

SECTION A: Foundations and Basic Commitments Policies

Section A	Policy Title	Adopted / Revised Date
AA	School District Legal Status	Oct 11, 2010
AB	The People and Their School District	LU does not have
ABA	Community Involvement in Decision Making	Oct 11, 2010
ABB	Staff Involvement in Decision Making	Oct 11, 2010
ABC	Student Involvement in Decision Making	Oct 11, 2010
AC	Nondiscrimination/Harassment	Oct 11, 2010
AC-R	Nondiscrimination/Harassment	Oct 11, 2010
AC-E	Harassment Report Form	Oct 11, 2010
ACA	Nondiscrimination on the Basis of Sex	Oct 11, 2010
ACAA	Sexual Harassment	Oct 11, 2010
ACAA-R	Sexual Harassment	Oct 11, 2010
ACB	Nondiscrimination of the Basis of Disability	Oct 11, 2010
AD	Development of Philosophy of Education	Oct 11, 2010
ADA	Educational Philosophy	Oct 11, 2010
AE	School District Goals and Objectives	Oct 11, 2010
AF	Commitment to Accomplishment	Oct 11, 2010
AFA	Evaluation of School Board Operational Procedures	Oct 11, 2010
AFA-E	Evaluation of School Board Operational Procedures	Oct 11, 2010
AFB	Evaluation of the Superintendent	Oct 11, 2010
AFB-E	Evaluation of the Superintendent (Form)	Oct 11, 2010
AFB-E-2	Superintendent Job Description Deleted	Oct 11, 2010
AFBA	Evaluation of the Treasurer	Oct 11, 2010
AFBA-E	Evaluation of the Treasurer (Form)	Oct 11, 2010
AFBA-E-2	Treasurer Job Description	Oct 11, 2010
AFC-1	Evaluation of Certificated Staff (Teachers)	Oct 11, 2010
AFC-2	Evaluation of Professional Staff (Administrators Both Professional and Support)	Oct 11, 2010
AFC-2-R	Evaluation of Professional Staff (Administrators Both Professional and Support)	Oct 11, 2010
AFD	Evaluation of Classified Staff	Oct 11, 2010
AFE	Evaluation of Instructional Programs	Oct 11, 2010
AFF	Evaluation of Support Services	LU does not have
AFG	Use of Independent Evaluators	LU does not have
AFH	Evaluation of Evaluators	LU does not have
AFI	Evaluation of Educational Resources	Oct 11, 2010
AG	Reporting Accomplishment to the Public	LU does not have
AGA	Recognition for Accomplishment	LU does not have

File: AA

SCHOOL DISTRICT LEGAL STATUS

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

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

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

The Liberty Union-Thurston School District is classified as a local school district operating under the supervision of the Fairfield County Educational Service Center. The District is governed by a locally elected Board of Education.

[Adoption date: January 10, 2000]
[Reviewed: October 11, 2010]

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

File: ABA (Also KC)

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the schools is essential to promote and maintain the quality of education for all students. The Board believes that the best interests of the District are served when citizens and school staff work together toward school improvement.

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 (i.e. Strategic Planning Committee, Booster Groups, etc.) 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 special services to be provided for students;
5. evaluating the extent to which these services 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.

[Adoption date: January 10, 2000]
[Revised: March 12, 2007]
[Reviewed: October 11, 2010]

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

STAFF INVOLVEMENT IN DECISION MAKING

The District involves the efforts of many people. It 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. A pattern of decision making and problem solving, including those most closely involved, also contributes to efficiency and high morale.

While all employees have the opportunity to bring their ideas or grievances to the Board, it is expected that they proceed through the recognized administrative channels.

[Adoption date: January 10, 2000]
[Reviewed: October 11, 2010]

LEGAL REF.: OAC 3301-35-03

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

CONTRACT REF.: Certificated Staff Negotiated Agreement
Classified Staff Negotiated Agreement

File: ABC (Also JFB)

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, or to participate in Board committee meetings.

[Adoption date: January 10, 2000]
[Reviewed: October 11, 2010]

LEGAL REFS.: OAC 3301-35-03

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

File: AC

NONDISCRIMINATION/HARASSMENT

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

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

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

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

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

[Adoption date: January 10, 2000]
[Reviewed: October 25, 2010]

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 Act; 42 USC 12112 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, & 2
ORC 3323.01
Chapter 4112
OAC 3301-35-02(A)(1); 3301-35-03(A)

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Equal Opportunity Employment
GBO, Verification of Employment Eligibility
IGAB, Human Relations Education
JB, Equal Educational Opportunities

LIBERTY UNION-THURSTON LOCAL SCHOOLS

HARASSMENT REPORT FORM

A person who has reason to believe that harassment on the basis of race, color, national origin, ancestry, citizenship, religion, handicap, age or sex has occurred should promptly report the incident:

- 1. to his/her immediate supervisor, or any other administrator, if the person so reporting is an employee or
- 2. to an administrator or the school counselor, if the person so reporting is not an employee.

