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SCHOOL DISTRICT LEGAL STATUS

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

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

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

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

[Adoption date: January 20, 2004]

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

COMMUNITY INVOLVEMENT IN DECISION MAKING

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 advisors, individually and in groups, in such areas as:

1. clarifying general ideas and attitudes held by residents in regard to the schools;
2. evaluating administrative arrangements and regulations designed to help implement Board policies;
3. evaluating the extent to which these purposes are being achieved by present policies and/or
4. recommending a solution to 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: January 20, 2004]

LEGAL REFS.: ORC 121.22
OAC 3301-35-03(J)

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
BCFA, Business Advisory Council to the Board
FL, Retirement of Facilities

STAFF INVOLVEMENT IN DECISION MAKING

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

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

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

While all employees have the opportunity to bring their ideas or grievances to the Board, they are expected to proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: January 20, 2004]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: 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
GCD, Professional Staff Hiring
GDD, Support Staff Hiring
IF, Curriculum Development

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

STUDENT INVOLVEMENT IN DECISION MAKING

Students share responsibility for developing a climate in the school which is conducive to learning. Through participation in the decision-making process, students can be an important resource for the improvement of the school, the educational system and the community. Periodically, students may be asked to review school policies, rules and regulations. Final authority for all decisions rests with the Board.

[Adoption date: January 20, 2004]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
JF, Student Rights and Responsibilities
JFA, Student Due Process Rights
JFC, Student Conduct
Student Handbooks

NONDISCRIMINATION/ANTI-HARASSMENT

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

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, of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice or to have the effect of insulting or stigmatizing an individual.

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

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

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

Antiharassment

It is the policy of the Board to maintain an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all District operations, programs and activities. All students, administrators, teachers, staff and all other school personnel share responsibility for avoiding, discouraging and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against harassment based on gender, race, color, national origin, religion, disability or any other unlawful basis, and encourages those within the District community as well as third parties who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "District community" means students, administrators, teachers, staff and all other school personnel including Board members, agents, volunteers, contractors or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board and other individuals who come in contact with members of the District community at school-related events/activities whether on or off District property.

Other Violations of the Antiharassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

1. retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
2. filing a malicious or knowingly false report or complaint of harassment or
3. disregarding, failing to investigate adequately or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances or the like.

Reports and Complaints of Harassing Conduct

Members of the District community and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive or persistent.

Members of the District community or third parties who believe they have been unlawfully harassed by another member of the District community or a third party are entitled to utilize the Board's informal and/or formal investigation and complaint processes. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extracurricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file an informal or a formal complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

Informal Process for Addressing Complaints of Harassment

The administrative guidelines will include an informal complaint process to provide members of the District community or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Members of the District community or third parties who believe that they have been unlawfully harassed are encouraged to initiate their complaint through this informal complaint process, but are not required to do so. Those members of the District community or third parties who believe that they have been unlawfully harassed may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Process for Addressing Complaints of Harassment

The administrative guidelines will also include a formal complaint process. While the formal complaint process may serve as the first step to resolution of a charge of unlawful harassment, it is also available in those circumstances when the informal complaint process fails to satisfactorily resolve a concern. Because of the need for flexibility, no specific timelines are established for initiating the formal complaint process; however, once the formal complaint

process is begun, the investigation will be completed in a timely manner (ordinarily, within 10 calendar days of the complaint being received).

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Members of the District community or third parties who feel they have been unlawfully harassed must file a formal written complaint with the principal of their school building or with one of the complaint coordinators identified in the administrative guidelines. Oral complaints of harassment will be reduced to writing by the individual receiving the complaint and the complainant will be asked to verify the accuracy of the reported charge by signing the document. Complaints received by a school building principal will be immediately reported to the appropriate complaint coordinator identified in the administrative guidelines.

After a complaint is filed, the complaint coordinator/designee conducts a prompt and timely investigation. The investigation may include interviews of the complainant, the individual accused of engaging in harassing behavior and any other witness who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

The names and titles of the antiharassment complaint coordinators with whom complaints of sexual and other forms of unlawful harassment should be filed are set forth in the administrative guidelines which supplement this policy. The names and titles of these individuals will be published annually in the staff handbooks.

The Superintendent establishes administrative guidelines describing a formal and an informal process for making a charge of harassment, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated. This policy and the administrative guidelines will be readily available to all members of the District community and posted in appropriate places throughout the District.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the complaint coordinators. Thereafter, the complaint coordinator must contact the student, if over age 18 or the student's parents if under age 18, to advise he/she/them of the Board's intent to investigate the alleged misconduct including the obligation of the complaint coordinator/designee to conduct an investigation following all the procedures outlined for a formal complaint.

Confidentiality

The District will make reasonable efforts to maintain the confidentiality of the parties involved in a harassment investigation. Confidentiality, however, cannot be guaranteed.

At the conclusion of the investigation the complaint coordinator/designee will prepare and deliver to the Superintendent a written report summarizing the evidence gathered during the investigation and providing his/her recommendations regarding whether or not the complaint of unlawful harassment has been substantiated. The written report must be based on the totality of the circumstances involved in the complaint, the nature of the alleged conduct, the context in which the alleged conduct occurred and the ages and maturity of the individuals involved.

