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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 a 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 Lucas Local School District is classified as a local school district governed by a locally elected Board of Education.

[Adoption date: June 18, 2002]
(Revision Date: April 15, 2014)

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC 3301.011; 3311.02; 3311.03; 3311.04; 3311.05;
3311.16 through 3311.19

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

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

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

Federal and State Programs

The Board authorizes and encourages parent and community input into and involvement/ participation in activities which are a part of proper implementation of federal and state programs. Such activities as attending parent meetings (building, District and state) and providing input into priority expenditures of allocated funds for all federal and state-funded programs are encouraged.

[Adoption date: June 18, 2002]

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

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

STAFF INVOLVEMENT IN DECISION MAKING

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

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

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

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

[Adoption date: June 18, 2002]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
BF, Board Policy Development and Adoption
CCB, Staff Relations and Lines of Authority
CD, Management Team
CE, Administrative Councils, Cabinets and Committees
DBD, Budget Planning
GCD, Professional Staff Hiring
GDD, Support Staff Hiring
IF, Curriculum Development

CONTRACT REF.: Teachers' Negotiated Agreement

STUDENT INVOLVEMENT IN DECISION MAKING

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

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

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

[Adoption date: June 18, 2002]
(Revised date: March 15, 2005)

LEGAL REF.: OAC 3301-35-03- OAC 3301-35-04

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

THIS IS A REQUIRED POLICY

NONDISCRIMINATION

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

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 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: June 18, 2002]
(Revision date: March 15, 2005)
(Revision date: November 18, 2008)
(Revision date: December 20, 2016)

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Rehabilitation Act; 29 USC 794
Individuals with Disabilities Education Act; 20 USC 1401 et seq.
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 42 USC 1324a et seq.
Americans with Disabilities Act; 42 USC 12112 et seq.
Ohio Const. Art. I, Section 2
ORC 3323.01
Chapter 4112
5903.01 (G)
OAC 3301-35-02; 3301-35-03

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
ACB, Nondiscrimination on the Basis of Disability
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
GBA, Equal Opportunity Employment
GBO, Verification of Employment Eligibility
IGAB, Human Relations Education
IGBA, Programs for Students with Disabilities
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCF, Hazing
Staff Handbooks
Student Handbooks

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

THIS IS A REQUIRED POLICY

NONDISCRIMINATION ON THE BASIS OF SEX/
SEXUAL HARASSMENT

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

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

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

All persons associated with the District, including, but not limited to, the Board, administration, staff, students, and third parties are expected to conduct themselves at all times so as to provide an atmosphere free from sex discrimination and sexual harassment. Sex discrimination and sexual harassment, whether verbal or nonverbal, occurring inside or outside of District buildings, on other District-owned property or at school-sponsored social functions/activities, is illegal and unacceptable and will not be tolerated. The District may have an obligation to investigate and/or respond to sexual harassment occurring off school grounds, when the harassment creates a hostile environment within the school setting. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

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

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal, nonverbal, or physical conduct of a sexual nature may constitute sexual harassment when:

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

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

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

Examples of sexual harassment-type conduct may include, but are not limited to, unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; grooming; repeated sexual jokes, flirtations, advances or propositions; verbal abuse of a sexual nature; graphic verbal commentary relating to an individual's body, sexual prowess or sexual deficiencies; coerced sexual activities; any unwanted physical contact; sexually suggestive or obscene comments or gestures; or displays in the workplace of sexually suggestive or obscene objects or pictures. Whether any act or comment constitutes sexual harassment-type conduct is often dependent on the individual recipient.

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

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

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

Title: _____
Address: _____
Phone number: _____
Email: _____

The Title IX Coordinator serves as the grievance officer and coordinates the District's efforts to comply with and carry out responsibilities under Title IX, including any complaint under Title IX. He/She is vested with the authority and responsibility for investigating all sexual harassment complaints in accordance with the procedure set forth in the accompanying regulation and staff and student handbooks.

