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

[Adoption date: December 22, 2009]

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. assisting in developing Board policies under which the District is to be managed;
3. assisting in 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. studying 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: December 22, 2009]

LEGAL REFS.: 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 involves the efforts of many people and functions best when all personnel are informed of the major activities and concerns.

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

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

While all employees have the opportunity to bring their ideas or 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: December 22, 2009]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: BCE, Board Committees
BF, Board Policy Development and Adoption
CCB, Staff Relations and Lines of Authority
CE, Administrative Councils, Cabinets and Committees
DBD, Budget Planning (Five-Year Forecast)
GCD, Professional Staff Hiring
GDD, Classified Staff Hiring
IF, Curriculum Development

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

STUDENT INVOLVEMENT IN DECISION MAKING

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

The Board of Education recognizes that providing ongoing opportunities for students to present their work to the community is a necessary component of student learning. Student presentations to the community not only enhance student learning, they promote recognition of the District's teachers, increase parental involvement and foster positive community relations.

The Board allocates 15 minutes on a regular basis for students to present their work to the community. A subsequent monthly Board meeting may be utilized in lieu of the first meeting when scheduling conflicts occur, with the approval of the Board President.

Presentations may include artistic, musical, dramatic and/or academic accomplishments. Group presentations, an individual presentation, or a series of individual presentations may be utilized.

The Superintendent is directed to develop guidelines for the successful implementation of this policy.

[Adoption date: December 22, 2009]

LEGAL REF.: OAC 3301-35-04

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

NONDISCRIMINATION

The Board's policy of nondiscrimination extends to students, staff, job applicants, the general public and individuals with whom it does business and applies to race, color, national origin, citizenship status, religion, sex, economic status, ancestry, military 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 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 and that is sufficiently severe, pervasive and objectionably offensive so as to have the effect of denying an individual educational opportunities or participation in activities.

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.

[Adoption date: December 22, 2009]

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

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
GBA, Equal Opportunity Employment
IGAB, Human Relations Education
IGBA, Programs for Students with Disabilities
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Bullying and Other Forms of Aggressive Behavior
Staff Handbooks
Student Handbooks

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

NONDISCRIMINATION

The Board maintains an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all District operations, programs and activities. All students, administrators, teachers, staff and all other school personnel share responsibility for avoiding, discouraging and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board vigorously enforces its prohibition against harassment based on sex, race, color, national origin, religion, disability or any other unlawful basis, and encourages those within the school community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board investigates all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board takes immediate steps to end harassment. Individuals who are found to have engaged in unlawful harassment are subject to appropriate disciplinary action.

“School community” means students, administrators, teachers, staff and all other school personnel, including Board members, agents, volunteers, contractors or other persons subject to the control and supervision of the Board.

“Third parties” include but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board and other individuals who come in contact with members of the school community at school-related events/activities (whether on or off District property).

Other Violations of the Anti-Harassment Policy

The Board will take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

1. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
2. Filing a malicious or knowingly false report or complaint of harassment.
3. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one’s supervisory duties.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, when:

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

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual propositions, invitations, solicitations and flirtations.
2. Physical assault.
3. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extracurricular programs or events or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
4. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
5. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
6. Unwelcome and inappropriate touching, patting or pinching; obscene gestures.

7. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
8. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Note: Any teacher, administrator, coach or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery" as set forth in the Ohio Revised Code. The issue of consent is irrelevant in regard to such criminal charge.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of the person's race or color, such as racial slurs, nicknames implying stereotypes, epithets and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances or the like.

Reports and Complaints of Harassing Conduct

Members of the school community and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District officials so that the Board may address the conduct before it becomes severe, pervasive or persistent.

Members of the school community or third parties who believe they have been unlawfully harassed by another member of the community or a third party are entitled to utilize the Board's informal and/or formal investigation and complaint processes. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extracurricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make efforts to file an informal or a formal complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Complaint Coordinators. Thereafter, the Complaint Coordinator must contact the student, if age 18 or older, or the student's parents, if under the age 18, to advise him/her of the Board's intent to investigate the alleged misconduct, including the obligation of the Complaint Coordinator or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Privacy/Confidentiality

The District respects the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action and to conform with any discovery or disclosure obligations.