This form shall be completed if the person reporting does not believe that his/her complaint can be otherwise resolved by informal discussion or through another procedure that exists.

HARASSMENT INCIDENT REPORT

1. Person reporting the incident _____

Name _____

Address _____

Phone _____

School attending or in which employed _____

If a student, what is your grade? _____

If a staff member, what is your position? _____

If neither a student nor an employee, describe relationship to schools: _____

2. Specification of Alleged Harassment

Please specify the alleged harassment. Include insofar as you are able to do so (a) what occurred, (b) when and where the occurrence(s) took place, (c) who allegedly violated the policy prohibiting harassment, (d) why you believe that the actions complained of constitute harassment, (e) who witnessed the occurrence(s) and (f) any other pertinent facts. Attach additional sheets if needed.

3. Remedy Sought

Please describe the remedy you are seeking. Attach additional pages if necessary.

4. Confidentiality

To the best of my knowledge, the information I have presented is true. I understand if I am under 18 years old, my parents may be contacted about this matter. I understand that regardless of my age, I can request that my identity not be revealed to the person or persons who I believe have participated in the harassment. If I choose not to have my identity revealed to such person or persons, I understand that it may be impossible to investigate the matter completely and to propose a resolution.

I do _____ do not _____ (check one) request that my identity not be revealed as described above.

Signature of Person Reporting

Date

Report Received:

Signature of Person Receiving the Report

Date

5. (To be completed by complaining party)

I have been informed of the results of the investigation of this complaint and have been advised of any actions taken, or to be taken in response. I am / am not (circle one) satisfied with the conclusion of this matter.

Complainant

Date

File: AC-R

NONDISCRIMINATION/HARASSMENT

Reporting and Investigation of Harassment

A person who has reason to believe that harassment has occurred should promptly report the incident:

1. to his/her immediate supervisor, or any other administrator, if the person so reporting is an employee or
2. to an administrator or the school counselor, if the person so reporting is not an employee.

Subject to legal reporting obligations, considerations of safety and any determination that is made to notify the parent or guardian of a minor student reporting that he/she has been so harassed, reasonable measures shall be taken to keep the identity of anyone so reporting, confidential in relation to any person(s) alleged to have engaged in harassment unless authorization otherwise is given. Any such report will be investigated and, when merited and consistent with the maintenance of confidentiality as provided herein, disciplinary action will be taken in compliance with applicable law, any pertinent collective bargaining agreement and Board policy and regulations.

[Approval date: January 10, 2000]
[Reviewed: October 11, 2010]

File: ACA

NONDISCRIMINATION ON THE BASIS OF SEX

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

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

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

[Adoption date: January 10, 2000]
[Revised: October 9, 2000]
[Reviewed: October 11, 2010]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000e et seq.
Civil Rights Act, 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
Ohio Const. Art. I & 2
ORC Chapter 4112
OAC 3301-35-03(A)

CROSS REF.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
JB, Equal Education Opportunities

SEXUAL HARASSMENT

All persons associated with the District, including, but not limited to, the Board, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Sexual harassment, whether verbal or physical, occurring in District buildings or on District property, or at school-sponsored social functions or activities is illegal and unacceptable and will not be tolerated. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

The Board has developed complaint procedures which are available to victims. The Board has also identified disciplinary penalties which could be imposed on the offenders.

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal 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 educational development;
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 or creating an intimidating, hostile or offensive environment.

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; 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 work place of sexually suggestive or obscene objects or pictures. Whether any such act or comment may constitute sexual harassment-type conduct is often dependent on the individual recipient.

The Grievance Officer: The Board appoints sexual harassment grievance officers in each building who are vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out.

Sexual harassment matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

[Adoption date: January 10, 2000]
[Revised: October 9, 2000]
[Reviewed: October 11, 2010]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000 et seq.
Education Amendments of 1972, Title IX; us 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 & 2

File: ACAA-R

SEXUAL HARASSMENT

1. Any member of the school community who believes that he/she has been subjected to sexual harassment shall report the incident(s) to the appropriate grievance officer.
2. The grievance officer attempts to resolve the problem in an informal manner through the following process.
 - A. The grievance officer confers with the charging party in order to obtain in a clear understanding of that party's statement of the alleged facts.
 - B. The grievance officer meets with the charged party in order to obtain his/her response to the complaint.
 - C. The grievance officer holds as many meetings with the parties as is necessary to gather facts.
 - D. On the basis of the grievance officer's perception of the problem, he/she will:
 - 1) attempt to resolve the matter informally through conciliation or
 - 2) notify the parties by certified mail of his/her official action relative to the complaint.
3. If either party disagrees with the decision of the grievance officer, he/she may appeal to the Superintendent/designee. After reviewing the record made by the grievance officer, the Superintendent/designee may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent/designee is final.