Confidentiality/Retaliation

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

[Adoption date: June 18, 2002]

(Revision date: June 20, 2006)

(Revision date: December 20, 2016)

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 42 USC 2000e et seq.
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Immigration Reform and Control Act; 42 USC 1324a et seq.
Ohio Const. Art. I, Section 2
ORC Chapter 4112

CROSS REFS.: AC, Nondiscrimination
GBA, Equal Opportunity Employment
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing
JHG, Reporting Child Abuse
Staff Handbooks
Student Handbooks

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

NOTE: THIS IS A REQUIRED POLICY

NONDISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT
GRIEVANCE PROCEDURES

The Board has created informal and formal discrimination and harassment grievance procedures, providing for a prompt and impartial investigation free of conflicts of interest. All students and District employees are required to fully cooperate when asked to participate in an investigation.

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

Complaints of sex discrimination or sexual harassment must be filed within 180 calendar days of the alleged incident, as delays in filing complaints can make it difficult to investigate. Both the informal and formal grievance procedures are completed within 60 days of the date the incident was reported to the Title IX Coordinator, unless extenuating circumstances exist. Periodic updates are made as appropriate during the investigation.

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

Pending the final outcome of an informal or formal investigation, the District institutes interim measures to protect the alleged victim and informs him/her of available support services. Interim measures may include, but are not limited to: a District-enforced no contact order, schedule changes, academic modifications for the alleged victim, and/or school counseling for the alleged victim. These measures should ensure the alleged victim continues to have equal access to all education programs and activities and the safety of all students is protected.

If any of the named officials are the accused or are the alleged victim, the Board designates an alternate investigator and retains final decision-making authority.

All matters involving sexual harassment complaints remain confidential to the extent possible.

Informal Procedure for Addressing Complaints

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

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

Either party has the right to terminate the informal procedure at any time and pursue a remedy under the formal grievance procedure.

Formal Procedure for Addressing Complaints

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

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

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

Notice of Outcome

Both the alleged victim and the accused are provided written notice of the outcome of the complaint.

The outcome is final and binding.

Disciplinary Action

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

(Approval date: June 18, 2002)

(Revision date: June 20, 2006)

(Revision date: December 20, 2016)

NOTE: THIS IS A REQUIRED REGULATION

SEXUAL HARRASSMENT COMPLAINT FORM

Date of Report _____

Employee/Student Name _____

Position or Grade _____ Building _____

Date and Time of Alleged Harassment _____

Location of Alleged Harassment _____

Name of Alleged Harasser _____

Position or Grade _____ Building _____

Description of Incident(s) _____

Name of Witness, if any, and Involvement _____

Your reaction _____

Signature of Complainant _____

ADMINISTRATIVE FOLLOW-UP

Date of Investigation _____

Investigation Details _____

Action Taken _____

Date of Follow-Up Conference _____

Results of the Conference _____

Date of Final Report _____

Date Copy Sent to Complainant _____

Signature of Grievance Officer _____

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 which deal with disabled individuals.

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

1. No one discriminates against qualified 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, which are provided to others.

[Adoption date: June 18, 2002]
(Revised date: November 18, 2008)

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1401 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

File: ACB

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

THIS IS A REQUIRED POLICY

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NONDISCRIMINATION ON THE BASIS OF DISABILITY

Designation of Responsible Employee

The Board shall designate an individual as the responsible employee to coordinate District compliance with Section 504 of the Rehabilitation Act and its administrative regulations and with the Americans with Disabilities Act.

The designee, the District's Section 504 compliance officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of District educational programs and activities with regard to compliance with Section 504 and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of the District of the name, office, address and telephone number of the Section 504 compliance officer. Notifications shall be by posting and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of handicap in the educational programs or activities of the District. To this end the following policy is adopted.

In the event a student or an employee believes that there has been a violation of Section 504 or its administrative regulations, he/she shall mail or deliver to the employee designated as Section 504 compliance officer a written statement setting out the alleged violations in specific terms, describing the incident or activity involved, the individuals involved and the dates, times and locations involved.

The Section 504 compliance officer shall provide the individual filing the written statement an opportunity to discuss the matter personally, if requested.

The Section 504 compliance officer shall make such additional investigation as is necessary to determine the complete facts involved and shall report to the Superintendent his/her finding and recommendations regarding resolution of the matter. The matter shall be reported to the Board at its next regular meeting for its review and action if it deems further action necessary.

If the student or employee submitting the written statement of an alleged violation is not satisfied with the handling of the matter by the Superintendent, he/she may appear before the Board and present the matter directly to the Board.

Dissemination of Policy

The Superintendent shall notify applicants for admission, students, parents of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of handicap in the educational programs for activities which it operates and that it is required by Section 504 and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

(Approval date: June 18, 2002)

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

Periodically, the policy committee of the Board and the Superintendent evaluate the philosophy of education. Suggestions from both the staff and community are considered.