Informal Process for Addressing Complaints of Harassment

An informal complaint process provides members of the school community or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Members of the school community or third parties who believe that they have been unlawfully harassed are encouraged to initiate their complaint through this informal complaint process, but are not required to do so. Those members of the school community or third parties who believe that they have been unlawfully harassed may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Process for Addressing Complaints of Harassment

The administrative guidelines will also include a formal complaint process. While the formal complaint process may serve as the first step to resolution of a charge of unlawful harassment, it is also available in those circumstances when the informal complaint process fails to satisfactorily resolve a concern. Because of the need for flexibility, no specific time lines are established for initiating the formal complaint process; however, once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within 31 calendar days of the complaint being received).

Although not required, members of the school community or third parties who feel they have been unlawfully harassed should file a formal written complaint with the principal of their school building or with one of the Complaint Coordinators identified in the administrative guidelines. Oral complaints of harassment will be reduced to writing by the individual receiving the complaint and the complainant will be asked to verify the accuracy of the reported charge by signing the document. Complaints received by a school building principal are immediately reported to the appropriate Complaint Coordinator.

After a complaint is filed, the Complaint Coordinator or designee conducts a prompt and timely investigation. The investigation may include interviews of the complainant, the individual accused of engaging in harassing behavior, and any other witness who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses are provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

At the conclusion of the investigation the Complaint Coordinator or designee prepares and delivers to the Superintendent a written report summarizing the evidence gathered during the investigation and providing his/her recommendations regarding whether or not the complaint of unlawful harassment has been substantiated. The written report must be based on the totality of the circumstances involved in the complaint, the nature of the alleged conduct, the context in which the alleged conduct occurred and the ages and maturity of the individuals involved.

A copy of the written report is delivered to the member of the school community or third party making the complaint and the individual accused of the harassing conduct.

Upon review of the written report the Superintendent either issues a final decision regarding whether or not the complaint of unlawful harassment was substantiated or request that further investigation be conducted. A copy of the Superintendent's action is delivered to both the complainant and the individual accused of the harassing conduct.

The decision of the Superintendent is final.

The complaint process set forth in the policy and in the administrative guidelines is not intended to interfere with the rights of a member of the school community or third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the school community or third party alleging the harassment pursues the complaint.

Sanctions and Monitoring

The Board vigorously enforces its prohibitions against unlawful harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the school community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to eliminate such conduct in the future.

Education and Training

In support of the Anti-Harassment policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate training to all members of the school community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and harassment in general will be age and content appropriate.

(Approval date: December 22, 2009)

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 Witnesses, if any, and Involvement _____

Your Reaction _____

Signature of Complainant _____

ADMINISTRATIVE FOLLOW-UP

Date of Investigation _____

Investigation Details _____

Action Taken _____

Date of Follow-Up Conference _____

Results of the Conference _____

Date of Final Report _____

Date Copy Sent to Complainant _____

Signature of Grievance Officer _____

NONDISCRIMINATION ON THE BASIS OF 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: December 22, 2009]

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

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
IGDJ, Interscholastic Athletics
IIAA, Textbook Selection and Adoption
JB, Equal Educational Opportunities
JFCF, Bullying and Other Forms of Aggressive Behavior
Staff Handbooks
Student Handbooks

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 are 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. No one excludes any qualified disabled person, solely on the basis of disability, from participation in any preschool, day care, adult or career-technical education programs.
5. Each qualified disabled person is provided with the same health, welfare and other social services as are provided to others.

[Adoption date: December 22, 2009]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 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
ACA, Nondiscrimination on the Basis of Sex
AE, School District Goals and Objectives
GBA, Equal Opportunity Employment
IGBA, Programs for Students with Disabilities
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFCF, Bullying and Other Forms of Aggressive Behavior
Staff and Student Handbooks

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

The Board's philosophy of education gives direction to the educational program and daily operations of the District. The philosophy of education is a living document which reflects the contributions of staff members as well as the attitude and direction of the Board.

The District philosophy must be augmented and implemented by statements of philosophy and purposes which have been cooperatively developed at the elementary, middle school and high school levels in this District.

