDGET AREA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assumes general responsibility as the school District's chief fiscal employee for the receipt and expenditure of public funds in accordance with the statutes, policies, and rules and regulations governing the authority of his/her office.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prepares Five-Year Forecast, presents to Board and sufficiently explains financial information and trends in forecast.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works with the Superintendent in developing, organizing, presenting, and implementing the annual budget and budget appropriations, and assumes the responsibility for officially filing them with county officials.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes himself/herself available as the Board's fiscal representative at public meetings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contacts local financial institutions and obtains proposals for depository agreements. Analyzes proposals and makes appropriate recommendations based on District needs.

E M NI CJ

- Supervises the investment of interim funds and invests the maximum amount available. Uses financial institutions providing the best interest rates to maximize investment revenue for the District.
- Maintains fiscal records of all federal programs in which the District is participating. Informs District management of fiscal activity in federal programs.
- Provides the Board and the Superintendent with monthly financial statements and supporting documentation.
- Results of District audits reflect minimal issues with financial transactions and financial reporting in the Treasurer’s office.

Comments: _____

Goals for Treasurer: _____

E M NI CJ PAYROLL

- Assumes responsibility for the efficient operation of the payroll function for professional and classified personnel of the school District.
- Provides input on finances for employee negotiations.
- Analyzes and monitors payroll and benefit expenses of the District.
- District staff report minimal problems related to payroll processing. Staff is kept informed about insurance, retirement, leave and benefit policies.

Comments: _____

Goals for Treasurer: _____

E M NI CJ SECRETARY - TREASURER

- Serves as secretary during all official meetings of the Board of Education. Effectively records all proceedings of each official meeting of the Board.
- Notifies news media of regular and special Board meetings. Notifies Board members in writing or email of special meetings.

E M NI CJ

- Exhibits punctuality and regularity of attendance at meetings.
- Enters into contractual relationships for all bonds, contracts, agreements and legal documents of the District.
- Provides the Board of Education with meeting minutes in a timely manner.

Comments: _____

Goals for Treasurer: _____

E M NI CJ

OTHER DUTIES - The Treasurer is solely accountable for, or may share with others, the responsibility of the following.

- Serves as custodian and treasurer of all school funds.
- Pays bills timely and maintains documentation supporting payments.
- Prepares required Board of Education, county, state, and federal reports and other necessary records.
- Works with health insurance agent and provides general administration of school health insurance program.
- Performs such additional duties as may be prescribed by law or assigned by the Board of Education. Accepts duties willingly.

Comments: _____

Goals for Treasurer: _____

E M NI CJ

PERSONAL QUALIFICATIONS

- Has the ability to work as part of the District administrative team and provides information to staff, administration and the community as needed.
- Has extensive knowledge of accounting and fiscal procedures.
- Exercises good judgment and common sense in arriving at decisions.
- Recognizes, innovates, develops, and follows through on sound financial procedures within the framework of local, state, and federal programs.

Comments: _____

Goals for Treasurer: _____

E	M	NI	CJ	SPECIAL TRAINING
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has training in both financial and legal concepts, which provide him/her with the knowledge needed to effectively serve as chief financial officer.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains current knowledge of state and federal school finance regulations through classes, seminars and other available methods.

Comments: _____

Goals for _____

Treasurer: _____

Signature of Board Member Performing Evaluation _____

EVALUATION OF CREDENTIALLED STAFF (Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 24, 2012.

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed evaluators chosen from ODE's list.

Effectiveness Rating

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

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures. When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

If a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions. The Board may administer ODE-approved assessments and/or local measures of student growth using state-designed criteria and guidance for teachers of subjects where value-added scores from state assessments are not available. Evaluations for teachers of grade levels and subject areas for which the value-added progress dimension is applicable, and where no other measure is available to determine student academic growth, shall be based solely on teacher performance.

Students with 45 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective student growth levels.

Professional Growth and Improvement Plans

Teachers with a final summative rating of Accomplished must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers with a final summative rating of Skilled must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list and will have input on their credentialed evaluator.

Teachers with a final summative rating of Developing must develop professional growth plans with their credentialed evaluators. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final summative rating of Ineffective must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluator.

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

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

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

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

Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: April 11, 2005]

[Re-adoption date: May 23, 2013]

[Re-adoption date: September 23, 2014]

[Re-adoption date: September 8, 2015]

[Re-adoption date: July 12, 2016]

[Re-adoption date: March 29, 2017]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Credentialed Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

THIS IS A REQUIRED POLICY

EVALUATION OF CREDENTIALLED STAFF
(Administrators Both Credentialed 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. Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent. 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.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

Ohio Principal Evaluation System (OPES)

Procedures for evaluating principals and assistant principals are based on principles comparable to the Ohio Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above system, with the inclusion of the following components.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) Ohio Department of Education (ODE)-approved assessments and/or (3) Board-determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years may be used to assess student academic growth where such data is available. Such data also may be used when making dismissal, retention, tenure or compensation decisions.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

The Board allocates financial resources to support professional development in compliance with State law and the State Board of Education's evaluation framework.

[Adoption date: April 11, 2005]

[Re-adoption date: May 28, 2013]

[Re-adoption date: September 23, 2014]

[Re-adoption date: September 8, 2015]

[Re-adoption date: July 12, 2016]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;
3319.22
OAC 3301-35-05

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

THIS IS A REQUIRED POLICY

EVALUATION OF CREDENTIALLED STAFF
(Administrators Both Credentialed 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 it with the evaluator at this second meeting.
3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.
4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A written copy of the preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.
5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.
6. Assistant superintendents, business managers, principals, assistant principals and other administrators are automatically re-employed for a period of one year, or for two years if such person has been employed by the District for three or more years, if they are not evaluated according to State law or provided a meeting, if 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.

