

Employment

Hiring Process

Procedures and Guidelines

A. The Application Forms

1. Types of Applications

- a. Certified: All candidates for a certified position with the Fox C-6 School District must begin this application process by filling out the appropriate application form. Persons inquiring about employment will be asked to complete an online application on Applitrack located on the school district's website. Candidates for teaching positions will also be asked to upload college/university transcripts and a copy of teacher certification. Once these three items have been received by the District, the candidate will be included in the Candidate Bank for future consideration.
- b. Classified: All candidates for classified service position with the Fox C-6 School District must begin this application process by filling out the appropriate application forms. Persons inquiring about employment will be asked to complete an online application on Applitrack located on the school district's website. A Candidate Bank for each support service group will be established from the applications received.

B. Vacancy Information

1. Initially it will be determined that a vacancy exists. This would happen when a new position is created or when an existing position is vacated by resignation, retirement or termination and it is deemed necessary to refill that position. Staffing ratios will be reviewed to determine the need for the position. If necessary, job description and qualifications for the position will also be reviewed.
2. Once it is established that a vacancy exists, and after all inter-District transfers have been made in order to reassign staff according to pupil needs, the position will be posted within the district. A notice will be sent out to the individual buildings to be posted so that the existing staff will be informed of the vacancy. The posting(s) will be open for no less than 6 business days. This procedure will be followed if time permits, in some cases such as the start of school or in emergency situations the position could be filled from candidates that have been interviewed and meet the certification requirements. Further, if the same or similar position was recently advertised in the past 30 days, the superintendent or designee may utilize applications previously received without re-advertising the position. Positions that are stipend positions will be posted internally to employees currently working in the district. The school district will utilize a minimum of two of the following procedures to post the position out of the district.
 - a. On the district's website.

- b. Postings at each school and in the district office.
 - c. Listing the vacancy on K-12 Jobspot.com
 - d. Listing the vacancy on MOREAP.com
 - e. Some combination of the above.
3. Current staff members desiring to transfer into a position at a different location in the district should submit a transfer application after it is posted in February. The list of candidates requesting a transfer will be reviewed as positions come available. The transfer request list will be reviewed to determine if a suitable candidate for the vacancy is available within the current employee group.

C. The Screening Procedure

- 1. A Database of Candidates/Applications will be kept for a calendar year from the date that the applicant submitted the application.
- 2. A list of qualities desired in candidates for teaching positions will be compiled on an annual basis.
- 3. Initial Candidate Screening – Individuals will be asked for interviews from the Database of Candidates based on but not limited to the following criteria:
 - a. Teacher Fit – online screener
 - b. Certificates and Credentials
 - c. Degrees
 - d. GPA
 - e. Academic Honors
 - f. Organizational Involvement
 - g. Community Service
 - h. Recommendations/References
 - i. Past Experiences (in district & other)
 - j. District needs (special degree/extracurricular)
 - k. Current job performance
 - l. Attendance
 - m. Student Teaching
- 4. Current Employees (Full, part-time and substitute employees): Full and part-time positions for classified staff positions may be filled from those who have worked as a substitute in those departments. Current employees may be asked, at the sole discretion of the Superintendent or his/her designee, for interviews based on but not limited to the following criteria:
 - a. Experience in the district
 - b. Current job performance
 - c. Attendance
 - d. Supervisor recommendation

D. Interview Process

- 1. Candidates meeting the criteria will be selected from the Database of Candidates for personal interviews at the District Central Office with the assistant superintendent for

human resources. The Database of Candidates may be reviewed by the appropriate associate/assistant superintendent and a recommendation made for inclusion in the initial interview. In some cases the appropriate associate/assistant superintendent may sit in on the initial interview with the candidate.

- a. Central Office Interview - candidates will first be asked to interview at the Central Office and respond to questions. Candidates who have completed the district level interview will be scored according to their responses on the "Hiring Evaluation Form." Those candidates having the highest scores will then be referred to the appropriate associate/assistant superintendent, with their individual rating in a pool of candidates. Additional candidates may be rated and included in the pool based upon the recommendation of the building principal and associate/assistant superintendents.
- b. Assistant Superintendent Interview - the associate/assistant superintendent may interview those candidates in the pool of candidates and from the interview process a group of finalists will be generated.
- c. Building Level and/or Supervisor Interview - the building administrator and/or supervisor level individuals may interview those candidates from the group of finalists. The building principal and or/ supervisor will select a building committee comprised of no less than 3 members. Grade level leaders, department heads, guidance counselor, assistant principals should be utilized for the committee. Individuals who conducted the interviews may compare and discuss the results of their interview of each applicant prior to recommending any applicant. The building level principal and/or supervisor will make their recommendations to the Central Office by ranking the candidates interviewed. The associate/assistant superintendents will then present a recommendation to the superintendent. Interviewing and selection procedures, to the extent possible, shall assure that the principal or other administrators to be directly responsible for the work of the staff member has an opportunity to aid in his/her selection; however the final selection shall be approved by the Superintendent.
- d. District/Supervisory Level Position - the district supervisor and a team of individuals may interview those candidates from the group of finalists. Individuals who conducted the interviews may compare and discuss the results of their interview of each applicant prior to recommending any applicant. The direct supervisor and/or team will make their recommendations to the superintendent by ranking the candidates interviewed.
- e. References – references for the finalists shall be checked by telephone, electronically or in writing by the Central Office. These references may include but will not be limited to:
 1. Immediate prior employer
 2. References listed on the application