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

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

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

In addition to adopting a philosophy of education and a mission statement the Board seeks to create and/or maintain effective schools as defined by state guidelines.

The Board directs the Superintendent to establish regulations which ensure that the following objectives can be achieved:

1. School improvement plans are developed and implemented by school-based teams, working collaboratively, so that both building-level and District-level goals for students can be identified and correlated and then achieved through effective planning, problem-solving and assessment.
2. A Districtwide school-improvement plan provides for building-level decision-making regarding program assessment, curriculum review, determination of performance standards, budgetary review, staff development, and the monitoring and assessment of student outcomes.
3. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, can support and facilitate school improvement in the District.

In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted in order to comply with the Federal statutes/regulations and to request waivers from these laws/regulations from the Superintendent of Public Instruction.

[Adoption date: December 22, 2009]

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

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

EDUCATIONAL PHILOSOPHY

Education is the development of an individual's ability to think and act through the use of knowledge, skills and experience. The educator's role is to guide the learner to acquire and organize information so that he/she will develop knowledge, skills, experience and wisdom which will be useful in analyzing the problems and enjoying the fullness of daily life.

The Grandview Heights City School District believes that each learner:

1. acquires basic word skills of life-long learning for the purpose of self-expression and communication;
2. acquires the method of reflective and creative thinking to develop self-discipline and longer range aims, to analyze information, to be able to adapt constructively to change and to assume responsibility for conclusions and actions;
3. understands the ecology and economics of his/her environment and develops methods of selecting his/her useful participation in accordance with his/her abilities and skills;
4. increases his/her awareness and appreciation of the realities of self, human association, social institutions and the rights and demands of others and encourages an obligation to respect them and
5. experiences and learns to understand the individual and corporate rights, laws and duties of democracy and to compare and evaluate various other types of governmental disciplines, past and present.

Of primary importance to their educational experience is the capacity to think and to relate facts to problem solving and to seek knowledge throughout life.

[Adoption date: December 22, 2009]

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

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

MISSION STATEMENT

Our mission is to maximize and personalize every student's learning.

[Adoption date: December 22, 2009]

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

In consultation with teaching staff members, students, parents and other residents of the District, the Board adopts the following goals and objectives for every student in the District:

1. to learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change;
2. to develop an understanding of his/her own worth, abilities, potentialities and limitations;
3. to acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
4. to acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental;
5. to acquire the ability and the desire to express himself/herself creatively in the arts, and to appreciate the aesthetic expressions of other people;
6. To acquire the understanding of and the ability to form responsible relations with a wide range of other people, including, but not limited to, those with social and cultural characteristics different from his/her own;
7. to acquire entry-level job skills and to acquire knowledge necessary for further education;
8. to acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues;
9. to become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world;
10. to acquire the knowledge, skills and understanding that permits him/her to play a satisfying and responsible role as both producer and consumer;
11. to acquire the capacities for playing satisfying and responsible roles in family life and
12. to acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

In order to achieve the educational goals for students, the Board establishes policies that authorize and encourage:

1. instruction which bears a meaningful relationship to the present and future needs and/or interests of students;
2. significant opportunities, consistent with the age of the student, for helping to determine the nature of the educational experiences of the student;
3. specialized and individualized kinds of educational experiences to meet the needs of each student;
4. opportunities for teaching staff members and students to make recommendations concerning the operation of the schools;
5. comprehensive guidance facilities and services for each student;
6. an environment in which any competition among students is positive;
7. resources for education, used with maximum efficiency;
8. teaching staff members of high quality and
9. diverse forms of constructive cooperation with parents and community groups.

[Adoption date: December 22, 2009]

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

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

COMMITMENT TO ACCOMPLISHMENT

Evaluation of District operations is a chief responsibility of the Board and is the only means of 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: December 22, 2009]

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

CROSS REFS.: AE, School District Goals and Objectives
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 Classified 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 Superintendent

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

1. Board meetings
2. policy development
3. fiscal management
4. long-range/strategic planning
5. Board role in educational program development
6. Board member orientation
7. Board member development
8. Board officer performance
9. Board-Superintendent relationships
10. Board-Treasurer relationships
11. Board-staff relationships
12. Board-community relationships
13. legislative and governmental relationships
14. management team development and utilization

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

[Adoption date: December 22, 2009]

CROSS REFS.: AF, Commitment to Accomplishment
BA, Board Operation Goals
BCB, Board Officers
BCCD, Board-Treasurer Relationship
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BF, Board Policy Development and Adoption
BHA, New Board Member Orientation
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.

