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## SCHOOL DISTRICT LEGAL STATUS

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

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

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

The Tiffin City School District is classified as a city school district governed by a locally elected Board of Education.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: October 22, 2013]

[Re-adoption date: August 22, 2017]

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

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

## 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 school 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
6. solving a specific problem or set of closely related problems about which a decision must be made.

The Board and the staff give consideration to the advice they receive from individuals and/or community groups interested in the schools. Final authority for all decisions rests with the Board. Normally a written response will follow.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-03(J)

## 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. 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.

All employees in this District have the opportunity to bring their ideas or concerns to the Board. They are expected to proceed through the recognized administrative channels; however, final authority for all decisions will rest with the Board.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BF, Board Policy Development  
CCB, Line and Staff Relations  
CD, Management Team  
CE, Administrative Councils, Cabinets and Committees  
DBD, Budget Planning  
IF, Curriculum Development

## STUDENT INVOLVEMENT IN DECISION MAKING

Students share a responsibility for developing a climate in the school that is conducive to wholesome learning and living. 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REF.: OAC 3301-35-03

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

## NONDISCRIMINATION

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

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

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

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

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

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

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

Title: Michelle Tuite, Director of Instruction/Personnel  
Address: 244 S. Monroe St., Tiffin, OH 44883  
Phone Number: (419) 447-2515  
Email: michelle\_tuite@tiffincityschools.org

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: January 9, 1989]  
[Re-adoption date: November 25, 1996]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: July 22, 2008]  
[Re-adoption date: March 22, 2011]  
[Re-adoption date: April 25, 2017]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
Executive Order 11246, as amended by Executive Order 11375  
Equal Pay Act; 29 USC 206  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
Rehabilitation Act; 29 USC 794  
Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Age Discrimination in Employment Act; 29 USC 623  
Immigration Reform and Control Act; 8 USC 1324a et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
Ohio Const. Art. I, § 2  
ORC Chapter 3323  
Chapter 4112  
5903.01(G)  
OAC 3301-35-02

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
ACB, Nondiscrimination on the Basis of Disability  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
GBA, Equal Opportunity Employment  
GBO, Verification of Employment Eligibility  
IGAB, Human Relations Education

IGBA, Programs for Students with Disabilities  
JB, Equal Educational Opportunities  
JFC, Student Conduct (Zero Tolerance)  
JFCEA, Gangs  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
Staff Handbooks  
Student Handbooks

CONTRACT REF.: Teachers' Negotiated Agreement

## NONDISCRIMINATION ON THE BASIS OF SEX/ SEXUAL HARASSMENT

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

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

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

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

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

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

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person’s employment or status in a class, educational program or activity;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual or

3. such conduct is sufficiently severe, persistent, or pervasive and has the purpose or effect of unreasonably interfering with an individual's work or educational performance by creating an intimidating, hostile or abusive environment, or by interfering with one's ability to participate in or benefit from a class or educational program or activity.

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

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

Examples of sexual harassment-type conduct may include, but are not limited to, unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; grooming; repeated sexual jokes, flirtations, advances or propositions; verbal abuse of a sexual nature; graphic verbal commentary relating to an individual's body, sexual prowess or sexual deficiencies; coerced sexual activities; any unwanted physical contact; sexually suggestive or obscene comments or gestures; or displays in the workplace of sexually suggestive or obscene objects or pictures. Whether any act or comment 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 a prompt and equitable investigation and resolution of complaints of sex discrimination, including sexual misconduct. The Board also has identified disciplinary measures that may be imposed upon the offender. Nothing in this policy or procedure prevents an individual from pursuing action through State and/or Federal law, contacting law enforcement, or from filing a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

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

Title: Michelle Tuite, Director of Educational Programs  
Address: 124 Ohio Avenue, Tiffin, OH 44883  
Phone: 419-455-9107  
Email: michelle\_tuite@tiffincityschools.org

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

Confidentiality/Retaliation

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

[Adoption date: January 9, 1989]  
[Re-adoption date: July 23, 2001]  
[Adoption date: April 25, 2017]  
[Re-adoption date: December 19, 2017]

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

CROSS REFS.: AC, Nondiscrimination  
GBA, Equal Opportunity Employment  
GBD, Board-Staff Communications (Also BG)  
GBH, Staff-Student Relations (Also JM)  
IGDJ, Interscholastic Athletics  
JB, Equal Educational Opportunities  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JHG, Reporting Child Abuse  
Staff Handbooks  
Student Handbooks

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

NONDISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT  
GRIEVANCE PROCEDURES

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

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

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

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

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

If the Title IX Coordinator or designee is the responding party or the reporting party, the Board designates an alternate investigator and retains final decision-making authority.