(Approval date: April 11, 2005)

(Re-approval date: May 28, 2013)

(Re-approval date: October 28, 2014)

THIS IS A REQUIRED REGULATION

EVALUATION OF CREDENTIALLED STAFF
(Administrators Both Credentialed and Classified)

The public concern for educational excellence and the demand for accountability have spotlighted the quality of leadership in our nation's schools. Research has shown that administrative leadership is a key factor in a school's educational effectiveness. Hence, the methods and procedures used to evaluate administrative performance are of major concern to educators, school boards and the public.

Objectives of the Process

1. Provide an ongoing process involving the evaluator and the administrator being evaluated which creates a cooperative effort to achieve mutual goals.
2. Provide a structure that affords an opportunity for evaluation to identify strengths and areas which need improvement.
3. Assist each administrator in setting goals and to improve personal performance in areas where needed.
4. Assess performance on tasks delineated in the individual's job description in order to help improve performance.
5. Comply with State law requirement for administrative evaluation.
6. Stimulate self-development.

Legal Summary

In school years (July 1 - June 30) during which the employee's contract is not due to expire, at least one evaluation must be completed and a written copy provided to the employee no later than the end of the employee's contract year as defined by the employee's annual salary notice (August 1 through July 31).

In school years (July 1 - June 30) during which the employee's contract is due to expire, at least one preliminary evaluation must be completed and a written copy provided to the employee at least 60 days prior to March 31 and prior to any action by the Board on the employee's employment contract. In addition, at least one final evaluation must be completed and must include the Superintendent's intended recommendation to the Board regarding the contract. A written copy of the final recommendation must be provided to the employee at least five days prior to the Board's acting on the renewal or nonrenewal of the contract.

The Superintendent's recommendation must come from the Superintendent of the Hamilton County Educational Service Center.

The Board must provide, at the request of the employee, a meeting in executive session to discuss the reasons for considering renewal or nonrenewal of the contract.

Local Process

This procedure applies to all administrators other than the Superintendent. It applies to credentialed or licensed administrators and so-called "other administrators."

In order to always be in compliance with legal requirements, two evaluations are completed annually, every year, in the months of July and January. Written copies of completed evaluations are furnished to the administrator promptly after completion. A conference is scheduled promptly after completion of the form so that the evaluator and the administrator may discuss the evaluation.

Evaluations are completed using prescribed forms, which may be revised by the Superintendent. The same form is used for both the July and January evaluations.

The administrator being evaluated and the evaluator may each attach written narratives of not more than three pages if they wish.

(Approval date: April 11, 2005)

THIS IS A REQUIRED PROCEDURE

EVALUATION OF SCHOOL COUNSELORS

Professional school counselors offer students access to high-quality services that support students' academic, career and social/emotional development. The Board evaluates school counselors in accordance with State law and the standards-based statewide counselor evaluation framework adopted by the State Board of Education (SBOE). The framework is aligned with the Ohio Standards for School Counselors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The policy becomes operative at the expiration of any collective bargaining agreement covering school counselors that is in effect on September 29, 2015. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 29, 2015.

Annually, the Board submits to the Ohio Department of Education (ODE) a report regarding implementation of this policy. The name of, or any personally identifiable information about, any counselor reported in compliance with this provision cannot be required.

Effectiveness Rating

School counselors are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and will include information from the school or school district's report card when appropriate.

Evaluation Time Line

District administrators evaluate school counselors annually except as otherwise appropriate for high performing school counselors. Annual evaluations include two formal observations of at least 30 minutes each and informal observations. Counselors will be provided with a written report of the evaluation.

The Board evaluates school counselors receiving effectiveness ratings of Accomplished on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every three years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

The Board evaluates school counselors receiving effectiveness ratings of Skilled on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every two years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

Professional Growth and Improvement Plans

School counselors with a final summative rating of Accomplished must develop a professional growth plan.

School counselors with a final summative rating of Skilled must develop a professional growth plan collaboratively with their evaluator.

School counselors with a final summative rating of Developing must develop a professional growth plan with their evaluator. The Superintendent/designee approves the professional growth plan.

School counselors with a final summative rating of Ineffective must develop an improvement plan with their evaluator. The Superintendent/designee approves the improvement plan.

The District has discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions for school counselors beginning with the 2017-2018 school year. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Poorly Performing Counselors

The Board uses evaluation results for removing poorly performing counselors beginning with the 2017-2018 school year. The Board adopts procedures for removing poorly performing school counselors based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: July 12, 2016]

[Re-adoption date: March 29, 2017]

LEGAL REFS.: ORC 3319.113; 3319.61
3302.03
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Credentialed Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

THIS IS A REQUIRED POLICY

EVALUATION OF CLASSIFIED STAFF

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

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

The services of all classified staff employees are evaluated at least once each year. Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement and/or State law.

[Adoption date: April 11, 2005]

[Re-adoption date: October 28, 2014]

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

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

CONTRACT REF.: Classified Staff Negotiated Agreement

THIS IS A REQUIRED POLICY

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent regularly evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, he/she submits a written and comprehensive report of his/her findings to the Board for its consideration and action. The specific purpose of this report is to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools.

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

[Adoption date: April 11, 2005]

[Re-adoption date: November 4, 2014]

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

THIS IS A REQUIRED POLICY

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. Credentialed 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 are 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 are processed according to established procedures.
7. Student attendance and conduct are 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 11, 2005]

[Re-adoption date: November 4, 2014]

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

THIS IS A REQUIRED POLICY