All matters involving sexual harassment complaints remain confidential.

[Approval date: January 10, 2000]
[Reviewed: October 11, 2010]

NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

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

1. No one discriminates against qualified disabled persons in any aspect of school employment solely on the basis of disability.
2. Facilities, programs and activities are made available to qualified disabled persons.
3. Free appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified disabled persons.
4. A qualified disabled person will not be excluded, solely on the basis of disability, from participation in any preschool education, day care, adult education or vocational education program.
5. Each qualified disabled person is provided with the same health, welfare and other social services which are provided to others.

[Adoption date: January 10, 2000]

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

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

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

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

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

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

[Adoption date: January 10, 2000]
[Revised: March 12, 2007]
[Reviewed: October 11, 2010]

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

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

EDUCATIONAL PHILOSOPHY

It is the goal of the District to provide opportunities for each student to learn and grow to the best of his/her ability in knowledge, skills and attitudes required for responsible citizenship, economic productivity and personal fulfillment.

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

1. Education shall contribute 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 should be given the opportunity to participate in our society to the best of his/her ability.
3. The educational program should be 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 shall be 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 should help 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 should assume the primary responsibility; however, the schools strive to reinforce their efforts.
9. Continuous physical, mental and emotional growth and development should be promoted through the maintenance of appropriate educational programs for youth.
10. Self-realization and self-expression are encouraged.
11. The educational program shall meet or exceed 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: January 10, 2000]
[Reviewed: October 11, 2010]

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills: The District promotes the acquisition of basic comprehension, communication and computational skills to the greatest extent possible for each student. Efforts are made to offer each student opportunities to Gain master the basic skills needed to pursue his/her chosen goals.
2. 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 is promoted.
12. Develop Within the Community a Sense of Pride in the Schools: The Board highlights the strengths of the education program and invites 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 10, 2000]
[Reviewed: October 11, 2010]

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
Strategic Plan
Student Handbook

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

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

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

[Adoption date: January 10, 2000]
 [Revised: October 9, 2000]
 [Reviewed: October 11, 2010]

LEGAL REFS.: 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. School patrons and other taxpayers also expect a high level of performance from those who are elected to govern the schools.

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

SELF-EVALUATION INSTRUMENT

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

Adequate	Inadequate	The Board of Education:
_____	_____	receives 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
_____	_____	demonstrates knowledge and use of good parliamentary procedure
_____	_____	makes distinction between Board's role and function of administrators
_____	_____	expects staff input and Superintendent's recommendation on key issues
_____	_____	ensures that a good public participation policy is in effect
_____	_____	endeavors to make most productive use of meeting time
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	selects officers on basis of ability

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

Adequate	Inadequate	The Board of Education:
_____	_____	actively seeks input from community in establishing goals and objectives
_____	_____	gives full support and cooperation to PTA and other citizens
_____	_____	establishes close working relationship with other units of government
_____	_____	is actively involved in State and Federal education legislation
_____	_____	maintains effective two-way communication between school officials and residents of the District
_____	_____	ensures best possible relationship between school District officials and the media
_____	_____	makes best use of facilities and resources in meeting needs of community
_____	_____	provides leadership in securing maximum community support for a good educational program
_____	_____	approves annual budget within resources that can be certified in the "fiscal certificate"
_____	_____	adopts policies which ensure sound management and fiscal control

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

Adequate	Inadequate	The Board of Education:
_____	_____	evaluates performance of Superintendent and Treasurer on a regular basis
_____	_____	assures that all other personnel are evaluated on a regular basis by Superintendent and staff
_____	_____	works and plans with administration in spirit of mutual trust and confidence
_____	_____	recognizes Superintendent as chief executive officer and educational leader of the District
_____	_____	provides administrators encouragement and opportunity for professional growth
_____	_____	avoids interference with duties which are the responsibility of administrators

Adequate	Inadequate	The Board of Education:
_____	_____	solicits input from professional staff in development of Board policies
_____	_____	addresses potential problems between Board and administrators at earliest opportunity
_____	_____	is willing to defend administrators from unjust and unfounded criticism
_____	_____	has explored the management team concept of operating the schools

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

Adequate	Inadequate	The Board of Education:
_____	_____	approves job descriptions for all approved positions
_____	_____	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
_____	_____	encourages professional growth through staff development, in-service programs, visitations and conferences
_____	_____	refers complaints to appropriate person for discussion
_____	_____	preserves and maintains adequate management rights in any labor relations agreement