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

Informal Procedure for Addressing Complaints

An informal grievance procedure can be used when the Title IX Coordinator deems it appropriate and/or when the parties involved (reporting party and responding party) agree that an informal process is appropriate and sufficient. The informal

process is not used when the alleged discrimination or harassment may constitute sexual violence or any other criminal act.

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

#### Formal Procedure for Addressing Complaints

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

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

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

Notice of Outcome

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

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

Disciplinary Action

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

(Approval date: March 25, 2017)

(Re-approval date: December 19, 2017)

SEXUAL HARASSMENT COMPLAINT FORM

Date of Report \_\_\_\_\_

Reporting Party Name \_\_\_\_\_

Position or Grade \_\_\_\_\_ Building \_\_\_\_\_

Date and Time of Alleged Harassment \_\_\_\_\_

Location of Alleged Harassment \_\_\_\_\_

Name of Accused (Responding Party) \_\_\_\_\_

Position or Grade \_\_\_\_\_ Building \_\_\_\_\_

Description of the Incident(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Witnesses, if any, and Involvement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Reaction \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Reporting Party \_\_\_\_\_

(Approval date: July 25, 2006)

(Re-approval date: December 19, 2017)

## 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: December 16, 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; USC 12101 et seq.  
ORC 3323  
Chapter 4112

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

## DEVELOPMENT OF PHILOSOPHY OF EDUCATION

At least once every three years the Superintendent or designee reviews and, where appropriate, revises the statements comprising both the philosophy of education and the educational goals of the District.

The Superintendent or designee gathers written input from parents, other District residents, members of the Board and from staff members. During this three-year period, parents and other District residents have the opportunity to review the current philosophy and goals in the annual "Spring Newsletter." At that time they are invited to offer suggestions for revising, deleting and adding to those statements. Staff members are given the same opportunity through an internal, written communication from the Superintendent. Board members are asked to review these statements, offer suggestions for improvement and are invited to discuss these statements at a general meeting. At this same general meeting, visitors are also invited to comment on this philosophy and the ensuing goal statements.

This revised philosophy of education and these revised educational goals are submitted to the Board of Education for its approval.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

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

CROSS REFS.: AE, School District Goals and Objectives  
IA, Instructional Goals  
Continuous Improvement Plan

## EDUCATIONAL PHILOSOPHY

### 1. Basic Philosophy

In providing for the educational needs of the youth of our community we believe the Tiffin City Schools should promote an atmosphere in which an awareness of the intellectual and spiritual aspects of life is coupled with tolerance for mankind; it should create an environment which will be conducive to the maximum growth and development of the individual.

We believe this environment should provide practice in effective communication, present and exemplify the ideas that underlie our civilization with its heritage and enable the students to apply the process of analytical and logical thinking.

This environment, we believe further, should provide instruction and experience in ethical and moral living, citizenship and aesthetic appreciation. It should provide training in home and family living, health, self-realization and the worthwhile use of leisure time. Finally, this environment should provide practical knowledge of the tools of learning, consumer education and vocational adjustment.

In keeping with these objectives and with a mature attitude toward the growth of our society, we shall inspire, stimulate and develop the student's interest and aptitudes in an atmosphere which will ever be in keeping with the highest ideals of our nation.

### 2. Elementary Education

We believe in recognizing children as individuals and in providing for their individual differences within our classrooms. We believe in offering special experiences to meet the varying interests and abilities of children and in the grouping of students for instruction according to their individual needs.

We believe our program should incorporate an opportunity for each child to develop a realization of the importance of accuracy, reasoning, progress and beauty as he/she achieves a mastery of needed basic skills.

We believe all children should experience the elements of safety and personal health and should develop their physical coordination skills.

We believe the emphasis upon group activity in our program provides children with valuable learning in social responsibility.

We believe small children need stability in their immediate environment, and providing the experience of working closely with one teacher meets this need.

We believe our program should provide the teacher with an opportunity to observe the physical, emotional and mental status of each child and to utilize this information in the process of guiding each child's growth.

We believe the environment and learning experiences should provide an opportunity for each child to develop a feeling of personal worth and a basic understanding of the importance of his/her contribution to society.

3. Secondary Education

We believe in the provision of an educational program to adequately meet the needs, interests, abilities, varying backgrounds and aptitudes of the early adolescent.

We believe in transitional assistance to the student in the movement from the relatively simple organizational and instructional program of the elementary school to the complexity and multiplicity of curricula, organization and control of the secondary schools.

