

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 Walnut Township Local School District is classified as a local school district operating in cooperation with the Fairfield County Educational Service Center. The District is governed by a locally elected Board of Education consisting of five members.

Adoption date: April 14, 2008

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

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the schools is essential to promote and maintain the quality of education for all students.

In addition to electing fellow citizens to represent them on the Board, all citizens may express ideas, concerns and judgments about the schools to the administration, to the staff, to any appointed advisory bodies and ultimately to the Board. Ideas should be addressed to the responsible individual in an appropriate fashion.

Residents may be invited by the Board to act as advisors, individually and in groups, in such areas as:

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

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

Adoption date: April 14, 2008

LEGAL REF.: ORC 121.22
OAC 3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: BCE, Board Committees
FL, Retirement of Facilities
IF, Curriculum Development

STAFF INVOLVEMENT IN DECISION MAKING

The District functions best when all personnel are informed of the major activities and concerns. There should be an exchange of ideas and pertinent information among all elements of a school district.

Problems and unfavorable attitudes develop when employees are denied information essential for the performance in their respective assignments or when they feel that their ideas and concerns are not heard.

Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

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

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

Adoption date: April 14, 2008

LEGAL REF.: OAC 3301-35-05

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

STUDENT INVOLVEMENT IN DECISION MAKING

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

A student may be elected to serve as an adviser to the Board as a representative for the student body to better facilitate communication between the Board and the students, and to increase awareness of the democratic process within the District. A student elected to serve in this position will serve as an advisor to the Board only and has no rights to vote on school issues.

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

Adoption date: April 14, 2008

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: BCE, Board Committees
JF, Student Rights and Responsibilities
JFA, Student Due Process Rights
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.

Original Adoption Date: April 14, 2008

Re-Adoption Date: September 12, 2011

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

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

NOTE: *The Genetic Information Nondiscrimination Act of 2008 prohibits employers from discrimination in the employment setting on the basis of genetic information.*

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: April 14, 2008

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, § 2
ORC Chapter 4112

CROSS REFS.: AC, Nondiscrimination
ACAA, Sexual Harassment
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
IGDJ, Interscholastic Athletics
IIAA, Textbook Selection and Adoption
JB, Equal Educational Opportunities
JFCF, Hazing

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 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. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

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 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.

The Grievance Officer: The Board directs the Superintendent to appoint one or more sexual harassment grievance officers who are 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.

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.

The Board has developed complaint procedures which are made available to every member of the school community. The Board has also identified disciplinary penalties which could be imposed on the offenders.

Adoption date: April 14, 2008

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 42 USC 2000e et seq.
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Immigration Reform and Control Act; 8 USC 1324a et seq.
Ohio Const. Art. I, Section 2

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
GBA, Equal Opportunity Employment
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing
JHG, Reporting Child Abuse

SEXUAL HARASSMENT COMPLAINT FORM

Date of Report _____

Employee/Student Name _____

Position or Grade _____ Building _____

Date and Time of Alleged Harassment _____

Location of Alleged Harassment _____

Name of Alleged Harasser _____

Position or Grade _____ Building _____

Description of the Incident(s) _____

Name of Witness, if any, and Involvement _____

Your Reaction _____

Signature of Complainant _____

ADMINISTRATIVE FOLLOW-UP

Date of Investigation _____

Investigation Details _____

Action Taken _____

Date of Follow-Up Conference _____

Results of the Conference _____

Date of Final Report _____

Date Copy Sent to Complainant _____

Signature of Grievance Officer _____

Adoption Date: April 14, 2008

SEXUAL HARASSMENT – REGULATIONS

All sexual harassment complaints are investigated in accordance with the following procedure:

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 through the following process.
 - A. The grievance officer promptly confers with the charging 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 grievance officer and signed by the charging party as a testament to the statement's accuracy.
 - B. The grievance officer meets with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the grievance officer and signed by the charged party as a testament to the statement's accuracy.
 - C. The grievance officer holds as many meetings with the parties and witnesses (if any) as are necessary to gather facts. The dates of meetings and the facts gathered are all put in writing.
 - D. On the basis of the grievance officer's perception of the problem, he/she will:
 - 1) bring both parties together and attempt to resolve the matter informally through conciliation or
 - 2) formally 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.

