

## SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

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AA	School District Legal Status
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ABB	Staff Involvement in Decision Making (Also GBB)
ABC	Student Involvement in Decision Making (Also JFB)
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ACA	Nondiscrimination on the Basis of Sex
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ADA	Educational Philosophy
AE	School District Goals and Objectives
AF	Commitment to Accomplishment
AFA	Evaluation of School Board Operational Procedures (Also BK)
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AFBA	Evaluation of the Treasurer (Also BCCB)
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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 Adams County/Ohio Valley Local School District is classified as a local school district governed by a locally elected Board of Education.

[Adoption date: March 14, 1988]

[Re-adoption date: June 22, 2000]

[Re-adoption date: October 28, 2013]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: U.S. Const. Amend. X  
Ohio Const. Art. VI, 2; 3; 4  
ORC 3311.01; 3311.03

CROSS REFS.: BBA, School Board Powers and Duties  
BBB, School Board Elections

## 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. assisting in developing Board policies under which the District is to be managed;
3. assisting in establishing administrative arrangements and regulations designed to help implement these policies;
4. determining the purposes of curriculum and special services to be provided for students;
5. evaluating the extent to which these purposes are being achieved by present policies and/or
6. studying a specific problem or set of closely related problems about which a decision must be made.

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

[Adoption date: June 27, 1994]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

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  
FL, Retirement of Facilities  
IF, Curriculum Development

## STAFF INVOLVEMENT IN DECISION MAKING

The District maintains an environment that supports personal and organizational performance excellence by allowing all employees the opportunity to develop and use their full potential to achieve District goals and objectives.

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

All employees have the opportunity to bring their ideas and/or concerns to the Board through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: June 27, 1994]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

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, Certified 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 Board policies and school rules and regulations. Final authority for all decisions rests with the Board.

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

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

[Adoption date: June 27, 1994]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 21, 2005]

[Re-adoption date: March 10, 2016]

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  
Student Handbooks

## NONDISCRIMINATION

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

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

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

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

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

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

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

Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone number: \_\_\_\_\_  
Email: \_\_\_\_\_

The name, title, and contact information of this individual is annually published in District handbooks and on the District website. The Board has adopted separate policies and procedures for sexual harassment, including the identification of a Title IX Coordinator. All sexual harassment reports must be managed in accordance with the sexual harassment policy and procedure.

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, administration, 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 also has identified disciplinary penalties, which may be imposed on the offender(s).

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

[Adoption date: November 27, 1995]

[Re-adoption date: June 22, 2000]

[Re-adoption date: December 17, 2001]

[Re-adoption date: March 21, 2005]

[Re-adoption date: June 23, 2008]

[Re-adoption date: March 28, 2011]

[Re-adoption date: March 10, 2016]

[Re-approval date: December 15, 2016]

[Re-approval date: September 21, 2020]

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

## NONDISCRIMINATION ON THE BASIS OF SEX

The U.S. Department of Education has published regulations for implementing Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs.

Title IX states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Board ensures compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and the regulations promulgated through the U.S. Department of Education.

[September 21, 2020:]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.  
 Civil Rights Act, Title VII; 42 USC 2000e et seq.  
 Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
 Executive Order 11246, as amended by Executive Order 11375  
 Equal Pay Act; 29 USC 206  
 Ohio Const. Art. I, Section 2  
 ORC Chapter 4112

CROSS REFS.: AC, Nondiscrimination  
 ACAA, Sexual Harassment  
 ACB, Nondiscrimination of the Basis of Disability  
 GBA, Equal Opportunity Employment  
 IGDJ, Interscholastic Athletics  
 IIAA, Textbook Selection and Adoption  
 JB, Equal Educational Opportunities  
 JFC, Student Conduct (Zero Tolerance)  
 JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
 Staff Handbooks  
 Student Handbooks

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

NONDISCRIMINATION ON THE BASIS OF SEX/  
SEXUAL HARASSMENT

The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

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

Title: Tad Mitchell  
Office address: 141 Lloyd Road West Union, Ohio 45693  
Email: tad.mitchell@ovsd.us  
Phone number: 937-544-5586 ext. 17160

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or
3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

### Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

### Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

### Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

### Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual

behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

#### Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

#### Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in the accompanying regulation. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

[September 21, 2020:]