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

Adequate	Inadequate	The Board of Education:
_____	_____	provides equal access to curriculum and co-curricular 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

Adequate	Inadequate	The Board of Education:
_____	_____	safeguards the rights of students to due process
_____	_____	provides policies that implement the educational standards of the State Board of Education

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

Adequate	Inadequate	As a Board of Education member, I:
_____	_____	keep the education and welfare of children as my primary concern
_____	_____	represent the best interests of all patrons rather than special interest groups
_____	_____	understand the need for compromise; abide by decisions of the majority
_____	_____	channel complaints and potential problems to proper authority
_____	_____	have made the time commitment necessary to become an informed and effective Board member
_____	_____	reach decisions on the merits of issues and on the basis of best available evidence
_____	_____	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:

[Adopted: October 9, 2000]
 [Reviewed: October 11, 2010]

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 is based upon the Superintendent's job description and relates 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 non-renew his/her contract.

[Adoption date: January 10, 2000]
[Reviewed: October 11, 2010]

LEGAL REF.: ORC 3319.01

CROSS REF.: CBA, Qualifications and Duties of the Superintendent

SUPERINTENDENT JOB DESCRIPTION

<u>Title:</u>	Superintendent
<u>Department:</u>	Administration
<u>Building / Facility:</u>	Central Office
<u>Reports to:</u>	Board of Education
<u>Employment Status:</u>	Regular / Full Time
<u>FLSA Status:</u>	Exempt
<u>General Description:</u>	Serve as the District's chief executive officer; administer, supervise, direct and evaluate the District's educational system

Essential Functions

- ~~1. — Ensure safety of students~~
- ~~2. — Perform personnel related functions, e.g., make recommendations for appointment, promotion, demotion, discharge, assignment, and transfers, communicate personnel matters to employees, evaluate staff, provide in-service education to staff, maintain personnel files on current employees~~
- ~~3. — Direct staff negotiations~~
- ~~4. — File state and local required reports~~
- ~~5. — Assist treasurer in preparing an annual budget for the board to consider~~
- ~~6. — Assist treasurer in preparing an annual appropriations resolution~~
- ~~7. — Act as school district's purchasing agent~~
- ~~8. — Establish and maintain a public relations program to inform the public of the school district's activities and needs~~
- ~~9. — Recommend courses of study, curriculum guides, and changes in texts and time schedules to the board~~
- ~~10. — Supervise teaching and administration methods~~
- ~~11. — Propose new policies to the board~~
- ~~12. — Continually evaluate the school district's progress and needs~~
- ~~13. — Conduct regular district administrative hearings~~
- ~~14. — Prepare an annual school calendar for board adoption~~
- ~~15. — Delegate duties to other staff members~~
- ~~16. — Prescribe rules for the classification and advancement of students~~
- ~~17. — Make board recommendations about pupil transportation in accordance with law and safety requirements~~
- ~~18. — Recommend the location and size of new school sites and additions to existing sites~~
- ~~19. — Represent the board as liaison between the school district and the community~~
- ~~20. — Inform the board about the educational system as well as local, state, and national issues affecting education~~
- ~~21. — Prepare and distribute an agenda to board members prior to each regular meeting~~
- ~~22. — Take immediate action in cases of calamity, acts of nature, or other emergencies~~
- ~~23. — Maintain respect at all times for confidential information, e.g., employee discipline / dismissals / contract issues, negotiations / Board of Education executive sessions, etc.~~
- ~~24. — Make contacts with the public with tact and diplomacy~~
- ~~25. — Interact in a positive manner with staff, students, and parents~~
- ~~26. — Attend meetings and in-services as required~~

Other Duties and Responsibilities

- ~~1. — Act as liaison between employees and the Board of Education~~
- ~~2. — Attend local, state, and national conferences~~
- ~~3. — Approve vacation schedules for salaried district employees~~
- ~~4. — Supervise the purchase and distribution of textbooks, workbooks and other educational materials~~
- ~~5. — Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings~~
- ~~6. — Instill in students the belief in and practice of ethical principles and democratic values~~
- ~~7. — Respond to routine questions and requests in an appropriate manner~~
- ~~8. — Perform other duties as assigned~~

Qualifications

- ~~1. — A valid superintendent's certificate issued by the State of Ohio~~
- ~~2. — A Masters degree with a major in educational administration, preferable with completion of one year of graduate work beyond the Masters degree~~
- ~~3. — Experience in teaching and administration totaling at least five years~~
- ~~4. — A valid driver's license~~
- ~~5. — Alternatives to the above qualifications as the Board of Education may find appropriate~~