3. Cooperating teacher
 4. Criminal record check
 5. DFS background check
- f. Interviewing candidates for administrative positions, directors, coordinators, or varsity coaches/sponsors will follow the following process:
1. A list of qualities desired in candidates for administrative positions will be compiled on an annual basis.
 2. Staff, parents, students and other community members will have an opportunity to have input into the list of qualities through an online survey.
 3. The results of the survey will be used to complete an initial screening of applications and narrow the field down to 4-6 candidates.
 4. For the following positions job openings will be posted internal and external: Assistant Superintendent, Principal, Director and Coordinator. Appropriate administrators will narrow the field down to 2 or 3 depending upon the strength of the candidates. Building administrators may assist in the screening process to narrow the field to a group that will be interviewed.
 5. The interview will consist of a committee comprised of at least 3 and no more than 8 members, one of which will be a community member.
 6. Upon the completion of all interviews a recommendation will be made to the superintendent.

E. Post Interview Process

1. Once a candidate is selected as the finalist and their references are validated, a recommendation will be made to the Superintendent.
2. The Superintendent will meet with the candidate before recommending for hiring.
3. Administrative positions (Asst. Supt, Principal, Director, Coordinator) and Varsity Coaches/sponsors will be recommended to the Board of education in closed session.
4. Candidates who were interviewed and not selected, will receive an email and/or phone call as soon as possible:
 - a. thanking them for applying in the district.
 - b. indicating they were not selected for the position.
 - c. stating their application would be kept on file for one year for future vacancies.

F. District Orientation

Each new employee will be provided with an orientation to the District to assure the new employee understands District policies, benefits, evaluation procedures and regulations.

G. Evaluation

New employees will be evaluated as per Board of Education policy relating to the employee group into which the individual is hired.

H. Temporary and Emergency Appointment

When an emergency exists that necessitates the immediate appointment of an individual to a position in order to assure the continuity of District services, the Superintendent will have the authority to make a temporary appointment not to exceed 30 days.

I. Nepotism

District policy on nepotism (Policy 0342/0342.1) shall be reviewed to insure members of the Board of Education do not violate any policy.

J. Relatives

More than one member of a family may be eligible for employment in the district. Whenever more than one member of a family is employed in the district, they will not normally be assigned to teach in the same building. The husband, wife, brother, sister, son, daughter, son-in-law, daughter-in-law, or parent of wife or husband shall be considered a member of the family.

K. Physicals, Tests & Vaccinations

For some positions, physical examinations, TB tests and drug tests may be required by District, state and/or federal regulations. Approval by a doctor may be necessary before final appointment to these positions is made. Beginning March 1, 2000, all employees (full time, part-time and substitute) who: 1. work in the area of food service AND who work with the preparation of food in any way, or 2. regularly help feed students and/or assist with their personal hygiene (special education teachers/aides, nurses), 3. maintain the cleanliness of food and sanitation areas (maintenance/custodial staff) or 4. are teaching Family Consumer Science will have the option to receive a vaccination against Hepatitis A at district expense.

Adopted: 11/98
Revised: 02/00, 02/01, 09/01, 5/13

Effective: 07/99
Effective: 09/01, 5/13

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4120

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Employment

Employment Procedures

Certificated Staff

All staff members shall be appointed by the Board only upon recommendation of the Superintendent. Should a person nominated by the Superintendent be rejected by the Board, it shall be the Superintendent's duty to make another nomination.

The Superintendent shall assure that all persons nominated for employment meet certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures shall assure that the principal or other administrator to be directly responsible for the work of the staff member has, to the extent possible, an opportunity to aid in his/her selection; however the final selection shall be made or approved by the Superintendent.

All candidates shall be considered on the basis of their merits and qualifications and the needs of the school system. In each instance the Superintendent and others playing a role in the selection shall seek to hire the best-qualified person for the job. No person shall on the basis of sex, race, religion, national origin, marital status, age or disability that will not impair performance be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment for recruitment, consideration, or selection, therefore, whether full-time or part-time, certificated or noncertificated, under any educational program or activity operated by the District.

To teach in the public schools of Missouri, the teacher must possess an appropriate and valid teaching certificate. The laws state specifically that the teacher must not assume that a portion of the school year can be taught before obtaining a certificate, because the certificate must be in force for the full time for which the contract is effective, beginning the first day of school. If the teacher does not already have a teacher's certificate or has not made arrangement to secure it, he/she should contact the office of the Superintendent/designee at once to make such arrangements. This certificate, along with official copies of transcripts showing all college hours and degrees must be kept on file with this office. If the certificate or letter of intent from the State Department is not on file, no salary payments will be made.

