

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

Section A of the EPS/NSBA/OSBA policy classification system is a repository for statements related to the Wood County Educational Service Center's legal role in providing public education and the underlying principles on which the Wood County ESC operates. The policies in this section provide a setting for all of the Governing Board's other policies.

AA	School District Legal Status
ABA	Community Involvement in Decision Making (Also KC)
ABB	Staff Involvement in Decision Making (Also GBB)
ABC	Student Involvement in Decision Making (Also JFB)
AC	Nondiscrimination
ACA / ACAA	Nondiscrimination on the Basis of Sex/ Sexual Harassment
ACA-R /ACAA-R	Nondiscrimination on the Basis of Sex/ Sexual Harassment (Regulations)
ACAA-E	Sexual Harassment Complaint Form & Administrative Follow-up
ACB	Nondiscrimination on the Basis of Disability
AD	Development of Mission Statement
ADA	Mission Statement
AE	Goals
AF	Commitment to Accomplishment
AFA	Evaluation of Governing Board Operational Procedures (Also BK)
AFB	Evaluation of the Superintendent (Also CBG)
AFBA	Evaluation of the Treasurer (Also BCCB)
AFC-1	Evaluation of Professional Staff (Teachers) (Also GCN-1)
AFC-2	Evaluation of Professional Staff (Administrators) (Also GCN-2)
AFC-3	Professional Enhancement Program (Also GCN-3)
AFD	Evaluation of Support Staff
AFD-R	Evaluation of Support Staff Regulation (Also GDN-R)
AFE	Evaluation of Instructional Programs (Also IM)
AFI	Evaluation of Educational Resources

SCHOOL DISTRICT LEGAL STATUS

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

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

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

The school district is classified as an Educational Service Center operating under authority of the General Assembly and supervised by the Governing Board of the Educational Service Center.

[Adoption Date: 5/28/96]

LEGAL REFS.: U.S. CONST. Amend. X
Ohio CONST. Art. VI, § 2; § 3; § 4
ORC 3311.05 - 3311.052.

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the affairs of the schools is important if the school district and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. The Governing Board will endeavor to identify the wishes of the community and to be responsive to those wishes.

All citizens will be encouraged to express ideas, concerns and judgments about the schools to the Educational Service Center administration, the staff, to any appointed advisory bodies and to the Governing Board.

Residents who are specially qualified because of interest, training, experience or personal characteristics will be encouraged to assume an active role in school affairs. From time to time they may be invited by the Governing Board to act as advisors, individually and in groups, in such areas as:

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

The Governing Board and the staff will give consideration to the advice they receive from individuals and community groups interested in the District. Final authority for all decisions shall rest with the Governing Board.

[Adoption Date: 5/28/96]

LEGAL REFS.: OAC 3301-31-07
3301-35-03(J)

STAFF INVOLVEMENT IN DECISION MAKING

The Educational Service Center involves the efforts of many people and functions best when all personnel are informed of the Educational Service Center's major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of the Educational Service Center. Morale is enhanced when employees are assured that their voices are willingly heard by those in positions of authority.

All employees of the Educational Service Center will have the opportunity to bring their ideas or concerns to the Superintendent's Advisory Committee. It is expected that they will proceed through the recognized administrative channels; however, final authority for all decisions rests with the Governing Board.

[Adoption Date: 5/28/96]

CROSS REFS.: BF, Governing Board Policy Development
CCB, Line and Staff Relations
CD, Management Team
IF, Curriculum Development

STUDENT INVOLVEMENT IN DECISION MAKING

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

[Adoption Date: 06/19/2012]

CROSS REFS.: JF, Student Rights and Responsibilities
JFC, Student Conduct

NONDISCRIMINATION

The Governing 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 Governing 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 (AEDs), 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/harassment of another employee or student shall be subject to disciplinary action.