The committee revises or confirms the existing philosophy or writes a new statement of philosophy. The committee presents its recommendation regarding a philosophy of education to the Board for adoption or re-adoption.

All building and course of study philosophies reflect and extend the Board's philosophy. The Superintendent disseminates the Board's philosophy of education to all staff members and directs that it be published in all handbooks.

[Adoption date: June 18, 2002]

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

CROSS REFS.: ADA, Educational Philosophy
BF, Board Policy Development and Adoption
BFG, Policy Review and Evaluation

EDUCATIONAL PHILOSOPHY

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

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

[Adoption date: June 18, 2002]

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills(i.e., reading, writing and arithmetic). 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 which encourages each student to continue to benefit from educational opportunities beyond formal schooling.
8. Gain Understanding of Value Systems, Cultures and Heritage. The District provides an opportunity for each student to gain knowledge and understanding of social skills, so that he/she is prepared to participate responsibly and successfully in a pluralistic society.
9. Gain Understanding of Economic Roles in Society. The District encourages each student to gain a critical understanding of his/her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.
10. Gain Knowledge and Understanding of the Environment. The District encourages student development of an appreciation for the maintenance, protection and improvement of the physical environment.
11. Develop Positive Health Habits and Physical Skills. The District helps students develop good habits concerning care of the body and avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness including lifetime recreational skills are promoted.

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

[Adoption date: June 18, 2002]

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

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

COMMITMENT TO ACCOMPLISHMENT

Evaluation of District operations is a chief responsibility of the 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. 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 will be made by the Superintendent through the implementation of policies adopted by the Board.

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

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

The Board will annually:

1. assess the District's operations and achievement of goals by information gathered from the Superintendent and Treasurer;
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: June 18, 2002]

LEGAL REFS.: ORC 3313.60
3319.01; 3319.02; 3319.081
State Board of Education Minimum Standards 3301-35-02; 3301-35-03

CROSS REFS.: AF, All Subcodes
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
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: June 18, 2002]
(Revised: March 21, 2006)

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

SELF-EVALUATION INSTRUMENT

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

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 of Education:
_____	_____	_____	_____	_____	reads agenda and background materials well in advance of meeting.
_____	_____	_____	_____	_____	makes public feel welcome; provides agenda, minutes and related materials.
_____	_____	_____	_____	_____	assures that meeting time, place and facilities are convenient for Board, staff and public.
_____	_____	_____	_____	_____	does not present new issues of complex nature for immediate action.
_____	_____	_____	_____	_____	does not abuse privilege of tabling important issues.
_____	_____	_____	_____	_____	demonstrates knowledge and use of good parliamentary procedure.
_____	_____	_____	_____	_____	makes distinction between Board's role and function of administrators.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	expects staff input and 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 "Sunshine Law."
_____	_____	_____	_____	_____	selects officers on basis of ability.
_____	_____	_____	_____	_____	has procedure for submitting agenda items.

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

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

- | | | | | | |
|----------|----------|----------|----------|----------|--|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The Board of Education: |
| _____ | _____ | _____ | _____ | _____ | provides leadership in securing maximum community support for a good educational program. |
| _____ | _____ | _____ | _____ | _____ | approves annual budget within resources that can be certified in the "fiscal certificate." |

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

- | | | | | | |
|-------|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | _____ | evaluates performance of Superintendent and Treasurer on a regular basis. |
| _____ | _____ | _____ | _____ | _____ | assures that the Superintendent complies with Board policies regarding annual staff evaluations. |
| _____ | _____ | _____ | _____ | _____ | works and plans with administration in spirit of mutual trust and confidence. |
| _____ | _____ | _____ | _____ | _____ | recognizes Superintendent as chief executive officer and educational leader of the District. |
| _____ | _____ | _____ | _____ | _____ | provides administrators opportunity for professional growth. |
| _____ | _____ | _____ | _____ | _____ | avoids interference with duties which are the responsibility of administrators. |
| _____ | _____ | _____ | _____ | _____ | solicits input from Superintendent in developing and maintaining a comprehensive and legally compliant Board policy manual. |
| _____ | _____ | _____ | _____ | _____ | addresses potential problems between Board and administrators as soon as issues arise. |
| _____ | _____ | _____ | _____ | _____ | defends administrators from unjust and unfounded criticism. |
| _____ | _____ | _____ | _____ | _____ | utilizes the management team concept of operating the District. |

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

- _____ 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 person for discussion and resolution.
- _____ preserves and maintains management rights in all labor relations agreements.