Required Knowledge Skills and Abilities

- ~~1. — Ability to communicate ideas and directives clearly and effectively both orally and in writing~~
- ~~2. — Effective, active listening skills~~
- ~~3. — Ability to work effectively with others~~
- ~~4. — Organizational and problem solving skills~~
- ~~5. — Ability to organize and compile data for various state and federal reports~~
- ~~6. — Extensive knowledge of school finance~~
- ~~7. — Ability to recommend additions and/or changes to curriculum appropriate to students' needs~~
- ~~8. — Ability to handle a multitude of tasks simultaneously and in a timely manner~~
- ~~9. — Ability to handle constant pressure and substantial amounts of stress~~
- ~~10. — Ability to supervise a variety of jobs and positions~~
- ~~11. — Strong visionary and leadership skills~~
- ~~12. — Ability and confidence to make decisions based on the best interest of students~~
- ~~13. — Ability to interact with unruly students and their parents~~

Equipment Operated

- ~~1. — Computer / printer~~
- ~~2. — Calculator~~
- ~~3. — Typewriter~~
- ~~4. — Occasional operation of a vehicle in inclement weather (i.e., being prepared to come to school on all scheduled days, except calamity day[s])~~

NOTE: The above lists are not ranked in order of importance.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor, or appointing authority.

~~File: AFB E 2 (CBG E 2)~~

~~My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.~~

Signature Date

[Adopted: January 10, 2000]
[Deleted: March 8, 2004]

LEGAL REF.: ORC 3319.01

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 is based upon the Treasurer's job description and relates 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 must 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 shall be provided to the Treasurer for his/her comments before its adoption.

[Adoption date: January 10, 2000]
[Revised: May 10, 2004]
[Reviewed: October 11, 2010]

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

CROSS REF.: BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer

TREASURER JOB DESCRIPTION

Responsibility

The Treasurer of the Liberty Union-Thurston Local School District is directly responsible to the Board of Education and performs the function of the office according to State Statute and Board Policy.

Duties

The Treasurer shall act as secretary and treasurer for the Board of Education. He/she is responsible for the financial budget and record keeping of the district as spelled out in State Statute. Other administrative duties may be assigned to the position as deemed necessary by the Board of Education.

Before taking office, the person elected (by the Board) to the office shall execute a bond payable to the State of Ohio in an amount, and with a surety company, to be approved by the Board conditioned for the faithful performance of all official duties required by the office. The bond shall be deposited with the President of the Board and a certified copy must be filed with the County Auditor. A new bond must be furnished each time that a person is elected to the office.

A. Secretary of the Board

1. The Treasurer is responsible in maintaining a correct written journal of all board meetings making sure the minutes are approved and signed by the President of the Board and attested by the Treasurer.
2. Responsible to keep all official board files on correspondence and reports.
3. Along with the Board President, the Treasurer is responsible for entering into contractual relationships for all contracts, bonds, legal documents, agreement and conveyances for the Board of Education.
4. Prepare all legal advertisements as directed by the Board and receive all bids in the manner provided by statute. Results of said bids are to be opened, read and entered into the board minutes.
5. Prepare reports as required by county, state and federal laws.
6. Receive purchase orders for supplies and services. Supervise preparation of all purchase orders and maintain a file on such orders.
7. Shall serve as the official representative of the Board of Education for attesting signature of the President and/or Vice-President on all requiring their signatures.

B. Treasurer of the Board

1. Shall serve as the school district's chief fiscal employee and represent the same at all public meetings.
2. Responsible for making all deposits of the school district from all sources as required by State Statute.
3. The Treasurer shall serve as custodian and treasurer of all school funds and keep account of all funds in the manner described by State Statute and required by the State Bureau of Inspection.
4. Compiles and files all financial reports as required by State or Federal laws.
5. Prepare monthly financial statements for each board member showing revenues, expenditures, balances in various board accounts and balances remaining in each appropriation.
6. Prepare an annual financial (GAAP) report to the Board of Education no later than 150 days from the close of the fiscal year.
7. Arranges for depository contracts with eligible financial institutions as required by law and supervise the investment of inactive and interim funds.

File: AFBA-E-2 (Also BCCB-E-2)

8. Required to sign all checks issued for the disbursement of school funds. If incapacitated the Board of Education may appoint an officer of the district to sign such checks.
9. Responsible for the preparation of the payroll function for the employees of the school district and make payment to the licensed teachers.
10. Maintain sick leave records on all employees.
11. Responsible for the preparation and collection of bills due the school district for building fee rentals, tuition and other moneys due the school district.
12. Official custodian for fiscal records of all federal programs in which the school district is participating.
13. Sign purchase orders and contracts certifying that sufficient moneys are available to pay for such purchases.
14. Responsible for the issuance and sale of bonds under the statutes of Ohio law.
15. Supervise any audits of school or department accounts as required by the Board.