A copy of the final report will also be delivered to the member of the District community making the complaint and the individual accused of the sexually harassing conduct.

Upon review of the written report, the Superintendent will either issue a final decision regarding whether or not the complaint of sexual harassment was substantiated or will request that further investigation be conducted. A copy of the Superintendent's action is delivered to both the complainant and the individual accused of the harassing conduct.

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A complainant who is dissatisfied with the final decision of the Superintendent may appeal the final decision to the Board by written notice filed with the Superintendent within 10 school days of the date of the Superintendent's decision. Upon receipt of a notice of appeal, the Board shall meet in executive session at its next regularly scheduled meeting to review the complaint and the summary of the investigation. Following the meeting, the Board will issue a decision either affirming, modifying or rejecting the Superintendent's decision. The decision of the Board is final.

The complaint process as set forth in this policy and in the administrative guidelines is not intended to interfere with the right of a member of the District community or a third party to pursue a complaint of unlawful harassment with the United States Department of Education Office of Civil Rights or with the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the District community alleging the harassment pursues the complaint.

Sanctions and Monitoring

The Board vigorously enforces prohibitions against unlawful harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including discharge of an employee or suspension/expulsion of a student. All disciplinary action is taken in accordance with applicable State law and within the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent considers the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to eliminate such conduct in the future.

Education and Training

In support of this antiharassment policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent/designee provides appropriate training to all members of the District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and harassment in general will be age and content appropriate.

[Adoption date: January 20, 2004]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Rehabilitation Act; 29 USC 794
Individuals with Disabilities Education Act; 20 USC 1401 et seq.
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 42 USC 1324a et seq.
Americans with Disabilities Act; 42 USC 12112 et seq.
Ohio Const. Art. I, Section 2
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
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

NONDISCRIMINATION ON THE BASIS OF SEX/
SEXUAL HARASSMENT

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, when:

1. submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a class, educational program or activity;
2. submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual or
3. such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. unwelcome sexual propositions, invitations, solicitations and flirtations;
2. physical assault;
3. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extracurricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
4. unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
5. sexually suggestive objects, pictures, videotapes, audio recordings or literature placed in the work or educational environment which may embarrass or offend individuals;
6. unwelcome and inappropriate touching, patting or pinching; obscene gestures;

7. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
8. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history or

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9. consensual sexual relationships where such relationship leads to favoritism of a student or subordinate employee with whom the teacher or superior is sexually involved and where such favoritism adversely affects other students and/or employees.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Any teacher, administrator, coach or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery" as set forth in ORC 2907.03. The issue of consent is irrelevant in regard to such criminal charge.

[Adoption date: January 20, 2004]

SEXUAL HARASSMENT COMPLAINT FORM

_____ Building
_____ Assignment
Date _____

Instructions:

You must write a complete, detailed account of the alleged sexual harassment. Do the following:

1. Document the incident(s). Be specific in detail (language and conduct). Include dates(s), time(s), place(s) and the precise harassing behavior.
2. The name(s) of the harasser (if more than one person is involved you must write a separate complaint against each, even if they have acted in concert).
3. Whether there were witnesses and their names.
4. The physical and emotional effect it had on you — especially your ability to perform your job.
5. Attach documentation/diary of incidents.
6. You may request the type of remedy needed to alleviate the alleged problem if found to be true.

You will be required to give the original copy(ies) to your principal or supervisor. You will be given a copy of the completed form.

Remember:

Be very specific and explain in detail the offensive language and/or conduct.

The attached sheet is supplied for your complaint. Additional sheets may be supplied and each must be signed and attested to by you.

DEFINITION OF SEXUAL HARASSMENT

"Sexual harassment" is defined as any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

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

Date _____

Name _____

Allegations:

Remedy Requested:

Complainant's Signature

Date

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 are 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, day care, adult or vocational education programs.
5. Each qualified disabled person is provided with the same health, welfare and other social services as are provided to others.

[Adoption date: January 20, 2004]

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

CROSS REFS.: AC, Nondiscrimination/Antiharassment
ACA, Nondiscrimination on the Basis of Sex
AE, School District Goals and Objectives
GBA, Equal Opportunity Employment
IGBA, Programs for Students with Disabilities
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities

JFCF, Hazing
Staff Handbooks
Student Handbooks

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

Periodically, the policy committee of the Board and the Superintendent evaluate the philosophy of education. Suggestions from both 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: January 20, 2004]

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

It is the purpose of the Board to provide the youth of the District an education of the highest quality within the resources available.

The Board believes that the dignity and worth of the individual are of paramount importance and that each individual should be prepared to participate to the best of his/her ability in the cultural, political, social and economic life of our society. We believe that opportunities should be provided for our youth to develop to their maximum potential and that this requires an educational program with provisions for individual differences that will develop the competencies of the individual and also satisfy his/her needs. According to Ohio School Standards, such a program must be comprehensive and requires differentiated instruction. We believe that quality is not sacrificed in diversity, but must be stressed continuously and rigorously throughout our total education system.