Support Staff

Letters of employment for support staff are issued as soon as feasible after salary schedule and terms have been approved by the Board. Since full-time employees begin their year on July 1, target date for issuance of letters of employment is as close to the beginning of the fiscal year as possible.

The work year for support staff personnel will be set by the Board based on classification and responsibilities.

Support staff employees will be paid on the Board-approved salary schedule.

Immigration Reform and Control Act

The federal Immigration Reform and Control Act requires all employers to hire only American citizens and aliens who are authorized to work in the United States in order to preserve jobs for those who are legally entitled to them. The District will implement the following procedures to assure compliance with the law:

1. Any employee hired after November 6, 1986, will complete an Eligibility Verification Form (Form I-9), and will produce documents that will establish his/her identity and eligibility to work. (Form I-9 contains a list of documents that will fulfill this requirement.)
2. The District will retain an individual's Form I-9 for three years after the date of hire or one year after the individual is terminated, whichever is later.
3. The form may be reviewed by the Department of Homeland Security (DHS) and potentially by other federal agencies. In order to minimize potential intrusion, Eligibility Verification Forms will be maintained separately from the employee's personnel files as stipulated in Policy 4860.

For further information concerning the procedures surrounding the Form I-9 or the District's obligations under the Act, consult the District office responsible for personnel matters.

Effective: 5/09

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4130
(Form 4130)

Employment

Certificated Staff Contracts

Probationary

Teachers without previous teaching experience will receive a probationary contract for each of their first five years of full-time employment or for the corresponding period of part-time service.

Probationary teachers will be notified in writing of the Board's intent to reemploy them for the next school year. This written notice will be provided on or by April 15. Teachers who are not provided a timely notice will be automatically reemployed for the next school year.

Probationary teachers will be provided with a written contract on or by May 15 and will be required to provide the Board with a written acceptance or rejection within fifteen (15) days of receipt of the contract. Failure to provide a timely acceptance of the contract will be deemed a rejection of the Board's employment contract.

Permanent

Permanent teachers will be provided with an indefinite contract as provided by state statute. Indefinite contracts may be modified by the Board on or before May 15 with respect to the school year and with respect to annual compensation. Permanent teachers will receive copies of contract modifications within thirty (30) days of Board adoption.

Administrative

All administrators will be provided with contracts of from one-to-three-year duration. Administrative personnel, other than the Superintendent, who are employed under a one year contract will be notified on or before April 15 of the Board's wish to reemploy them in their present administrative position. Failure to provide a timely notice of reemployment will result in the administrator's reemployment in the present position and salary. Administrators employed on one-year contracts, and who are notified of renewal, will receive a written contract on or by May 15, and will have fifteen (15) days to accept the contract.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4210

Personnel Assignment and Transfer

Transfer Procedure

Each February, certified and classified staff desiring a transfer to another building may fill out the appropriate form, indicating grade level or area, building desired and their subject versatility, and send it to the superintendent's office where an updated file shall be kept each year of prospective transfers. If a vacancy does occur, the administration shall use the transfer file to select candidates to interview for each vacancy.

As vacancies occur, positions will be posted first within the building to allow building candidates to apply for and be considered for the open position. If the position is not filled from candidates within the building, the position will become open to staff who indicated a desire to transfer to the building. After April 15, any positions which are still open in the building will be posted district-wide for all staff who completed a transfer request and for those who may now be interested in the open position. The posting will indicate that filling the position could create additional internal openings and any staff interested in a transfer should put in for the position. If there are more than three candidates interested in a position, the assistant superintendent for human resources and the building principal will compile a list of three candidates to be interviewed. All candidates who have requested a transfer will be notified of their placement for the next school year no later than May 15th. If vacancies occur over the summer, and the Fox C-6 Board of Education determines that the vacancy is to be filled, the transfer list will be reviewed for qualified candidates and current staff members will be given first notice if time permits. In all cases where a staff member is requesting transfer, he/she may not be hindered by his/her present principal. When transfers are considered, the following information will be considered in the decision, but will not be limited to: building and district needs, attendance, job performance, seniority, requirements of the position, extra duty. Any teacher who has been denied transfer may receive, upon request to the Superintendent of Schools, a written statement explaining why the request was not granted.

If, in the opinion of the Superintendent of Schools, conditions exist which require such action, staff may be transferred from one building and/or assignment to another to insure an orderly educational process and/or financial solvency of the school district.

Adopted: 11/98

Revised: 5/11

Consolidated School District No. 6 (Fox)

Effective: 7/99

Effective: 5/11

PERSONNEL SERVICES

Regulation 4220

Personnel Assignments and Transfer

Certificated Staff Duties, Schedules and Work Hours

Normal Working Day

Members of the teaching staff are required to be on duty fifteen (15) minutes before the beginning and fifteen (15) minutes after the close of the students' day.