Permission, consent or assumption of risk by an individual subjected to discrimination/harassment 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 individuals to serve as the Wood County ESC's compliance officers/civil rights coordinators:

Title: Mark North, Superintendent mnorth@wcesc.org 513-692-8962
Kyle Clark, Prevention Education Director kclark@wcesc.org 419-806-9408
Address: 1867 N. Research Drive, Bowling Green, OH 43402

The name, title, and contact information of these individuals are annually published in Wood County ESC's handbooks and on the WCESC's 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 officers are responsible for coordinating the Wood County ESC's efforts to comply with applicable Federal and State laws and regulations, including the Wood County ESC'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

All persons associated with the Wood County ESC, 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: 5/28/96]

[Amended Date: 2/22/00]

[Amended Date: 7/19/05]

[Amended Date: 4/24/07]

[Amended Date: 7/19/11]

[Amended Date: 3/28/17]

[Amended Date: 2/26/19]

[Amended Date: 10/20/2020]

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 Amendment 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/ACAA, Nondiscrimination on the Basis of Sex/ Sexual Harassment
ACB, Nondiscrimination on the Basis of Disability
EDE, Computer/Online Services (Acceptable Use of 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

NON DISCRIMINATION 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 the Title XI of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and the regulations promulgated through the U.S. Department of Education.

[Adoption Date: 10/20/2020]

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. Aet. I, Section 2
 ORC Chapter 4112

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

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 individuals to serve as the District's Title IX coordinators:

Title: Mark North, Superintendent mnorth@wcsc.org 513-692-8962
Kyle Clark, Prevention Education Director kclark@wcsc.org 419-806-9408
Address: 1867 N Research Drive, Bowling Green, Ohio 43402

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 Coordinators, or by any other means that results in the Title IX Coordinators receiving the person's verbal or written report.

For purpose 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 privileges 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. It is not considered retaliation if the WCESC imposes a punishment under a zero-tolerance policy that always imposes the same punishment for conduct regardless of the circumstances.

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 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.

[Adoption Date: 10/20/2020]

[Amended Date: 11/23/2021]

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
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JG, Student Discipline
JGD, Student Suspension
JHG, Reporting Child Abuse
KLD, Public Complaints About District Personnel
Staff Handbooks
Student Handbooks

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 circumstance 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.

File: ACAA-R

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 are offered on a temporary basis and 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 ESC has discretion and flexibility to determine which supportive measures are appropriate.

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 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. The Title IX Coordinator will respect the Complainant's wishes with respect to whether to file a formal complaint unless the Title IX Coordinator determines it is necessary to pursue the complaint in light of a health or safety concern for the ESC.

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 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 non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be constructed 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.

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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;

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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 credibility 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 circumstance 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.

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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.

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-makers written determination must:

1. Identify the allegation 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 facts 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 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 and 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.

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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 given 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.

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The formal 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' record 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 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 websites.

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.

[Approval Date:10/20/2020]

[Amended Date: 11/23/2021]

NONDISCRIMINATION ON THE BASIS OF DISABILITY

This Educational Service Center is the recipient of Federal funds and therefore must be in compliance with all laws and regulations which deal with disabled individuals. Furthermore, the Governing Board maintains that discrimination against a qualified disabled person solely on the basis of disability is unfair. To the extent possible, qualified disabled persons should be in the mainstream of life in a school community.

Accordingly, employees of the Educational Service Center will comply with the law and Governing Board policy to ensure nondiscrimination on the basis of disabilities. The following will be expected:

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

[Adoption Date: 5/28/96]

[Amended Date: 5/30/00]

LEGAL REFS.: Individuals with Disabilities Education Act of 1975; 20 USC 1401 et seq.
(formerly titled Education for all Handicapped Children Act)
Rehabilitation Act of 1973; 29 USC 794

Americans with Disabilities Act of 1990; USC 12112 et seq.
ORC 3323.01 et seq.
Chapter 4112

CROSS REFS.: AC, Nondiscrimination/Harassment
ACA, Nondiscrimination on the Basis of Sex
AE, Goals
GBA, Equal Opportunity Employment
IGBA, Programs for Disabled Students
JB, Equal Educational Opportunities

DEVELOPMENT OF MISSION STATEMENT

The Governing Board's Mission Statement will give direction to the educational program and daily operations of the District. The Mission Statement will allow for that flexibility necessary in an ever-changing society. The Mission Statement will provide general criteria by which to assess the District's program and operations.

Annually, the policy committee of the Governing Board and the Superintendent will evaluate the District's Mission Statement. Suggestions from both staff and community will be considered.

The committee will revise or confirm the existing Mission Statement or write a new statement. The committee will then present its recommendation regarding a District Mission Statement to the Governing Board for adoption or re-adoption.

All course of study philosophies will reflect and extend the Governing Board's Mission Statement. The Superintendent will disseminate the Governing Board's Mission Statement to all staff members and direct that it be published in all handbooks.

[Adoption Date: 5/28/96]

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

CROSS REFS.: ADA, Mission Statement
BFC, Policy Adoption
BFG, Policy Review and Evaluation

MISSION STATEMENT

The mission of the Wood County Educational Service Center is to develop, deliver, and implement quality educational services and programs.