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

- _____ provides equal access to curriculum as well as cocurricular and extracurricular activities for all students.
- _____ approves course additions and deletions to the curriculum.
- _____ balances the overall needs of students and community with efforts of special interest groups to influence the curriculum.
- _____ encourages suggestions for curriculum improvement from students, staff and community.
- _____ safeguards the privacy of student records.
- _____ encourages a positive approach to student discipline.
- _____ safeguards the rights of students to due process.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	As a Board of Education member, I:
_____	_____	_____	_____	_____	provides policies that implement the educational standards of the State Board of Education.

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

_____	_____	_____	_____	_____	am courteous and respectful of fellow Board members.
_____	_____	_____	_____	_____	keep the education and welfare of children 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 to proper authority.
_____	_____	_____	_____	_____	have made the time commitment necessary to become an informed and effective Board member.
_____	_____	_____	_____	_____	reach decisions on the merits of issues and the best available evidence.
_____	_____	_____	_____	_____	participate in in-service programs at regional, state and national levels.
_____	_____	_____	_____	_____	do not individually or unilaterally make decisions or commitments on the Board's behalf.
_____	_____	_____	_____	_____	am open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible.
_____	_____	_____	_____	_____	am familiar with and abide by the OSBA Code of Ethics.

Additional Comments:

Adoption Date: 3/21/06

EVALUATION OF THE SUPERINTENDENT

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

Through evaluation of the Superintendent, the Board strives to:

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

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

The Board evaluates the abilities and services of the Superintendent at least once a year.

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

[Adoption date: June 18, 2002]

LEGAL REFS.: ORC 121.22
3319.01

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

EVALUATION OF THE TREASURER

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

The objectives of the Board's evaluation are to:

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

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

The evaluation of the Treasurer's abilities and performance is written and made available to and discussed with the Treasurer in conference. The Board may consider the evaluation of the Treasurer in acting to renew or non-renew 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.

[Adoption date: June 18, 2002]

[Revised date: April 19, 2004]

[Revised date: December 19, 2006]

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

CROSS REFS.: AF, Commitment to Accomplishment
BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCC, Treasurer's Contract

**SUPERINTENDENT OF SCHOOLS
EVALUATION INSTRUMENT**

A.	TECHNICAL SKILLS:	COMMENDABLE	ACCEPTABLE	NEEDS IMPROVEMENT
----	--------------------------	--------------------	-------------------	------------------------------

Consider the Technical and professional knowledge of the Superintendent of Schools in the understanding of the following as relates to his/her job:

- | | | | | |
|----|--|-------|-------|-------|
| 1. | School Law | _____ | _____ | _____ |
| 2. | School Finance | _____ | _____ | _____ |
| 3. | Board Policies/Rules & Regulations | _____ | _____ | _____ |
| 4. | Management (Personnel)
Coordination of efforts in service of areas for optimal efficiency | _____ | _____ | _____ |
| 5. | Other, Specify: | _____ | _____ | _____ |
| 6. | Comments: | _____ | | |
| 7. | Job Targets: 1. | _____ | | |
| | 2. | _____ | | |

B. PROFESSIONAL CHARACTERISTICS:

Factors such as being able to analyze a situation and reach a workable conclusion; being an effective leader without being dictatorial; and the ability to contribute new ideas should be considered in this area.

- | | | | | |
|----|--|-------|-------|-------|
| 1. | Decision Making (Ability to act decisively and effectively) | _____ | _____ | _____ |
| 2. | Leadership (Ability to assign and delegate work, to guide, to lead) | _____ | _____ | _____ |
| 3. | Initiative (Evidence of resourcefulness in dealing with complex as well as routine situations) | _____ | _____ | _____ |
| 4. | Understanding role of Superintendent | _____ | _____ | _____ |
| 5. | Other, Specify: | _____ | _____ | _____ |
| 6. | Comments: | _____ | | |
| 7. | Job Targets: 1. | _____ | | |
| | 2. | _____ | | |

C. PERSONAL CHARACTERISTICS: COMMENDABLE ACCEPTABLE NEEDS IMPROVEMENT
 (impressions the individual makes on others by their actions, judgments, decisions or dealings with people. Visible characteristics.)