We believe in the continuance of instruction in the fundamental skills and basic knowledge essential for further learning with specific application of function and depth suitable to the early adolescent.

We believe in challenging the increasingly mature abilities and interests of the secondary school age group with new and more in-depth studies.

We believe in programs concerned with all aspects of student growth and development -- the intellectual, physical, emotional, character, citizenship, personality and cultural.

We believe in the preparation of secondary school youth for more independence, self-responsibility and leadership.

We believe in providing students opportunities to explore present interests and abilities and offer to them a chance to develop new interests which might bear upon further education and vocations.

We believe in providing adequate guidance and counseling of secondary school youth in their school career, their further educational and vocational plans and their growth toward adulthood.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

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

CROSS REFS.: AD, Development of Philosophy of Education  
IA, Instructional Goals

## SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills. The Tiffin City Board of Education 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 the opportunity 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 Board provides opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.
3. Develop a Positive Self-Image. The Board responds to students' need to develop a positive self-image and will cultivate within students the ability to determine, understand and examine their own capabilities, interests and goals.
4. Develop Skills of Constructive and Critical Thinking. The Board fosters skills of constructive and critical thinking, in order to enable each student to deal effectively with situations and problems in an independent, self-fulfilling and responsible manner.
5. Develop Skills Appropriate to a Technological Society. The Board provides students with information necessary to function in a rapidly changing workplace.
6. Develop Respect for Others and the Law. The Board promotes the development of students who are mature, responsible citizens with respect for the rights of others and the law.
7. Gain Lifelong Learning Skills. The Board promotes an eagerness for learning which will encourage each student to take advantage of educational opportunities beyond formal schooling.
8. Gain Understanding of Value Systems, Cultures and Heritage. The Board provides an opportunity for each student to gain knowledge and understanding of social skills so he/she is prepared to participate responsibly and successfully in a pluralistic society.
9. Gain Understanding of Economic Roles in Society. The Board 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 Board 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 Board helps students develop good habits concerning care of the body, avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness, including lifetime recreational skills is promoted.
12. Develop Within the Community a Sense of Pride in Their Schools. The Board provides communication with the community, highlighting the strengths of the education program and inviting the community to participate in school functions.
13. Continual Evaluation and Revision of Curriculum. The Board provides through the evaluation process a curriculum that is pertinent to student and community needs.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

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

CROSS REFS.: ADA, Educational Philosophy  
IA, Instructional Goals  
IAA, Instructional Objectives

## COMMITMENT TO ACCOMPLISHMENT

Evaluation of District operations is a chief responsibility of the Board and is the only means of determining whether the educational goals adopted are being achieved.

The evaluation program may include, but is not limited to, the following areas:

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

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

The Board:

1. assesses the District's operations and achievement of goals by information gathered from the Superintendent and Treasurer;
2. evaluates the Superintendent and Treasurer according to job descriptions and Board expectations and
3. evaluates itself according to its established goals and purposes.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: April 28, 2009]

LEGAL REFS.: ORC 3313.22; 3313.60  
3319.01; 3319.02; 3319.08; 3319.081  
OAC 3301-35-03; 3301-35-04; 3301-35-05

CROSS REFS.: AE, School District Goals and Objectives  
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 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: March 28, 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 and Adoption  
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 the individual assessments of how well the governing body is functioning. The assessment instrument or scoring system is not important. What is important is for the Board to establish a plan to regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

### SELF-EVALUATION INSTRUMENT

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

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

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
—	—	—	—	—	reads agenda and background materials well in advance of meeting.
—	—	—	—	—	makes public feel welcome; provides agenda, minutes and related materials.
—	—	—	—	—	assures that meeting time, place and facilities are convenient for Board, staff, and public.
—	—	—	—	—	does not present new issues of complex nature for immediate action.
—	—	—	—	—	does not abuse privilege of tabling important issues.
—	—	—	—	—	demonstrates knowledge and use of good parliamentary procedure.
—	—	—	—	—	makes distinction between Board's role and function of administrators.
—	—	—	—	—	expects staff input and Superintendent's recommendation on key issues.
—	—	—	—	—	equally applies the public participation policy to all speakers.
—	—	—	—	—	makes the most productive use of meeting time.

- 1    2    3    4    5    The Board of Education:
- —    —    —    —    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 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.
- —    —    —    —    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.