C. Financial Planning

1. Along with the superintendent, prepare the annual budget and be responsible for the filing of the report as required by statute.
2. Along with the superintendent, prepare the appropriations each year and file the annual appropriation resolution.
3. Develop procedures for providing the Board of Education information concerning anticipated revenues and expenditures for cash flow projections. Make short-term planning projections (one year or less) along with long term projections of financial needs.

D. Administrative Duties

1. Perform other duties as may be deemed advisable by the Board of Education which are not in conflict with statutory duties.
2. Perform general responsibilities and authority within the framework of the Board of Education policies not covered by laws and regulations of the State of Ohio or Federal government.
3. Serve as general administrator of the school insurance program for the assets of the district.
4. Serve as liaison officer with the district personnel in providing information about the various fringe benefits provided by the Board of Education.
5. Responsible for the supervision, assignment of work duties and evaluation of all personnel employed in the Treasurer's office.

Note: It is understood that state mandated treasurer duties hold priority over assigned duties.

[Adopted: January 1, 2000]
[Reviewed: October 11, 2010]

**LIBERTY UNION-THURSTON LOCAL SCHOOL DISTRICT
TREASURER EVALUATION**

GUIDELINES

1. The Treasurer shall know the standards by which he/she will be evaluated.
2. An evaluation shall occur at least once a year. (For a new treasurer on a two-year probationary contract, it is recommended that evaluation occurs at least twice each year.)
3. Both parties should prepare for the evaluation. The Treasurer, by conducting a self-evaluation, and the Board, by examining various sources of information relating to the individual's performance.
4. The evaluation shall be a composite profile of Board Members' responses. The composite profile should be prepared by the Board President. The evaluations should include a discussion of strengths as well as areas for improvement. Each judgment on the evaluation should be supported by as much rational and objective evidence as possible.

TECHNICAL SKILLS: Consider the technical and professional knowledge of the Treasurer in the understanding of the following as it relates to his/her job.

Superior	Above Average	Satisfactory	Needs Improvement	Inadequate	Not Applicable	
						1. Communicates with board and superintendent on the current status of financial matters, problems, and other matters that affect the district.
						2. Renders timely and accurate financial statement to board and superintendent.
						3. Serves as chief financial officer and advisor to board and superintendent.
						4. Recommends policy revisions pertaining to his/her area of responsibility.
						5. Prepares agenda items and appropriate recommendations.
						6. Serves as secretary to board and prepares clear and accurate minutes of all board meetings.
						7. Works cooperatively with all board members without regard to opinions/positions of individual board members.
						8. Serves as a participating / contributing member of the district's management team.
						9. Works cooperatively with superintendent and other administrators.

Superior	Above Average	Satisfactory	Needs Improvement	Inadequate	Not Applicable	
						10. Provides the board with concise, meaningful financial and business operations data.
						11. Keeps the board informed of new and potential legislation affecting finance and business operations.
						12. Keeps the board informed on budget matters as they change during the year.
						13. Maintains an open door policy for questions from members of the public, community organizations, and employees.
						14. Maintains the school district's accounting records accurately.
						15. Furnishes timely management accounting data / summaries in accordance with the needs / desires of the board, superintendent, and other administrators.
						16. Responds to requests for management accounting data.
						17. Prepares timely and accurate reports required by other governmental agencies.
						18. Prepares and manages payroll system so that employees are compensated in a timely and forthright manner.
						19. Works cooperatively with other administrators to ensure evaluation and updating of management information system(s).
						20. Plans and manages an investment program to maximize interest income.
						21. Has established / maintained and updated internal control systems to account for the receipt, safeguarding, and disbursement of school district's cash assets, including student activity program funds.
						22. Makes self available as board's representative at public meetings when needed or requested.
						23. Has established procedures to ensure district's funds are used wisely for the achievement of the purposes for which they were allocated.

Superior	Above Average	Satisfactory	Needs Improvement	Inadequate	Not Applicable	
						24. Has established procedures for the maximum efficiency of the following operations:
						a. accounting
						b. financial reporting
						c. business operations
						d. receipting of monies
						e. purchasing and receiving
						f. payroll
						g. payment of vendors and contractors
						h. all other areas of fiscal management

COMMENTS AND / OR SUGGESTIONS - JOB GOALS _____

PROFESSIONAL CHARACTERISTICS: Factors such as being able to analyze a situation and reach a workable conclusion; being an effective leader, and the ability to contribute new ideas.