1.	Enthusiasm			
2.	Integrity			
3.	Appearance			
4.	Self Control			
5.	Judgment			
6.	Other, Specify:			
7.	Comments:			
8.	Job Targets: 1.			
	2.			

D. COMMUNITY/HUMAN RELATIONS SKILLS:
 (How effectively and harmoniously the individual deals or gets along with the public, staff and board. Composure.)

1.	Communications			
2.	Ability			
3.	Flexibility			
4.	Human Interaction			
5.	Promotes and Encourages Cooperation			
6.	Other, Specify:			
7.	Comments:			
8.	Job Targets: 1.			
	2.			

E. PROFESSIONAL GROWTH
 (How does the individual view the job? Do they aggressively seek knowledge and better understanding of the job and their role in the district?)

1.	Participation and involvement in local and state organizations			
2.	Attendance at Workshops			
3.	In-Service Training			
4.	Personal skill development			

	COMMENDABLE	ACCEPTABLE	NEEDS IMPROVEMENT
5. Sets and Strives to achieve goals	_____	_____	_____
6. Other, Specify:	_____	_____	_____
7. Comments:	_____		
8. Job Targets: 1.	_____		
2.	_____		

Additional Comments:

Superintendent: _____

President, Board of Education _____

Date: _____

Adopted: October 19, 1982

CROSS REF: CBGA

Teacher Evaluation Policy

The Board of Education of Lucas Local School District adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education in November 2011. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of the policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012 (90 days for the effective date of Sub. SB 316).

Definition of “Teacher”

This policy applies to district employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of their time providing content-related student instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of their time providing content-related student instruction; or
3. A teacher working under a permanent certificate issued under ORD 2219.222 as it existed prior to September 2006 who spends at least 50% of their time providing content-related student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of their time providing content-related student instruction.

Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or “other administrator” as defined by ORC 3319.02. This policy also does not apply to substitute teachers.

Assigning and Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Skilled,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories:

1. Teacher Performance; and
2. Student Growth Measures

Percentages for teacher performance and multiple measures of student growth for evaluation purposes shall be those mandated by state law.

The Board annually submits to the Ohio Department of Education the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teacher graduated.

Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observation and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards for the Teaching Profession* and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they teach;
2. Understanding the Content Area for which they have Instructional Responsibility;
3. Understanding and Using Varied Assessments to Inform Instruction, Evaluate and Ensure Student Learning;
4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators, and the Community to Support Student Learning; and
7. Assuming responsibility for Professional Growth, Performance and Involvement.

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty-percent (50%), which must be aligned to the Ohio Standards for the Teaching Profession and the Ohio Teacher Evaluation System Performance Rubric.

The district's evaluation tool for teacher evaluation will follow Ohio Department of Education's model evaluation tool, the Ohio Teacher Evaluation System (OTES) including the scoring rubric as provided through OTES.

Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), student growth means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combinations of the following:

1. Teacher-level Value-Added Data;
2. ODE Approved Assessments; and/or
3. Board-determined Measures

Teacher-level Value-Added: “Value-Added” refers to the value-added methodology provided by the Ohio Department of Education (ODE). Where value-added data for grades 4-8 for English/language arts and mathematics exist (via Ohio Achievement Assessment (OAA)), value-added data must be one of the multiple measures used in calculating student growth.

ODE Approved List of Assessments: ODE approved a list of assessments that can be utilized as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.

Board-determined Measures: For courses of instruction in which neither teacher level value-added data nor ODE approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

The percentage of teacher value added, approved vendor assessments, LEA measures, will reflect no less than what is required by law. The student growth measure portion is 50% of the teacher evaluation.

The district will use the following categories:

A1*-

Teaching schedule reflects 100% Value Added subjects.

* For the 2013-2014 school year, only: Value Added- 26% and SLO 24%

A2-

The portion of the teacher evaluation that comes from Value Added Data will consist of the same percentage of the Value Added classes taught by the teacher, or the minimum percentage required by Ohio Law. Student Learning Objectives (SLO) will be reflective of teaching assignment or district/building initiatives as determined collaboratively by the teacher and administration.