It is recognized that professional duties and responsibilities extend beyond the student contact hours to include time for such activities as additional planning and evaluating, meetings, professional growth, parent conferences, sponsoring activities and participation in Open House and PTO meetings, if needed. These professional tasks will be equitably shared so that no staff member is given undue burdens.

Snow/Emergency Days

In the event that schools are closed due to snow or inclement weather, teachers are not expected to report for work.

Duty Free Lunch

Efforts will be made to provide an uninterrupted duty-free lunch period of at least twenty-five (25) minutes daily. When temporary, unanticipated emergency situations arise, teachers may not receive the full twenty-five (25) minutes.

The scheduling of lunch periods shall be determined by the building administrator or supervisor. Staff members may leave the school building during such periods; however, clearance must be made through the building principal/designee and a prompt return to assigned duties is mandatory.

Adopted:
Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4221
(Form 4221)

Personnel Assignments and Transfer

Support Staff Duties, Schedules and Working Hours

The working hours for support staff will be set by the Board of Education based on classification and responsibilities.

Personnel shall not be permitted to trade lunch or break time in order to depart early.

Overtime/Compensatory Time

Individuals who begin work earlier or work later than their assigned hours must receive prior authorization from their immediate supervisor.

Individuals who work more than forty (40) hours during any workweek will be awarded compensatory time off ("comp time") or paid overtime. Comp time or overtime pay will be awarded at the rate of one and one-half (1½) hours for each hour of overtime worked.

1. Comp time may be accrued up to 240 hours (160 overtime hours). Overtime work beyond this maximum accrual will be monetarily compensated at the rate of one and one-half (1½) times the individual's normal hourly rate of pay.
2. Every effort will be made to permit the use of comp time at the earliest time mutually agreed upon by the individual and his/her supervisor. However, where the individual's absence would unduly disrupt the District's operations, the District retains the right to postpone comp time usage.
3. Individuals with unused comp time who are terminated or who terminate their employment will be paid for unused comp time at one and one-half (1½) times their final hourly rate of pay.

In the event a supervisor wishes to arrange mutually agreeable exchange of a workday, i.e., a weekend, or work on a holiday period day, such an arrangement must be reported to the Superintendent/designee stating:

1. Dates involved
2. Reason
3. Exchange date(s) for compensatory time

Such exchanges are to be done at the earliest time possible, preferably by the next week, and are to be recorded appropriately on the attendance report.

Compensatory time or overtime pay is not authorized unless approved in advance (except for emergency situations) by the Superintendent/designee upon recommendation of the employee's immediate supervisor. Employees who violate the overtime provision will be subject to disciplinary action.

Emergency Closing Days

In the event the schools, or at times a school, are closed due to snow, inclement weather, or for any other emergency reason, designated employees will report to work as per the established District procedure.

Time Reporting

Individuals who begin work earlier or work later than their assigned hours must receive prior authorization from an immediate supervisor and/or an assistant superintendent/superintendent. Failure to do so may result in disciplinary action.

Adopted:

Consolidated School District No. 6

PERSONNEL SERVICES

Regulation 4310

Absences, Leave and Vacation

General Attendance

Staff are required to contact the substitute line and/or their immediate supervisor each day to report an absence for any reason.

Staff may be asked to provide the district with a physician's verification of illness for excessive absences, extended absences, patterns of absences or at the discretion of the administration.

Staff who do not report an absence will be subject to disciplinary measures up to and including termination.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Absences, Leave and Vacation**Personnel Leave****Sick Leave**

An employee absent from duty on account of personal illness or injury shall be paid his/her full salary for a period of such absence, not to exceed twelve (12) school days in any one year, excepting where additional time has accumulated. Five (5) of the twelve allowable days may be allowed for family illness. Four (4) of the twelve days may be used for personal business. Sick leave that is not used may be accumulated with no limitation. Unused sick leave days during the 2004-05 school year will be reimbursed at a rate of \$80.00 per day. The rate of \$80.00 per unused sick leave day will be in effect for all accrued sick leave days accumulated after 2004-05.

Employees must maintain a minimum of 45 unused sick leave days in their account before they may sell sick leave back to the district. In the event an employee elects to sell accumulated sick leave above the 45 days in their account, these days would be reimbursed at the rate in effect at the time they were accumulated with the days accumulated at the lowest rate being sold first. Any time that a teacher is required to cover for another teacher when there is no available substitute, they will be paid prorated substitute pay for that time.

Catastrophic Sick Leave

Catastrophic Sick Leave is designed for employees who are identified by a physician to have a life threatening and/or terminal illness or an illness to the employee which threatens the life of the unborn child of the employee. CSL cannot be used for illnesses related to worker's compensation injuries.

Employees must be employed with the District for twelve (12) months prior to request to be eligible for Catastrophic Sick Leave.