[Adoption Date: 5/28/96]

[Amended Date: 7/19/05]

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

CROSS REFS.: AE, Goals
IA, Instructional Goals

GOALS

Collaboration:

To work collaboratively in interdisciplinary teams with the school districts served by Wood County Educational Service Center, to assess the needs of the member districts, and to assist the districts and teams in the achievement of their goals.

Public Relations:

To substantially increase the outside community's awareness of the services offered by the Wood County Educational Service Center and to expand the community's recognition of Wood County Educational Service Center's achievements.

Professional Development:

To encourage and support the professional growth and personal development of the individual staff members of Wood County Educational Service Center.

Technology:

To work toward incorporation of various emerging technologies in an effort to enhance communication, maximize time management, and augment the utilization of human resources.

[Adoption Date: 5/28/96]

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

CROSS REFS.: ADA, Mission Statement
IA, Instructional Goals
IAA, Instructional Objectives

COMMITMENT TO ACCOMPLISHMENT

Evaluation of Wood County Educational Service Center operations is a chief responsibility of the Governing Board and is the only means of learning whether the educational goals adopted are being achieved.

The evaluation program may include but is not limited to:

1. curriculum and instruction
2. students, dropouts and graduates
3. school personnel
4. business operations
5. operations of the Board of Education

Appraising the success of the instructional program is particularly important. Only through an awareness of the strengths and shortcomings of the program can the Governing Board and Superintendent have a sound basis for making improvements. The improvements will be made by the Superintendent through the implementation of policies adopted by the Governing Board.

In appraising, the Governing Board needs to evaluate its own actions as well as the efforts and accomplishments of the Superintendent, Treasurer, and Directors.

The Governing Board will make evaluation of its operations a continuing process so that it will stay abreast of accomplishments and needs.

The Governing Board will annually:

1. assess the District operations and achievement of goals by information gathered from the Superintendent, Treasurer, and Directors;
2. evaluate the Superintendent and Treasurer according to job descriptions and Board expectations and
3. evaluate itself according to its established goals and purposes.

[Adoption Date: 5/28/96]

LEGAL REFS.: ORC 3313.60
3319.01; 3319.02; 3319.08; 3319.081
OAC 3301-35-02; 3301-35-03

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer

EVALUATION OF GOVERNING BOARD OPERATIONAL PROCEDURES

Annually, the Governing Board will plan and carry through an appraisal of its functioning as a board. This appraisal will consider the broad realm of relationships and activities inherent in Governing Board responsibilities.

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

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

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

[Adoption Date: 5/28/96]

CROSS REFS.: BCB, Governing Board Officers
BCD, Governing Board-Superintendent Relationship (Also CBI)
BD, Governing Board Meetings
BF, Governing Board Policy Development
BHA, New Governing Board Member Orientation
CD, Management Team
DA, Fiscal Management Goals

EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the Governing Board will strive to accomplish the following:

1. clarify the role of the Superintendent as seen by the Governing Board;
2. develop harmonious working relationships between the Governing Board and Superintendent;
3. provide administrative leadership for the school system and
4. identify strengths and weaknesses of the Superintendent's performance.

The Governing Board will evaluate the abilities and services of the Superintendent at least once a year.

Governing Board consensus on the Superintendent's abilities and performance will be written and made available to and discussed with the Superintendent in conference. The Governing Board must consider the evaluation of the Superintendent in acting to renew or nonrenew his contract.

[Adoption Date: 5/28/96]

LEGAL REF.: ORC 3319.01

CROSS REF.: CBA, Qualifications and Duties of Superintendent

EVALUATION OF TREASURER

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

The objectives of the Governing Board's evaluation will be to:

1. promote professional excellence and improve the skills of the Treasurer;
2. improve the quality of District business practices and
3. provide a basis for the review of the Treasurer's performance.

Criteria for the evaluation of the Treasurer shall be based upon the Treasurer's job description and shall relate directly to each of the tasks described. The job description and any revisions thereto shall be developed in consultation with the Treasurer and Superintendent and adopted by the Governing Board.

The evaluation of the Treasurer's abilities and performance is written and made available to and discussed with the Treasurer in conference. The Governing Board must consider the evaluation of the Treasurer in acting to renew or non-renew his/her contract.