B-

15% vendor assessment

35% Student Learning Objectives (SLO) will be reflective of teaching assignment or district/building initiatives as determined collaboratively by the teacher and administration.

C-
Student Learning Objectives (SLO) will be reflective of teaching assignment or district/building initiatives as determined collaboratively by the teacher and administration.

The district will follow the Business Rules for Student Growth Measures as provided, and updated, by the Ohio Department of Education. (Appendix A)

Evaluation Timeline

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: (1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and (2) periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by March 31 and each teacher subject to this policy shall be provided with a written copy of the evaluation results by April 30.

For those teachers who are on limited or extended limited contracts pursuant to ORC 3319.11, one evaluation consisting of at least three formal observations must be conducted annually by March 31. Each teacher on a limited or extended limited contract pursuant to ORC 3319.11, one evaluation consisting of at least three formal observations must be conducted annually by March 31. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by April 30.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy annually.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy via two cycles of formal observations and periodic classroom walkthroughs.

Credentialed Evaluators

Each teacher evaluation conducted under this policy shall be conducted by a person who holds a credential established by the Ohio Department of Education for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment. The Board will adopt a list of approved credentialed evaluators. To the extent possible, the evaluation will be conducted by Lucas Employee credentialed evaluators.

Professional Growth and Improvement Plan

Teachers must develop professional growth or improvement plans based on the Evaluation Matrix. Teachers with a most effective rating for student growth must develop a professional growth plan and choose their credentialed evaluator for the evaluation cycle from the Board approved list.

The components of the Professional Growth Plan will include evidence of the teacher and the evaluator working together to develop a Professional Growth Plan that includes a teacher performance goal and a student achievement outcome that are supported by indicators of evidence. (Appendix B)

Teachers with average and above average ratings for student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Board approved list. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle.

The components of the Professional Growth Plan will include evidence of the teacher and the evaluator working together to develop a Professional Growth Plan that includes a teacher performance goal and student achievement outcome that are supported by indicators of evidence. (Appendix B)

Teachers with approaching average and least effective ratings student growth must develop an improvement plan with the credentialed evaluator assigned by the Superintendent/designee for the evaluation cycle for the Board approved list.

The components of the Improvement Plan will include an improvement statement relating to the *Ohio Standards for the Teaching Profession*, specific measurable goals to improve performance, a description of the plan of action for improvement including professional development, and support desired. (Appendix C)

Testing for Teachers in Core Subject Areas

Teachers who teach in a “core subject area” are required to register for and take all written examination of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English/language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

Removal of Poorly-Performing Teachers

The Board adopts the following procedures to be used by district administrators in removing poorly-performing teachers:

Poorly performing teachers may be removed, upon recommendation of the Superintendent, through either non-renewal or termination, after consideration of the following:

- The building Principal shall identify "poorly performing teachers" as those who have been rated as "Ineffective" on their two (2) most recent consecutive summative evaluation ratings; or those rated "Ineffective" on two (2) out of their last three (3) most recent evaluation ratings.
- The building Principal shall recommend the dismissal of "poorly performing teachers" to the Superintendent of Schools.
- A teacher identified as "Ineffective" on the most recent summative evaluation rating who fails to show any growth as prescribed on the OTES Improvement Plan will be recommended to the Superintendent of Schools for dismissal.

Professional Development

The Lucas Local School District Board of Education is committed to providing appropriate resources to improve teacher effectiveness through the completion of teacher professional growth and/or improvement plans. Resources will be allocated from grant and/or general funds.

Legal References: ORC3319.11; 3319.111; 3319.112; 3319.114; 3319.58

Legislative Reference: Am. Sub. HB 153 (September 29, 2011); Sub. SB 316

May 22, 2013

Evaluation Policy Adoption Date: June 18, 2013

(Revision date: April 15, 2014)

(Revision date: February 17, 2015)

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

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

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

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

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

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) 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: March 15, 2005]

(Revision date: April 15, 2014)

(Revision date: March 17, 2015)

File: AFC-2 (Also GCN-2)

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

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

THIS IS A REQUIRED POLICY

3 of 3

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

Application

This policy shall apply to all persons employed by the Board in a position requiring licensure as an administrator. This definition excludes school counselors but includes professional pupil services personnel and administrative specialists who spend less than 50% of their time teaching or otherwise working directly in the presence of students.