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

[Adoption date: December 22, 2009]

LEGAL REF.: ORC 3319.01

CROSS REFS.: AF, Commitment to Accomplishment
BDC, Executive Sessions
CBA, Qualifications and Duties of Superintendent
CBC, Superintendent's Contract
Administrators Handbook

EVALUATION OF THE SUPERINTENDENT

The Superintendent is evaluated annually. The criteria for evaluation includes:

1. a description of the Superintendent's responsibilities and necessary skills;
2. objectives for the school year (agreed upon annually by the Board and the Superintendent) and
3. the educational goals of the District.

The Board and the Superintendent determine the method by which the evaluation is conducted at the outset of the evaluation. Such methods may include:

1. the Superintendent's self-evaluation;
2. evaluation by each Board member;
3. evaluation interviews between the Board and the Superintendent and
4. the Superintendent's assessment of Board efficiency and effectiveness.

At the end of the evaluation, the Board clearly identifies the Superintendent's strengths, weaknesses and strategies to remediate weaknesses and advance the District towards its educational goals.

A conference is held with the Superintendent to discuss the evaluation and afford the Superintendent opportunity to comment.

The evaluation may be used in salary considerations and must be used in contract renewal considerations and to redefine responsibilities, goals and objectives. Plans for professional growth and development are created when necessary.

(Approval date: December 22, 2009)

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 to 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 nonrenew his/her contract.

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

[Adoption date: December 22, 2009]

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

CROSS REFS.: AF, Commitment to Accomplishment
BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCC, Treasurer's Contract
BCCD, Board-Treasurer Relationship
Administrators Handbook

EVALUATION OF THE TREASURER

The Treasurer is evaluated annually. The criteria for evaluation includes:

1. a description of the Treasurer's responsibilities and necessary skills;
2. objectives for the school year (agreed upon annually by the Board and the Treasurer) and
3. the financial goals of the District.

The Board and the Treasurer determine the method by which the evaluation is conducted at the outset of the evaluation. Such methods may include:

1. the Treasurer's self-evaluation;
2. evaluation by each Board member;
3. evaluation interviews between the Board and the Treasurer and
4. the Treasurer's assessment of Board efficiency and effectiveness.

At the end of the evaluation, the Board clearly identifies the Treasurer's strengths, weaknesses and strategies to remediate weaknesses and advance the District towards its financial goals. A conference is held with the Treasurer to discuss the evaluation and afford the Treasurer opportunity to comment.

The evaluation may be used in salary considerations and must be used in contract renewal considerations and to redefine responsibilities, goals and objectives. Plans for professional growth and development are created when necessary.

(Approval date: December 22, 2009)

EVALUATION OF PROFESSIONAL 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 and 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 or in accordance with the negotiated agreement. Complete and appropriate evaluation records are maintained.

[Adoption date: December 22, 2009]

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

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

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Classified)

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.

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. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A preliminary written evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board in executive session prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

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

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

[Adoption date: December 22, 2009]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.16; 3319.17; 3319.171; 3319.22
OAC 3301-35-06

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

EVALUATION OF CLASSIFIED STAFF

Regular evaluation of all classified 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 classified staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

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

[Adoption date: December 22, 2009]

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

CONTRACT REF.: Classified Staff Negotiated Agreement

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weakness of existing instructional programs;
3. provide data for decision-making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. all other relevant data which the Superintendent deems necessary.

The Superintendent is instructed to remain 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 testing programs are used as a part of the evaluation.

[Adoption date: December 22, 2009]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

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

EVALUATION OF EDUCATIONAL RESOURCES

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

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

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

1. Professional and classified 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: December 22, 2009]

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

CROSS REFS.: AC, Nondiscrimination
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