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  
34 CFR part 106

CROSS REFS.: AC, Nondiscrimination  
GBA, Equal Opportunity Employment  
GBD, Board-Staff Communications (Also BG)  
GBH, Staff-Student Relations (Also JM)  
GCPD, Suspension and Termination of Professional Staff Members  
GDPD, Suspension, Demotion and Termination of Support Staff Members  
IGDJ, Interscholastic Athletics  
JB, Equal Educational Opportunities  
JEGA, Permanent Exclusion  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JG, Student Discipline  
JGD, Student Suspension  
JGE, Student Expulsion  
JHG, Reporting Child Abuse  
KLD, Public Complaints About District Personnel  
Staff Handbooks  
Student Handbooks

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

## SEXUAL HARASSMENT GRIEVANCE PROCESS

The Board requires the following grievance process to be followed for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

### Definitions

The following definitions apply for Title IX policies and procedures:

“Actual knowledge:” notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

“Education program or activity:” includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

“Complainant:” an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent:” an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Formal complaint:” a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

“Supportive measures:” non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

### District Requirements

When the District has actual knowledge of sexual harassment in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

### Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

### Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District.

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student



or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. Nor does it preclude the District from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

#### Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties';

2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make creditability determinations based on the individual's status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

#### Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;

2. the Respondent is no longer enrolled or employed by the District or
3. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties.

#### Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

#### Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

#### Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

*(Choose one of the following options)*

*(Select this option if not a Joint Vocational School District or if entity is a Joint Vocational School District that is not considered a postsecondary program for purposes of Title IX. If this option is selected, then remove all language after the "OR" until drafting note of ("Keep language from here on for all Districts").*

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for sexual harassment has been made against the

Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

### Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

### Informal resolution process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, such as mediation, that

does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:
  - A. The allegations;
  - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint and
  - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

#### Recordkeeping

The District must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

(September 21, 2020)

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

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

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

[Adoption date: March 14, 1988]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

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

## 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 curriculum 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: June 22, 2000]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-05

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)  
ABB, Staff Involvement in Decision Making (Also GBB)  
ABC, Student Involvement in Decision Making (Also JFB)  
ADA, Educational Philosophy  
BF, Board Policy Development and Adoption  
BFG, Policy Review and Evaluation

## EDUCATIONAL PHILOSOPHY

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

### **Mission Statement**

Our mission is to reach excellence through continuous improvement.

### **Belief Statements**

We believe that:

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

### **Parameters**

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

[Adoption date: March 27, 1995]  
[Re-adoption date: June 22, 2000]  
[Re-adoption date: June 23, 2003]  
[Re-adoption date: March 10, 2016]

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

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

## SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills. The District promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts are made to offer each student opportunities to master the basic skills needed to pursue his/her chosen goals.
2. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities and Fine Arts. The District provides opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.
3. Develop a Positive Self-Image. The District attempts to respond to each student's need to develop a positive self-image and enhances his/her ability to determine, understand and examine his/her own capabilities, interests and goals.
4. Develop Skills of Constructive and Critical Thinking. The District fosters skills of constructive and critical thinking in order to enable each student to deal effectively with conditions and problems in an independent, self-fulfilling and responsible manner.
5. Develop Skills Appropriate to a Technological Society. The District provides students with information necessary to function in a rapidly changing workplace.
6. Develop Respect for Others and the Law. The District promotes the development of students to enable them to become mature, responsible citizens with respect for the rights of others and the law.
7. Gain Lifelong Learning Skills. The District promotes an eagerness for learning 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, is 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: March 14, 1988]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

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

## 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 and
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: March 14, 1988]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

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 Certified Staff (Also GCN)  
AFD Evaluation of Classified Staff (Also GDN)  
AFE, Evaluation of Instructional Programs (Also IM)  
AFI, Evaluation of Educational Resources  
BCC, Qualifications and Duties of the Treasurer  
CBA, Qualifications and Duties of the Superintendent

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an 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. long-range/strategic planning;
5. Board role in educational program development;
6. Board member orientation;
7. Board member development;
8. Board officer performance;
9. Board-Superintendent relationships;
10. Board-Treasurer relationships;
11. Board-staff relationships;
12. Board-community relationships;
13. legislative and governmental relationships and
14. management team development and utilization.

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

[Adoption date: March 29, 2001]

[Re-adoption date: March 23, 2006]

[Re-adoption date: March 10, 2016]

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

## EVALUATION OF 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.                         |

- |          |          |          |          |            |   |
|----------|----------|----------|----------|------------|---|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> - | 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:

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## 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. The Board considers the evaluation of the Superintendent in acting to renew or nonrenew his/her contract.

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 the Superintendent's contract.