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

[Adoption Date: 5/28/96]

[Amended Date: 4/19/04]

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

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer
BCCA-R, Incapacity of the Treasurer

EVALUATION OF PROFESSIONAL STAFF
(Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide 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 form 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 teacher's employee 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 follow policies and procedures in place during the 2019-2020 school year for the 2020-2021 school year and will implement this policy beginning with the 2021-2022 school year.

Credentialed Evaluators

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

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.

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.

File: AFC-1 (Also GCN-1)

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 Plan

Each teacher must develop a Professional Growth Plan 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.

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File: AFC-1 (Also GCN-1)

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 evaluation framework.

[Adoption date: 6/23/2020]

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

EVALUATION OF PROFESSIONAL STAFF
(ADMINISTRATORS BOTH PROFESSIONAL AND SUPPORT)

The Superintendent will institute and maintain 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 Wood County ESC 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 valued 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 Governing 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 Governing 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 Governing Board's action to renew or non-renew the employee's contract. The employee may request a meeting with the Governing Board prior to any Governing 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 Governing Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

[Adoption Date: 5/28/96]

[Amended Date: 7/24/01]

[Amended Date: 2/25/14]

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

PROFESSIONAL ENHANCEMENT PROGRAM

The Governing Board of the Wood County Educational Service Center believes that it is both desirable and necessary to maintain a high level of quality in the programs that the Governing Board provides for the education of students.

The Wood County Professional Enhancement Program is designed to bring direct, focused assistance to staff members experiencing problems in the classroom or in other areas of professional practice. The Professional Enhancement Program offers straightforward, specific procedures for dealing with identified concerns. The procedures protect students from unsatisfactory staff performance and protect staff from arbitrary action on the part of the Governing Board or administration.

The purpose of this program is to assist staff in making significant improvements in their performance. In no way will the Professional Enhancement Program supplant state law procedures for the dismissal of personnel. The specific steps involved in this program are described in the Administrative Guidelines.

[Adoption Date: 5/28/96]

EVALUATION OF SUPPORT STAFF

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

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

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

[Adoption Date: 7/25/17]

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

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

EVALUATION OF SUPPORT STAFF

1. All regular support staff members will be evaluated annually by their immediate supervisors.
2. The supervisor will assess the employee on the basis of work performance and abilities. Evaluation forms will be completed in triplicate. An additional narrative report will be written if necessary. The supervisor will also submit his recommendation regarding continued employment of the employee.
3. After completing the evaluation form, the supervisor will conduct a conference with the employee to discuss.
 - a. the reasons for the performance evaluation and
 - b. the areas in which work performance should be improved.
4. The supervisor and the employee will sign the evaluation form at the close of the conference.
5. One copy of the complete evaluation form will be included in the employee's personnel file; one copy will be given to the employee. The employee will have access to the evaluation reports in his personnel file.

[Adoption Date: 5/28/96]

LEGAL REFS.: ORC 3319.02; 3319.081
4117.04
OAC 3301-35-03(A)(8)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent will, on a regular basis, evaluate the effectiveness of the instructional program in achieving the Educational Service Center's educational goals and objectives. Annually, he will submit a report of his evaluative findings to the Governing Board for its consideration and action. The specific purposes of this report will be to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. These data may include:

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

The Superintendent is instructed to keep himself informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluation process. The results of the competency-based educational testing program will be used as a part of the evaluation.

[Adoption Date: 5/28/96]

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

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs
ILA, Competency-Based Education

EVALUATION OF EDUCATIONAL RESOURCES

The Superintendent will develop and implement an assessment procedure to evaluate the effectiveness of the educational resources used by the Educational Service Center to achieve the Educational Service Center's educational goals and objectives.

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

Following are the educational resources listed in the OAC 3301-35-03:

1. Professional and support staff will be recruited, employed, assigned, evaluated and provided in-service education without discrimination on the basis of age, color, national origin, race or sex.
2. Instructional materials and equipment shall support attainment of objectives specified in courses of study.
3. Student health and safety will be 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.
4. Student cumulative records will be maintained.
5. Student admission, placement and withdrawal will be processed according to established procedures.
6. Student attendance and conduct will be administered according to established objectives and procedures.
7. A planned, community relations program will be implemented to encourage citizen participation in and support for the educational program.

The Superintendent is instructed to keep abreast of current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process.

[Adoption Date: 5/28/96]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination
IA, Instructional Goals
IK, Academic Achievement
JHF, Student Safety
JO-R, Student Records
KA, School-Community Relations Goals