Criteria

1. When any staff member has used all of their accumulated sick leave and missed an additional five (5) days of work for which they have received a salary deduction, they may petition the board to participate in the Catastrophic Sick Leave provided their absences from work satisfy the definition of catastrophic (life threatening and/or terminal illness).
2. The petition will be accompanied with a letter from a physician stating the nature of the illness and the possible number of additional days the employee may be off from work. The Board may request a second physician, approved by the Board, and who is a specialist in the nature of employee illness, to issue an opinion if it deems this necessary.

3. When the petition is received by the Board of Education, the Board will have total discretion to make its decision in whatever way, or using whatever means it deems necessary. The Board may approve the number of days to be granted the employee for the request up to a maximum of 40 work days. The employee may apply for an additional 40 work days from the CSL. The sum total of days which may be granted to any one employee is 80 work days during the individual's employment in the district. The second request for additional days must be accompanied by a physician's letter verifying the continuing need for the employee to remain on sick leave.

Exceptions

1. Emergency Clause: Exceptions to the above will be considered on an individual basis by petitioning the Board of Education. Petitioners must meet all other criteria stated in the CSL policy.

Personal Business Leave

Personal business days can be taken for any reason with prior notice and approval. Because of the delicate nature of personal business, personal business days may be taken without explanation as long as it is not in violation of this policy. Personal business days are not designed to be used for such purposes as vacations or relaxation days. Since personal business days are a part of our sick leave program, they may be used as sick days whenever necessary. At the end of each school year, unused personal days will convert to sick days.

Staff members that desire to use personal days should submit a request for personal business leave to the building principal as soon as possible, but at least three days in advance. Emergency Clause: In the event of an emergency and a staff member is not able to submit a request at least three days in advance, the staff member should contact the building principal immediately. The Superintendent or designee has the right to deny any request for personal leave that would cause a hardship to students or staff. In general, no more than ten (10) percent of the staff in each building may be on personal business leave on any given day. When the building reaches the (10) percent level, exceptions may be made by the building principal, for special or unusual situations. In circumstances where a teacher is denied a personal leave day for any reason, the staff member that has been denied the leave may appeal to the Superintendent.

This leave should not be taken on the first day of school, the last day of school, teacher orientation days, grade days, contracted professional development days, the day conferences are scheduled or the day before or the day following a teacher's meeting day, professional development day, conference day, holiday or a regular scheduled school break.

Bereavement Leave

Employees may use Bereavement Leave if a death occurs in the family. A husband is related by marriage (affinity) to his wife's relatives in the same way that she is related to them by blood (consanguinity) and she to his in the same manner. Half relationship is the same as whole relationship and step relationship is the same as blood relationship.

Absence without loss of salary shall be allowed, not to exceed:

Immediate Family - Five (5) days allowed for the death of: a parent, spouse or child per occurrence. Relationships also include but are not limited to: step parent, son/daughter-in law, parent-in-law, stepchild, etc., per above paragraph.

Extended Family A - Three (3) days shall be allowed for the death of: a grandparent, sibling, grandchild or person residing in the household. Relationships also include but are not limited to: grandparent-in-law, brother/sister-in-law, stepbrother/sister, etc., per above paragraph.

Extended Family B - One (1) day is allowed for the death of: an aunt, uncle, nephew, niece, or cousin. Relationships also include but are not limited to: aunt/uncle in-law, step aunt/uncle, niece-in-law, step niece/nephew, etc., per above paragraph.

Employees may use up to five (5) days per occurrence for immediate family. Up to three (3) days may be used for Extended Family A. One (1) day may be used for Extended Family B. Additional unpaid time may be granted by the Superintendent of Schools if needed for travel. The employee may be required to provide written verification of attendance and family relationship of the deceased from the funeral home upon returning to work if abuse is suspected.

Supplemental days for bereavement may be used from the employee's sick bank to cover additional time as needed or for bereavement of individuals not defined by policy. When possible, twenty-four hours advance notification to principal/supervisor is requested. Employees should report a supplemental bereavement day to Sub-Finder as a sick day. If abuse is suspected, the superintendent/designee may request verification of absences.

This leave is designed to be taken at the time of death and funeral of the deceased. The leave days are not to be saved and used at some later date.

Civic Duty Leave

The school district procedure will be to attempt to have employees excused from jury duty. In the event the employee is compelled by the appropriate court of law to perform jury duty, the school district will continue to pay the employee's regular salary and no leave will be charged. The

employee will be expected to pay to the school district any compensation received from the court for performing jury duty.

Employees who are asked to appear in court as a witness or are subpoenaed to appear will continue to receive pay at their regular salary.

Administrative or Association Leave

Employees may be placed on administrative leave with or without pay for good cause. The employee will be notified in writing before being placed on administrative leave.

Military Leave

An employee who is a member of the National Guard, or an organized military service of the United States, and who is required by laws of the United States or the State of Missouri to report for military duty, including training, shall be eligible for a grant of military leave.

Application for military leave shall be made in advance, as soon as practicable after the employee becomes aware of his/her obligation to report and immediately upon the employee's receipt of official notice to report. A copy of the official orders must be added to the leave application. The Superintendent/designee must approve the application. Emergency mobilization orders shall be dealt with on an individual basis.