This policy shall also apply to all persons employed in positions not requiring administrative licensure, but whose job duties enable them to be considered either a “supervisor” or “management level employee” as defined in Section 4117.01 of the Ohio Revised Code.

Procedures

1. General Requirements

The Superintendent shall implement a program of regular evaluation for all administrative personnel which includes the following elements.

- A. The evaluation process shall fairly attempt to measure the administrator’s effectiveness in performing the duties set forth in his/her job description.
- B. A written evaluation document shall be produced for each evaluation.
- C. Each administrator shall be evaluated at least once annually and at least twice in the year of contract expiration.
- D. The evaluation shall be conducted by the Superintendent or his/her designee (such designation may be oral or in writing).
- E. Prior to the Board’s consideration of contract renewal or nonrenewal, the Superintendent shall review the results of the evaluation process with the Board.

2. Evaluation Instruments

The Superintendent may, in his/her discretion, utilize a single evaluation instrument for all administrative positions, instruments particularized for each position, or a combination of both types of instruments.

Evaluation instruments shall be developed and/or utilized by the Superintendent as he/she may determine in his/her best professional judgment, and may be modified from time to time by the Superintendent in the exercise of such professional judgment. Specific Board approval of the evaluation instrument(s) or modifications to such instrument(s) shall not be required.

3. Basis for Evaluation

Each evaluation shall fairly attempt to measure the administrator's effectiveness in performing the duties of his/her job description.

Evaluations may be based upon the direct formal observations of the administrator, but may also consider informal or incidental observations and other relevant information which is within the knowledge of or brought to the attention of the evaluator. Out-of-school conduct may be considered if such conduct impairs the individual's effectiveness as an administrator or as a role model for students and staff.

4. Observations and Conferences

A pre-evaluation conference may be conducted if deemed necessary or advisable by the evaluator.

Formal observations may be made of the administrator, either announced or unannounced, but shall not be a required element of the evaluation process. Whether formal observations are appropriate to the position shall be determined by the evaluator on a case-by-case basis.

Following any formal observations and/or gathering of other evaluative data, and before finalizing any evaluation report, the evaluator shall arrange a post-evaluation conference at which the results of the evaluation process are discussed with the administrator. To the extent that any weaknesses or deficiencies have been identified in the evaluation process, the evaluator shall offer suggestions for improvement. Identified weaknesses and suggestions for improvement shall be identified in the evaluation report, but shall not be a required element of any evaluation.

A final written evaluation report shall be produced in a manner deemed appropriate by the evaluator, in consultation with the administrator. This evaluation report may be combined with the evaluation instrument(s), or may be a separate document. The evaluation report shall be signed and dated by the administrator and the evaluator at the conclusion of the post-evaluation conference. The signature of the administrator shall not necessarily indicate that he/she agrees with the evaluator's comments or conclusions, but only that he/she has been made aware of such comments or conclusions. A copy of the evaluation report shall be provided to the administrator upon request.

The final evaluation report for an administrator in the last year of his/her contract shall include the Superintendent's intended recommendation to the Board concerning the renewal or nonrenewal of the contract.

5. Number and Timing of Evaluations

A. Administrator Not in Final Year of Contract

An administrator not in the final year of his/her contract shall be evaluated at least once during the school year. A written copy of the evaluation report shall be provided to the administrator no later than the end of the administrator's contract year as defined by the administrator's annual salary notice.

B. Administrator in Final Year of Contract

An administrator whose contract is due to expire at the conclusion of the current school year shall have at least one preliminary evaluation and one final evaluation during such year. A written copy of the preliminary evaluation report shall be provided to the administrator at least 60 days prior to any Board action on the renewal or nonrenewal of the contract. A written copy of the final evaluation report shall be provided to the administrator at least five days prior to any Board action on the renewal or nonrenewal of the contract.

Meeting with Board

Each administrator shall be provided the opportunity to meet with the Board in executive session prior to the Board's action on his/her contract. In this meeting, the Board shall discuss its reasons for considering the renewal or nonrenewal of the contract. The administrator may be accompanied by a representative of his/her choosing at the meeting. However, no witnesses or other persons may appear with or on behalf of the administrator without the express permission of the Board.

Written notice of the right to have such a meeting with the Board shall be provided in accordance with law to each administrator whose contract is expiring at the conclusion of the current school year.