Mission Statement

The mission of Bath Local Schools in partnership with parents and the community is to educate all students to become responsible, caring, productive citizens and lifelong learners by providing diverse and challenging learning experiences in a welcoming, safe and positive environment.

[Adoption date: January 20, 2004]

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills. The District promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts are made to offer each student opportunities to master the basic skills needed to pursue his/her chosen goals.
2. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities, Math and Fine Arts. The District provides opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.
3. 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.
4. Develop Skills Appropriate to a Technological Society. The District provides students with information necessary to function in a rapidly changing workplace.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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 is promoted.

11. 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.

[Adoption date: January 20, 2004]

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

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an annual appraisal of its functioning as a board. This appraisal considers the broad realm of relationships and activities inherent in Board responsibilities.

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

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

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

[Adoption date: January 20, 2004]

CROSS REFS.: AF, Commitment to Accomplishment

Bath Local School District, Lima, Ohio

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. School patrons and other taxpayers 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 not enough. Each Board should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. The 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

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

Adequate	Inadequate	The Board of Education:
_____	_____	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
_____	_____	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

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Adequate	Inadequate	The Board of Education:
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	selects officers on basis of ability

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.

_____	_____	actively seeks input from community in establishing goals and objectives
_____	_____	gives full support and cooperation to PTS 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"
_____	_____	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 CFO/Treasurer on a regular basis
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Adequate	Inadequate	The Board of Education:
_____	_____	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

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.

Adequate	Inadequate	The Board of Education:
_____	_____	provides equal access to curriculum and cocurricular 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.

Adequate	Inadequate	As a Board of Education member, I:
_____	_____	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

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Adequate	Inadequate	As a Board of Education member, I:
_____	_____	participate in in-service programs at regional, state and national levels
_____	_____	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 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 Superintendent;
3. provide administrative leadership for the District;
4. identify strengths and weaknesses of the Superintendent's performance and
5. obtain a list of objectives and goals of the Superintendent and the school system for the next 12-month period.

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: January 20, 2004]

LEGAL REFS.: ORC 121.22
3319.01

CROSS REFS.: BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract

EVALUATION OF THE CFO/TREASURER

The Board evaluates the performance of the CFO/Treasurer in order to assist both the Board and the CFO/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 CFO/Treasurer;
2. improve the quality of District business practices and
3. provide a basis for the review of the CFO/Treasurer's performance.

Criteria for the evaluation of the CFO/Treasurer are based upon the CFO/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 CFO/Treasurer and Superintendent and adopted by the Board.

Evaluation criteria are reviewed as necessary or as requested by the CFO/Treasurer, but not less frequently than annually. Any proposed revision of the evaluation criteria shall be provided to the CFO/Treasurer for his/her comments before its adoption.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 121.22
3301.074
3313.22
OAC Chapter 3301-5

CROSS REFS.: BCC, Qualifications and Duties of the CFO/Treasurer
BCCA, Incapacity of the CFO/Treasurer

EVALUATION OF PROFESSIONAL STAFF
(Teachers)

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

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

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

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC Chapter 4117
3319.01; 3319.11; 3319.111; 3319.16; 3319.161
OAC 3301-35-03(A)(8)

CONTRACT REF.: Teachers' Negotiated Agreement

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/licenses in order to be employed as pupil-personnel workers and educational administrative specialists (provided that such person spends less than 50% of his/her time teaching or working with students) and any other employee whose duties enable him/her to be considered either a "supervisor" or "management-level employee" excluded from all of the employee bargaining units. In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

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

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

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

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC 3319.02; 3319.16; 3319.17; 3319.171; 3319.22
OAC 3301-35-03(A)(8)

CROSS REF.: GBL, Personnel Records

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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 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, 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.

(Approval date: January 20, 2004)

EVALUATION OF SUPPORT STAFF

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

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

[Adoption date: January 20, 2004]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-03(A)(8)

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 are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. Data may include:

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. how evaluation findings are used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and competency tests;
5. the number of students who continue in a program of higher education and the percentage of these who graduate;
6. extent of, and trends in, admissions to colleges and universities;
7. employment records of graduates not going to college and
8. all other relevant data which the Superintendent deems necessary.

The Superintendent is instructed to 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: January 20, 2004]

LEGAL REFS.: ORC 3301.13
3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03(K); 3301-35-07

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

Bath Local School District, Lima, Ohio

EVALUATION OF EDUCATIONAL RESOURCES

The Superintendent evaluates the effectiveness of the educational resources used by the District to achieve the District's educational goals and objectives.

The individual resource areas are assessed yearly while the overall program is assessed every five years according to professionally recognized criteria and procedures.

Following are the educational resources listed in the State Board of Education Minimum Standards.

1. Professional and support 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: January 20, 2004]

LEGAL REF.: OAC 3301-35-03

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CROSS REFS.: AC, Nondiscrimination/Antiharassment
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