The Fox C-6 District recognizes that employees who receive notice to report for duty are typically provided with discretion as to when to report. However, whenever an employee has a choice as to when to report for military duty, the employee's military leave shall be arranged during periods in which school is not in session. When the employee is given a choice as to when to report for duty, the Superintendent/designee may request that the employee seek a change in military orders if such a change appears in the interest of the District.

Employees shall receive pay for the first fifteen (15) calendar days of military leave in each federal fiscal year. Additional military leave shall be without pay, except as required by federal and state law.

Each employee shall furnish a copy of the employee's military payroll voucher to the Superintendent/designee within thirty (30) days of the employee's return to regular assignment so that the necessary salary adjustments can be made.

Employee eligibility for reinstatement after military duty is completed shall be determined in accordance with federal and state laws.

(Fox C-6 School District follows the prescribed laws set forth by the Office of Veterans Re-employment Rights dealing with the reemployment of veterans.)

Whenever an employee who has been in the service of the C-6 School District for five or more consecutive years leaves his position to accept assignment with the United States Peace Corps or is involuntarily called to the armed services for the United States for a period not to exceed two calendar years, and return from this service to school district employment, said employee will be credited with unused sick leave benefits earned prior to the time of his leave, and will be advanced on the district's salary schedule in the same manner as if he had served this period in the employment of the district. Said rights shall apply to all (certificated) employees in good standing at the time of separation and are to be governed by the availability of a position in the district at the time of return.

Professional Development Leave

Teachers may be granted professional development leave upon approval of the Superintendent. Professional development leave is normally one or two days in duration and must be arranged well in advance, and is not considered personal leave.

Visitation Request Guidelines

The guidelines below are intended to assist staff and administrators in understanding what elements are used to approve or not approve visitation requests. They are not in any rank order.

Visitation requests may not be approved because of one or more of the following:

- 1) Fund is over budget.
- 2) Incomplete information on visitation request.
- 3) Consideration will be given regarding the number of days the staff member has been out of the classroom before the request is approved (i.e., sick, personal, professional, or any other types of leave).
- 4) More than half of a grade level/subject area or more than 5% of the staff in the building will be absent due to professional development leave.
- 5) The activity is out of state with a comparable in-state alternative.
- 6) The activity does not fall within the scope of improving instruction/academics in the classroom.
- 7) Designated staff are appointed to attend a conference, and other staff apply to attend as well.
- 8) The activity does not fall within the scope of the district and/or building goals.
- 9) The activity does not fall within the supervision of the staff member's responsibilities.

- 10) Staff member has already attended a comparable state, national, or international activity.
- 11) Late receipt of the request by Central Office.
- 12) Summer workshop requests must be submitted prior to May 31 and will be paid out of the next fiscal year.
- 13) If a teacher cancels a visitation request or the activity is canceled by the sponsor of the activity, the teacher should:
 - a) Contact the substitute line to cancel the substitute who has been scheduled and;
 - b) Contact the Central Office to credit the Professional Development account of any encumbered funds.
- 14) Teachers who attend state conventions should expect to rotate their attendance at those conventions every other year to allow for:
 - a) Other teachers to attend the state conventions and;
 - b) To minimize the impact on the substitute pool.

Special Leave-Exceptional Cases

The Board of Education reserves the right to grant special consideration in exceptional cases of special leave.

Sabbatical Leave

Sabbatical leave may be granted to teachers, provided such leave is requested on or before May 1 preceding the school year for which the sabbatical is requested. Any person requesting sabbatical leave must have at least six consecutive years of teaching in the C-6 School District. All requests for sabbatical leave shall be directed to the Superintendent of Schools who will determine if said leave is to be granted. The teacher returning from sabbatical leave may return to the position vacated, if practicable, or to a position for which the teacher is certified. Teachers shall return at the next step on the salary schedule from the one they were on prior to the sabbatical leave; e.g., on step 10 prior to sabbatical, return on step 11.

Pregnancy and Childbirth Leave

A pregnant employee shall continue in the performance of her duties as long as she is able to do so, and as long as her abilities to perform duties is not impaired, based on medical opinion. However, the employee shall notify her supervisor as soon as she knows she is pregnant.

The employee shall be granted sick leave during periods of pregnancy-related disability, and if necessary an unpaid leave of absence, to begin at the time recommended by her physician. The

employee, at the employee's option, may maintain a maximum of five (5) sick leave days for use after the employee returns to work. The employee shall return to duty no later than 90 work days after the beginning of the unpaid leave when she is physically able based on medical opinion, except that this paragraph creates no rights extending beyond the contracted period of employment.

Pregnant employees shall be treated the same as other employees who are similar in their ability or inability to work, for all purposes under this regulation.