Written Rebuttal

The administrator may, at any time following the receipt of an evaluation report, submit a written rebuttal, not to exceed three pages in length, which shall be promptly attached to the evaluation report and any copies of the evaluation report which are retained in the District's records or submitted to the Board for its consideration.

Legal Effect

This policy and the procedures contained herein shall not create a legal expectancy of continued employment or a property interest in continued employment, and shall not be deemed a part of any individual administrator's contract or otherwise a contractual obligation of the Board.

To the extent that any of the procedures contained herein exceed the requirements of Ohio law, such procedures shall not be construed as a precondition to contract nonrenewal and shall not prevent the Board from proceeding with a contract nonrenewal which otherwise satisfies the minimum requirements of Ohio law.

[Adoption date: June 18, 2002] (Revised date: March 15, 2005)

LEGAL REF.: ORC 3319.02

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.
2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss it with the evaluator at this second meeting.
3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.
4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.
5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.
6. Assistant superintendents, principals, assistant principals and other administrators are automatically re-employed if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.
7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.

(Approval date: June 18, 2002)

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.

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.

[Adoption date: July 19, 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

THIS IS A REQUIRED POLICY

EVALUATION OF SUPPORT STAFF

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

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

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

[Adoption date: June 18, 2002]

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

EVALUATION OF SUPPORT STAFF

1. All support staff members will be evaluated annually by their immediate supervisors.
2. Evaluations will be completed at the end of the first 90 days of employment for new employees, and by April 1 of each year for all other support personnel. This may be the second evaluation of the year for first-year employees. The evaluation program for nonprobationary employees will consist of a mid-year conference and a final year conference before the end of March.
3. The supervisor will assess the employee on the basis of work performance and abilities. Evaluation forms will be completed in duplicate, with an additional narrative report if necessary. The supervisor will also submit his/her recommendation regarding continued employment of the employee.
4. After completing the evaluation form, the supervisor will conduct a conference to discuss with the employee:
 - A. the reasons for the performance evaluation and
 - B. the areas where work performance should be improved.
5. The supervisor and the employee will sign the evaluation form at the close of the conference.
6. One copy of the complete evaluation form will be included in the employee's personnel file and one copy will be given to the employee. The employee will have access to the evaluation reports in his/her personnel file.

(Approval date: June 18, 2002)

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

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

[Adoption date: June 18, 2002]

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

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

EVALUATION OF EDUCATIONAL RESOURCES

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

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

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

1. Professional and support staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.
2. Instructional materials and equipment support attainment of objectives specified in courses of study.
3. Facilities accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student health and safety are safeguarded by an organized program of school health services designed to identify student health problems and to coordinate school and community health resources for students.
5. Student cumulative records are maintained.
6. Student admission, placement and withdrawal are processed according to established procedures.
7. Student attendance and conduct are administered according to established objectives and procedures.
8. School guidance services are provided for students in kindergarten through grade 12 in accordance with a written plan adopted by the Board.
9. Student activity programs are operated in accordance with the Board's philosophy of education and educational goals and safeguard the interest of the school, participants and spectators. Schools will not sponsor interscholastic athletics for students in kindergarten through sixth grade.
10. A planned community relations program is implemented to encourage citizen participation in, and support for, the educational program.

[Adoption date: June 18, 2002]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination
FA, Facilities Development Goals
IA, Instructional Goals
IJ, Guidance Program
IK, Academic Achievement
IKE, Promotion and Retention of Students
JEC, School Admission
JHF, Student Safety
JO, Student Records
KA, School-Community Relations Goals

RECOGNITION FOR ACCOMPLISHMENT

The Board appreciates the diligent effort made by its members, staff, student body, and citizen volunteers in achieving the District's goals and objectives. The Board is mindful also that, frequently, there are exceptional achievements and contributions made by persons representing our schools, which favorably reflect on the whole character of our District. These are the people who accept demanding challenges and set new and higher standards of dedication for the rest to follow.

It is the Board's intent to grant official recognition for such outstanding accomplishments on behalf of the District, which qualifies the individual for Districtwide recognition.

Recommendations for official recognition by the Board may be submitted to the Superintendent in writing by the officers of LTA, school administrators or by individual Board members.

Notification of meritorious deeds that qualify for Districtwide recognition will be made to the Board. Other noteworthy achievements which bring attention to the individual school will be handled by the school in accordance with its own policy.

[Adoption date: June 18, 2002]