- |          |          |          |          |          |                                                                                                                             |
|----------|----------|----------|----------|----------|-----------------------------------------------------------------------------------------------------------------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The Board of Education:                                                                                                     |
| —        | —        | —        | —        | —        | 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.                                    |

- |          |          |          |          |          |                                                                                             |
|----------|----------|----------|----------|----------|---------------------------------------------------------------------------------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The Board of Education:                                                                     |
| —        | —        | —        | —        | —        | safeguards the privacy of student records.                                                  |
| —        | —        | —        | —        | —        | 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. As a Board of Education member, I:

- |   |   |   |   |   |                                                                                                                             |
|---|---|---|---|---|-----------------------------------------------------------------------------------------------------------------------------|
| — | — | — | — | — | 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.                                                                      |

## 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 accomplish the following:

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 school system 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: January 9, 1989]

[Re-adoption date: July 23, 2001]

LEGAL REFS.: ORC 121.22  
3319.01

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent  
Evaluation instruments are maintained in the District Office

## 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 financial 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 Superintendent and adopted by the Board.

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: January 23, 2007]

LEGAL REFS.: ORC 3301.074  
3313.22  
OAC 3301-5

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

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 teacher evaluation framework adopted by the State Board of Education (SBOE).

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

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

Credentialed Evaluators

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

Effectiveness Rating

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

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

Teacher Performance Calculation

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

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

### Student Growth Calculation

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

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

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

### Professional Growth and Improvement Plans

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

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

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

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

### Evaluation Time Line

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

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

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

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

### Testing for Ineffective Teachers in Core Subjects

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

### Retention and Promotion

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

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

### Poorly Performing Teachers

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

Professional Development

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

Adoption date: January 9, 1989]  
[Re-adoption date: July 23, 2001]  
[Re-adoption date: May 27, 2008]  
[Re-adoption date: April 23, 2013]  
[Re-adoption date: October 22, 2013]  
[Re-adoption date: February 24, 2015]  
[Re-adoption date: October 27, 2015]  
[Re-adoption date: August 22, 2017]  
[Re-adoption date: June 26, 2018]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF  
(Administrators Both Professional and Support)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

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

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

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

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

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

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

Ohio Principal Evaluation System (OPES)

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

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

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

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

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

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

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

[Adoption date: July 9, 1989]

[Re-adoption date: May 10, 1993]

[Re-adoption date: July 23, 2001]

[Re-adoption date: May 27, 2008]

[Re-adoption date: April 23, 2013]

[Re-adoption date: October 22, 2013]

[Re-adoption date: October 27, 2015]

[Re-adoption date: June 26, 2018]

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

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

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

7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.

(Approval date: January 9, 1989)

(Re-approval date: July 23, 2001)

(Re-approval date: May 27, 2008)

(Re-approval date: April 23, 2013)

## EVALUATION OF SCHOOL COUNSELORS

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

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

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

### Effectiveness Rating

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

### Evaluation Time Line

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

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

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

#### Professional Growth and Improvement Plans

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

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

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

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

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

#### Retention and Promotion

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

#### Poorly Performing Counselors

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

#### Professional Development

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

[Adoption date: September 27, 2016]

[Re-Adoption date: August 22, 2017]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

## 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 on 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 of such evaluations known to the employees.

The services of all support employees are evaluated at least once a year.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: May 27, 2008]

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

## EVALUATION OF SUPPORT STAFF

1. All support staff members are evaluated annually by their immediate supervisors; however, food service employees are members of the O.A.P.S.E. bargaining unit. They will be evaluated according to the conditions specified in the Master Agreement between the Tiffin City Board of Education and the O.A.P.S.E. unit.
2. The supervisor assesses the employee on the basis of work performance and abilities. Evaluation forms are completed in triplicate, with an additional narrative report if necessary. The supervisor also submits his/her recommendation regarding continued employment of the employee.
3. After completing the evaluation form, the supervisor conducts a conference to discuss with the employee:
  - A. the reasons for the performance evaluation and
  - B. the areas where 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 is included in the employee's personnel file and one copy is given to the employee. The employee has access to the evaluation reports in his/her personnel file.

(Approval date: January 9, 1989)

(Re-approval date: July 23, 2001)

(Re-approval date: May 24, 2005)

(Re-approval date: May 27, 2008)

## 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. 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. how evaluation findings will be 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 successfully 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 that the Superintendent deems necessary.

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. The results of the competency-based educational testing program are used as a part of the evaluation.

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

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  
ILA, Competency-Based Education

## EVALUATION OF EDUCATIONAL RESOURCES

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

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

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

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

[Adoption date: January 9, 1989]

[Re-adoption date: July 23, 2001]

[Re-adoption date: May 27, 2008]

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