This regulation extends benefits including medical insurance for sixty (60) days, during the time of unpaid leave if the employee has completed at least forty-five (45) days of contracted service to the district in the last 12 months. If forty-five (45) days of service have not been completed, all benefits, including medical insurance, will be extended to the employee during the time of unpaid leave at the employee's expense.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4321
(Form 4321)

Absences, Leave and Vacation

Family and Medical Leave

A. ELIGIBLE EMPLOYEES

Employees eligible for family and medical leave must:

1. Have been employed for a total of at least twelve (12) months (not necessarily consecutive); and
2. Have worked at least 1,250 hours during the twelve (12) months immediately preceding the commencement of the leave (for noninstructional staff and part-time instructional staff), or have been considered full-time (for instructional employees); and
3. Be employed at a work-site where the employer employs at least fifty (50) employees within a 75-mile radius.

All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining the employee's eligibility for FMLA leave.

B. QUALIFYING REASONS FOR LEAVE

An eligible employee may take unpaid leave for the following reasons:

1. The birth of the employee's child (leave must be concluded within one (1) year of the date of birth).
2. The placement of a child with the employee for adoption, or foster care when foster placement is pursuant to State action (leave must be concluded within one (1) year of the date of placement).
3. The care of the employee's child (including biological, adopted, or foster child, stepchild, legal ward, or child of a person standing in loco parentis, who is either under age 18, or age 18 or older and is incapable of self-care because of mental or physical disability), spouse or parent (including a person who stood in loco parentis to the employee when the employee was a child -- but not parent "in-law"), who has a serious health condition.
4. The serious health condition of the employee that makes the employee unable to perform the essential functions of the employee's position.
5. Any qualifying exigency arising out of the fact the employee's spouse, son, daughter, or parent is a military member on covered active duty (or has been notified of an impending

call or order to active duty) requiring deployment to a foreign country in support of a contingency operation. Such leave may include Rest and Recuperation leave up to a maximum of fifteen (15) calendar days.

6. Any qualifying exigency arising out of a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty.
7. The care for a covered servicemember with a serious injury or illness, if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember.

C. DEFINITIONS

1. Serious Health Condition - An illness, injury, impairment, or physical or mental condition that involves the following:

a. **Inpatient Care:** Inpatient care (overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care.

b. **Continuing Treatment:** Continuing treatment by a health care provider, including the following:

i. *Incapacity and Treatment:* A period of incapacity of more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also involves:

1. Treatment two or more times, within 30 days of the first day of incapacity, by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services under order of, or on referral by, a health care provider; or

2. Treatment by a health care provider on at least one occasion, which results in a regimen of continuing treatment under the supervision of a health care provider. The in-person treatment visit must take place within seven days of the first day of incapacity.

ii. *Pregnancy or Prenatal Care:* Any period of incapacity due to pregnancy, or for prenatal care (even if the absence does not last more than three days and the employee or family member does not receive treatment from a health care provider during the absence);

iii. *Chronic Conditions:* Any period of incapacity or treatment for such incapacity due to a chronic serious health condition (even if the absence does not last more than three days and the employee or family member does not receive

treatment from a health care provider during the absence). A chronic serious health condition is one which:

1. Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
2. Continues over an extended period of time (including recurring episodes of a single underlying condition);
3. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

iv. *Permanent or Long-Term Conditions:* A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

v. *Multiple Treatments:* Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

c. **Exceptions:** Unless complications develop, a Serious Health Condition **does not** include cosmetic treatments, such as most treatments for acne or plastic surgery, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc. Treatment for substance abuse by a health care provider or on referral by a health care provider may be a serious health condition if the conditions of this policy are met. Absence due to use of the substance, rather than for treatment, does not qualify for FMLA leave.

d. **Current Servicemember:** A serious injury or illness for a current servicemember includes any illness or injury that existed before the beginning of the member's active duty and which was aggravated by service in the line of duty on active duty in the Armed Forces.

e. **Covered Veteran:** A serious injury or illness is one that was incurred or aggravated by the member in the line of duty on active duty in the Armed Forces and manifested itself before or after the member became a veteran and is:

- i. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
- ii. A physical or mental condition for which the covered veteran has received a VA Service Rated Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; or
- iii. A physical or mental condition that substantially impairs the veteran's ability to secure or follow substantially gainful occupation by reason of a disability or disabilities related to military service or would so absent treatment; or
- iv. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

2. Treatment - examinations to determine if a serious health condition exists and evaluations of the condition. "Treatment" does not include routine physical, eye, or dental examinations.

3. Health Care Provider - includes doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (for limited purposes), nurse practitioners, nurse-midwives, clinical social workers, so long as they are licensed (if required by state law) and are performing within the scope of their practice as defined under state law; Christian Science practitioners listed with the First Church of Christ, Scientist, Boston, Massachusetts; any health care provider from whom an employer or a group health plan's benefit manager will accept certification to substantiate a claim for benefits; a health care provider as defined above who practices in a country other than the United States and is licensed in accordance with the laws of that country.