Superior	Above Average	Satisfactory	Needs Improvement	Inadequate	Not Applicable	
						1. Shows receptiveness to new ideas.
						2. Exhibits willingness to make, decisions which may be unpopular yet best for the overall program.
						3. Ability to recognize problems, strengths, weaknesses, alternative solutions, acts decisively and effectively.
						4. Ability to assign and delegate work, to guide, to lead to accept responsibility.
						5. Inspires others to highest professional standards.
						6. Delegates authority to staff members appropriate to the position each holds.
						7. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
						8. Evidence of resourcefulness in dealing with complex as well as routine problems.
						9. Shows the initiative required of a person in this position.
						10. Understands and keeps informed regarding all aspects of the financial / business management program.
						11. Communicates pertinent information to board, superintendent, and appropriate staff members.
						12. Maintains professional development by reading, course work, continuing education, work on professional committees, visiting other districts and meeting with other treasurers / business managers.
						13. Sets and strives to achieve goals.
						14. Able to communicate effectively, either oral or written.
						15. Uses English effectively in dealing with staff members, the board and the public.
						16. Speaks well in front of large and small groups, expressing his / her ideas in a logical and forthright manner.

COMMENTS AND / OR SUGGESTIONS - JOB GOALS _____

PERSONAL CHARACTERISTICS: Impressions the individual makes on others by his / her actions.

Superior	Above Average	Satisfactory	Needs Improvement	Inadequate	Not Applicable	
						1. Exhibits enthusiasm for his / her work.
						2. Devotes his / her time and energy effectively to this job.
						3. Maintains a high standard of ethics, honesty, and integrity in all personal and professional matters.
						4. Defends principle and conviction in the face of pressure and partisan influence.
						5. Is customarily suitably attired and well groomed.
						6. Attempts to correct personal habits and mannerisms which detract from effective leadership.
						7. Maintains poise and emotional stability in the full range of his / her professional activities.
						8. Exhibits patience.
						9. Exercises good judgment / common sense in arriving at decisions.
						10. Earns respect and standing among his / her professional colleagues.
						11. Demonstrates ability to work well with individuals and groups.
						12. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
						13. Has a harmonious working relationship with board, superintendent and other staff members.
						14. Exhibits punctuality and regularity of attendance at the office, at meetings and with reports.

Superior	Above Average	Satisfactory	Needs Improvement	Inadequate	Not Applicable	
						15. Accepts constructive criticism profitably.
						16. Accepts administrative decisions and works enthusiastically toward achieving goals even though they may not conform to personal ideas.
						17. Abides by district policy and philosophy in work and activities.
						18. Attempts to see the overall picture.
						19. Thinks well on his feet when faced with an unexpected or disturbing turn of events.

* * * * *

SUMMARY COMPOSITE

Superior	Above Average	Satisfactory	Needs Improvement	Inadequate	Not Applicable	
						TECHNICAL SKILLS
						PROFESSIONAL CHARACTERISTICS
						PERSONAL CHARACTERISTICS

COMMENTS AND / OR SUGGESTIONS - JOB GOALS _____

The signature below certifies that the employee has reviewed this in conference and has received a copy of this form. This signature does not necessarily mean that agreement exists. Employee comments may be added to this sheet - signed and dated.

Signature of Employee

Date

Signature of Evaluator

[Approved: January 1, 2000]
[Reviewed: October 11, 2010]

EVALUATION OF THE SUPERINTENDENT

LIBERTY UNION-THURSTON LOCAL SCHOOL DISTRICT

Local Superintendent Evaluation Form

_____ School Year _____ Date _____
 Superintendent

SUPERINTENDENT JOB DESCRIPTION

The following evaluation information is to be completed by each Board of Education member and then submitted to the Board President. The President will then compile the five evaluations into one composite. The composite evaluation will then be discussed by the Board with the Superintendent.

Outstanding	Effective	Needs Improvement	Unsatisfactory	No Opportunity to Observe	Refer to Comments	
						1. Supervises all employees of the school system - on a direct or indirect basis.
						2. Prepares and submits to the Board, recommendations relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
						3. Informs and advises the Board about the programs and practices of the schools; keeps the Board informed of the activities operating under the Board's authority.
						4. Advises the Board on the need for new and/or revised policies and sees that all policies of the Board are implemented.
						5. Functions as chief executive officer of the school district and administers the schools in conformity with the adopted policies of the Board of Education, the rules and regulations of the State Department of Education, and the provisions of law.
						6. Prepares the annual operating budget and appropriations in cooperation with the Treasurer of the Board of Education for adoption by the Board, and administers the appropriations in cooperation with the Treasurer as enacted by the Board.