If any of the named officials are the charged or charging 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.

Adoption Date: April 14, 2008

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.

Original Adoption date: April 14, 2008

Revised Adoption Date: December 14, 2009

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC Chapter 3323
Chapter 4112

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

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

The Board and Superintendent jointly revise or confirm the existing philosophy or write a new statement of philosophy. The Superintendent presents recommendations regarding a philosophy of education to the Board for adoption or re-adoption at a regularly scheduled board meeting.

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

Adoption date: April 14, 2008

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

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

EDUCATIONAL PHILOSOPHY

The Board believes in the dignity and uniqueness of each child, and recognizing these inherent differences, endeavors to develop programs that will educate each child in accordance with his/her intellectual potential.

Each child's mental and emotional development begins at birth and continues throughout his/her lifetime. It is, therefore, incumbent upon our schools to create an atmosphere which fosters health and productive attitudes toward learning and encourages a life-long interest in education.

The education of each child in the Walnut Township Local School District requires programs that consider multiple learning styles and encompass a variety of teaching methods.

We believe that our schools and teachers continually need to:

1. teach the basic skills of reading, writing and mathematical computation and to impart factual information in historical, cultural, social and vocational areas to provide the children with the foundation for continuing intellectual growth and development;
2. provide the students with continual educational experiences which will enable them to develop skills in critical thinking, reasoning, problem solving and decision making;
3. stimulate in all children creativity and personal growth, thus enabling each child to define and enrich his/her unique personality;
4. foster attitudes of tolerance and understanding for the ideas, beliefs and goals of others, and
5. encourage and foster attitudes of social responsibility so that each child can become a contributing member of society.

Thus, the desired purpose of the entire educational experience in the Walnut Township Local schools is to provide each student with the knowledge and skills necessary for each child to gain, evaluate and effectively use information and to develop the ability to think and make rational, informed decisions.

This problem-solving ability will serve to enrich all aspects of the child's life and allow him/her to function most productively as adults and members of society.

Adoption date: April 14, 2008

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

The goal of the Walnut Township Local School District is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually and contribute meaningfully to our world.

The following objectives contribute to the achievement of the above mentioned goal, listed without priority in arrangement, and define desirable outcomes which are incorporated into plans for the school system.

1. To ensure that each student develops proficiency in basic academic skills.
2. To ensure that each student develops the capacity to recognize and cope with the problems of an unknown future.
3. To ensure the development of meaningful interpersonal relationships among students, staff and community.
4. To ensure that staff, students and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of each community.
5. To ensure maximum efficiency in the allocation of human and material resources.

Adoption date: April 14, 2008

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

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

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
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: April 14, 2008

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
AFA, Evaluation of School Board Operational Procedures (Also BK)
AFB, Evaluation of the Superintendent (Also CBG)
AFBA, Evaluation of the Treasurer (Also BCCB)
AFC, Evaluation of Professional Staff (Also GCN)
AFD, Evaluation of Support Staff (Also GDN)
AFE, Evaluation of Instructional Programs (Also IM)
AFI, Evaluation of Educational Resources
BCC, Qualifications and Duties of the Treasurer
CBA, Qualifications and Duties of the Superintendent

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an 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: April 14, 2008

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

EVALUATION OF THE SUPERINTENDENT

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

Through evaluation of the Superintendent, the Board strives to:

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

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

The Board evaluates the abilities and services of the Superintendent at least once a year and will do so annually no later than December 30th.

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.

Any proposed revision of the evaluation criteria shall be provided to the Superintendent for his/her comments before its adoption.

Adoption date: April 14, 2008

LEGAL REF.: ORC 3319.01

CROSS REF.: AF, Commitment to Accomplishment
BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract
Evaluation forms are maintained in the Superintendent's 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 business practices and
3. provide a basis for the review of the Treasurer's performance.