[Adoption date: March 14, 1988]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3319.01; 3319.16

CROSS REFS.: AF, Commitment to Accomplishment

BDC, Executive Sessions

CBA, Qualifications and Duties of the Superintendent

CBC, Superintendent's Contract

CBI, Board-Superintendent Relationship (Also BCD)

## EVALUATION OF THE TREASURER

The Board evaluates the performance of the Treasurer in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The objectives of the Board's evaluation of the Treasurer 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. The Board considers the evaluation of the Treasurer in acting to renew or nonrenew his/her contract.

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

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 the Treasurer's contract.

[Adoption date: June 22, 2000]

[Re-adoption date: March 22, 2004]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3313.22  
3319.16

CROSS REFS.: AF, Commitment to Accomplishment  
BCC, Qualifications and Duties of the Treasurer  
BCCA, Incapacity of the Treasurer  
BCCC, Treasurer's Contract  
BCCD, Board-Treasurer Relationship  
BDC, Executive Sessions

EVALUATION OF CERTIFIED STAFF  
(Ohio Teacher Evaluation System)

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE).

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).

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.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. This policy has been developed in consultation with teachers employed by the Board. This policy becomes effective at the expiration of any collective bargaining agreement covering teachers employed by the Board that was in effect on November 2, 2018 and must be included in any renewal or extension.

The District will implement this policy beginning with the 2020-2021 school year.

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

Annually, the Board submits to the ODE the number of teachers assigned a final holistic 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.

The full evaluation cycle includes:

- Professional Growth/Improvement Plan;
- One formal holistic observation, followed by a conference;
- At least two classroom walkthroughs –with an emphasis on identified focus area(s) when applicable;
- One formal focused observation – with an emphasis on identified focus area(s) and
- One final summative conference.

The teacher performance measure of the evaluation cycle is aligned with the following Ohio Standards for the Teaching Profession:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create learning environments that promote high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

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

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 every three years, provided the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. 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 every two years, provided the teacher and evaluator jointly develop a

Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. 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.

### High-Quality Student Data

High-quality student data (HQSD) is used to guide instructional decisions and meet student learning needs. HQSD used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards;
- Measure what is intended to be measured;
- Be attributable to a specific teacher for course(s) and grade level(s) taught;
- Demonstrate evidence of student learning (achievement and/or growth);
- Follow protocols for administration and scoring;
- Provide trustworthy results and
- Not offend or be driven by bias.

AND the teachers must use the data generated from the HQSD data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning;
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students;
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis and
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Evaluations use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under RC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Data from ODE vendor approved assessments may be considered HQSD.

The use of shared attribution measures or student learning objectives is prohibited.

## Professional Growth and Improvement Plans

Each teacher must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. These plans are to be developed annually and must be based on the results of the evaluation and aligned to any existing district or building improvement plan. Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan.

Teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator.

Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators.

Teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

## Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use 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.

[September 21, 2020]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 3319.11; 3319.111; 3319.112; 3319.16; 3319.61  
Chapter 4117  
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment  
GBL, Personnel Records  
GCB, Professional Staff Contracts and Compensation Plans  
GCL, Professional Staff Development Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

[Adoption date: March 14, 1988]

[Re-adoption date: June 22, 2000]

[Re-adoption date: June 24, 2013]

[Re-adoption date: March 10, 2016]

[Re-adoption date: June 25, 2018]

[Re-adoption date: September 21, 2020]

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, Certified Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement



EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. 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.

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.

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: June 22, 2000]

[Re-adoption date: March 29, 2001]

[Re-adoption date: September 23, 2013]

[Re-adoption date: September 10, 2015]

[Re-adoption date: March 10, 2016]

[Re-adoption date: June 25, 2018]

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

EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

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

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.
2. The evaluator employs the evaluation criteria, which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss 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: June 22, 2000)

(Re-approval date: March 29, 2001)

(Re-approval date: September 23, 2013)

(Re-approval date: March 10, 2016)

## 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 plans 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.

[Adopted: June 15, 2016]

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, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement



## 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. Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement and/or State law.

[Adoption date: March 14, 1988]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

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

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weaknesses of existing instructional programs;
3. provide data for decision making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. all other relevant data that 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 testing programs are used as a part of the evaluation.

[Adoption date: July 15, 1991]

[Re-adoption date: June 22, 2000]

[Re-adoption date: December 17, 2001]

[Re-adoption date: March 10, 2016]

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

Adams County/Ohio Valley Local School District, West Union, 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 three years according to professionally recognized criteria and procedures.

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

1. Certified and classified staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.
2. Instructional materials and equipment support attainment of objectives specified in courses of study.
3. Facilities accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student health and safety 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 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: July 15, 1991]

[Re-adoption date: June 22, 2000]

[Re-adoption date: March 10, 2016]

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