File: AFB-E (Also CBG-E)

Local Superintendent Evaluation Continued

Outstanding	Effective	Needs Improvement	Unsatisfactory	No Opportunity to Observe	Refer to Comments	
						7. In cooperation with the Treasurer, advises the Board of the long range financial needs of the district to the extent possible.
						8. Coordinates the total educational program and provides leadership in its development and improvement.
						9. Conducts a continuous evaluation of the progress and the needs of the schools, and keeps the Board and the community informed.
						10. Supervises the selection of candidates for employment and nominates the best qualified and most competent teachers, administrators, and non-teaching personnel.
						11. Conducts meetings with employees as necessary to discuss matters concerning the improvement and welfare of the school district.
						12. Coordinates the work of administrative staff members, provides counsel and motivation, and fosters an esprit de corps.
						13. Serves as the communications link between the Board and employees by communicating actions of the Board to all staff members and receiving from staff members all communication to be made to the Board.
						14. Supervises in cooperation with the Treasurer and central office staff, the maintenance of business and personnel records, and other records which are required by Board Policy and by law.
						15. Coordinates the total educational program and provides leadership in its development and improvement.
						16. Coordinates the total personnel program and provides leadership in its development and improvement.
						17. Guides and coordinates the process of staff negotiations with employee bargaining units.

Local Superintendent Evaluation Continued

Outstanding	Effective	Needs Improvement	Unsatisfactory	No Opportunity to Observe	Refer to Comments	
						18. Makes administrative decisions for the effective functioning of the school district.
						19. Represents the district in its dealings with other school systems, institutions and agencies, community organizations, and the general public.
						20. Directs the total public relations program of the school district in an effort to develop a cooperative relationship between school and community.
						21. Attends such conventions and conferences as are necessary to keep abreast of latest educational trends.
						22. Directs studies and planning related to school organization, school attendance areas, and assignment of students to a given school.
						23. Directs studies and planning related to site acquisition, new school construction, remodeling and renovation of existing school facilities, school building additions, and school closures.
						24. Provides leadership to the administrative staff and non-teaching supervisors for the overall effective operation of the school system.
						25. Performs other tasks as may be assigned by the Board of Education.

JOB TARGETS

A. The following is to be completed by each Board of Education member, compiled by the Board President, and reviewed with the Superintendent during the summary conference.

_____ The Superintendent has met all job targets as previously stated in the Job Target Form.

_____ The Superintendent has partially met the job targets as previously stated in the Job Target Form. (Please explain below)

_____ The Superintendent has failed to meet the job targets as previously stated in the Job Target Form. (Please explain below)

Local Superintendent Evaluation Continued

B. Comments:

C. Job Targets for Next Year:

D. Comments:

Indicate chief strengths of the Superintendent:

Indicate in order of importance the performance areas that need improvement:

Local Superintendent Evaluation Continued

Use this space for any additional statements which will add to the accuracy of this evaluation:

Contract Consideration

_____ Annual Evaluation (no contract consideration necessary at this time)

Superintendent eligible for contract renewal and the Board of Education will take action by

_____.

The signature below certifies that the Superintendent has reviewed this in conference and has received a copy of this form. This signature does not necessarily mean that agreement exists. Superintendent comments may be added to this sheet - dated and signed.

Signature of Superintendent	Date	Signature of Board of Education President
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[Adoption date:	January 10, 2000]
[Reviewed:	October 11, 2010]

File: AFC-1 (Also GCN-1)

EVALUATION OF CERTIFICATED STAFF
(Teachers)

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

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

Procedures used in the evaluation process are subject to Board approval and in accordance with the negotiated agreement. Complete and appropriate evaluation records are to be maintained.

[Adoption date: January 10, 2000]
[Reviewed: October 11, 2010]

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

CONTRACT REF.: Certificated Staff Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators and Supervisors)

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

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with the requirements of state law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator. In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to March 31 and prior to any Board action on the employee's contract. Evaluations are considered by the Board in determining whether to re-employ administrators. In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

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

[Adoption date: January 10, 2000]
[Revised: October 9, 2000]
[Reviewed: October 11, 2010]

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

CROSS REFS.: GBL, Personnel Records

File: AFC-2-R (Also GCN-2-R)

EVALUATION OF PROFESSIONAL STAFF
(Administrators and Supervisors)

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

[Approval date: January 10, 2000]
[Revised: October 9, 2000]
[Reviewed: October 11, 2010]

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent, on a continuing basis, 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 evaluative 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. This data may include:

1. relation of student growth and development to the objectives of the school system;
2. suitability of educational programs in terms of community expectations;
3. report on how evaluative findings are used for program improvement;
4. student achievement in light of testing results of state assessments;
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 competency-based educational testing program are used as a part of the evaluation.

[Adoption date: January 10, 2000]
[Reviewed: October 11, 2010]

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

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

EVALUATION OF EDUCATIONAL RESOURCES

The Superintendent 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. Certificated and classified staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.
2. Instructional materials and equipment shall 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 is 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 is processed according to established procedures.
7. Student attendance and conduct is 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. 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 10, 2000]

[Reviewed: October 11, 2010]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination/Harassment
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