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

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

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

Adoption date: April 14, 2008

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

CROSS REFS.: AF, Commitment to Accomplishment
BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCC, Treasurer's Contract
Evaluation forms are maintained in the Superintendent's Office

EVALUATION OF PROFESSIONAL STAFF

(Teachers)

The Board believes a determination of the efficiency and effectiveness of its teaching staff is a critical factor in the overall operation of the school district and to effective decision-making regarding staffing

An ongoing evaluation program will be 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.

The Superintendent will develop and implement a program to oversee the annual evaluation of all staff.

Procedures used in the evaluation process are subject to Board approval or in accordance with the Negotiated Agreement. Full, complete and appropriate evaluation records will be maintained.

Adoption date: April 14, 2008

LEGAL REFS.: ORC 3319.01; 3319.11; 3319.111
Chapter 4117
OAC 3301-35-06

CROSS REFS.: AE, Commitment to Accomplishment
GBL, Personnel Records
Evaluation forms are maintained in the Superintendent's Office

EVALUATION OF SUPPORT STAFF

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

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

The services of all support staff employees are evaluated at least once each year. Procedures used in the evaluation process are subject to Board approval or in accordance with the Negotiated Agreement.

Adoption date: April 14, 2008

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-02; 3301-35-03; 3301-35-05

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

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent/designee 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 are used for program improvement;
4. student achievement in Districtwide testing;
5. post high school employment and training of vocational students;
6. the number of students who continue in a program of higher education and the percentage of these who graduate;
7. extent of, and trends in, admissions to colleges and universities;
8. employment records of graduates and
9. all other relevant data which the Superintendent deems necessary.

The Superintendent/designee 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 State-mandated and Districtwide educational testing program are used as a part of the evaluation.

Adoption date: April 14, 2008

LEGAL REFS.: ORC 3313.60
3323.02
OAC 3301-35-02(B); 3301-35093; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AF, Commitment to Accomplishment
IA, Instructional Goals
IAA, Instructional Objectives
II, Testing Programs

EVALUATION OF EDUCATIONAL RESOURCES

The Superintendent evaluates the effectiveness of the educational resources used by the District to achieve its 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 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: April 14, 2008

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

CROSS REFS.: AC, Nondiscrimination/Harassment
AF, Commitment to Accomplishment
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

WALNUT TOWNSHIP LOCAL SCHOOLS

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

<u>AA</u>	School District Legal Status
<u>AB</u>	The People and Their School District
<u>ABA</u>	Community Involvement in Decision Making (Also <u>KC</u>)
<u>ABB</u>	Staff Involvement in Decision Making (Also <u>GBB</u>)
<u>ABC</u>	Student Involvement in Decision Making (Also <u>JFB</u>)
<u>AC</u>	Nondiscrimination
<u>ACA</u>	Nondiscrimination on the Basis of Sex
<u>ACAA</u>	Sexual Harassment
<u>ACB</u>	Nondiscrimination on the Basis of Disability
<u>AD</u>	Development of Philosophy of Education
<u>ADA</u>	Educational Philosophy
<u>AE</u>	School District Goals and Objectives
<u>AF</u>	Commitment to Accomplishment
<u>AFA</u>	Evaluation of School Board Operational Procedures (Also <u>BK</u>)
<u>AFB</u>	Evaluation of the Superintendent (Also <u>CBG</u>)
<u>AFBA</u>	Evaluation of the Treasurer (Also <u>BCCB</u>)
<u>AFC</u>	Evaluation of Professional Staff (Also <u>GCN</u>)
<u>AFD</u>	Evaluation of Support Staff (Also <u>GDN</u>)
<u>AFE</u>	Evaluation of Instructional Programs (Also <u>IM</u>)
<u>AFF</u>	Evaluation of Support Services (Also <u>EJ</u>)
<u>AFG</u>	Use of Independent Evaluators
<u>AFH</u>	Evaluation of Evaluators
<u>AFI</u>	Evaluation of Educational Resources
<u>AG</u>	Reporting Accomplishments to the Public
<u>AGA</u>	Recognition for Accomplishment