4. Regimen of continuing treatment - A course of prescription medication or therapy requiring special equipment to resolve or alleviate the health condition. A "regimen of continuing treatment" that includes the taking of over-the-counter medications such as aspirins, antihistamines, or salves, or bed rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

5. Qualifying Exigency – One of the following activities or conditions, occurring while the employee's spouse, son, daughter, or parent is on active duty in a foreign country or call to active duty status in the National Guard or Reserves:

- a. Short-notice deployment - notice is received seven days or less from date of deployment;
- b. Military events and related activities;
- c. Childcare and school activities - arranging for alternatives or changed circumstances;
- d. Financial and legal arrangements;

- e. Counseling;
- f. Rest and recuperation (15 days maximum);
- g. Post-deployment activities; and
- h. Additional activities agreed upon by the employer and employee.

6. Covered Servicemembers – Any **current** member of the Armed Forces, including the National Guard or Reserves, and any covered veteran undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

7. Covered Veteran - An individual who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

7. Instructional employee - A person employed principally in an instructional capacity, whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aids who do not have as their principal function actual teaching or instructing, or auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

D. LENGTH OF LEAVE

1. General Rule: An eligible employee is entitled to up to twelve (12) workweeks of unpaid leave within a twelve-month period without loss of seniority or benefits. When both spouses in a family work for the District, they will be entitled to a total of twelve (12) weeks of unpaid leave (rather than 12 weeks each) for the birth, adoption, or foster placement of a child, or to care for a parent with a serious health condition.

- The amount of leave available to an employee at any given time will be calculated by using a “rolling” 12 month period measured backward from the date an employee uses any FMLA leave.
- All leave taken under the policy and leave for any other reason that would qualify under FMLA (e.g., worker's compensation leave that qualifies as a serious health condition), will be counted against the employee's leave entitlement under FMLA. Employees will be required to run all FMLA leave concurrently with other leaves available to the employee.
- When an employee is not required to report for work for one or more weeks (e.g., instructional employees who do not report for work during Christmas/New Year holiday, or during the summer), such days will not count against the employee's FMLA leave.

2. Care of Covered Servicemembers Leave: An eligible employee is entitled to 26 workweeks of leave to care for a covered servicemember with a serious injury or illness

during a single twelve-month period, which begins on the first day the eligible employee requests this type of FMLA leave. The employee may take leave to care for a covered servicemember and leave for one of the other FMLA-qualifying reasons; however, in no event may an employee take more than 26 weeks of leave in a single twelve-month period.

3. Instructional Employees - End of Term Exceptions:

a. If an instructional employee seeks leave for any purpose, including the employee's own serious health condition, of at least three (3) weeks in duration and the requested leave would begin more than five (5) weeks prior to the end of the academic term (school semester), the District may require the employee to continue taking leave until the end of the school term, if the instructional staff member's return to employment would otherwise occur during the three (3) week period before the end of such term.

b. If the instructional employee seeks leave for any purpose other than the employee's own serious health condition, less than five (5) weeks prior to the end of the academic term, the District may require the staff member to continue taking leave to the end of the term, if the leave is greater than two (2) weeks in duration and the return to employment would occur within two (2) weeks prior to the end of the term.

c. If the instructional employee takes leave for any purpose other than the employee's own serious health condition, within three (3) weeks prior to the end of the term, and duration of the leave is greater than five (5) days, the District may require the staff member to continue the leave until the end of the term.

- When an employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement.

E. COORDINATION WITH EXISTING LEAVE POLICIES

During a leave related to the employee's serious health condition, the employee shall exhaust all available paid sick leave, personal leave or vacation before continuing such leave on an unpaid basis.

During a family or medical leave provided under this regulation for all other FMLA-qualifying leave, an employee shall first exhaust all unused vacation or personal days before continuing such leave on an unpaid basis.

At the conclusion of any FMLA leave, an employee may elect to extend leave pursuant to the provision of other Board policies and regulations governing extended leave, so long as the employee is eligible for extended leave under such other policy or regulation. The amount of time taken for FMLA leave will be deducted from the period of leave available under other extended leave policies. Once the FMLA portion of the employee's leave has ended, and the employee has elected to continue on leave pursuant to another Board policy or regulation, the

remaining portion of the leave will be governed by the provisions of the other policy or regulation with respect to compensation, benefits, reinstatement, and all other terms and conditions of employment as set forth in the other policy or regulation.

F. CERTIFICATION

The District shall retain the right to request a certification of the FMLA-qualifying need for leave from any employee making such a request. The procedure for providing such certification shall be as follows:

1. **Serious Health Condition** – When an employee requests a leave of absence for a FMLA-qualifying reason, the employee must submit to the Superintendent/designee, a written medical certification form (available in the Superintendent/designee's office). When the leave is for the employee's own serious health condition and District provides a list of the employee's essential job functions, the employee's health care provider must certify the employee is unable to perform an essential function of the employee's job.

a. **Timing** – Upon receipt from the District, an employee has fifteen calendar days to return a complete and sufficient certification of the serious health condition. If the certification is incomplete or insufficient, as determined by the Superintendent/designee, the District shall state in writing the nature of the deficiency and grant the employee seven additional calendar days to provide the District with a complete and sufficient certification. Failure to provide such certification within the specified time period may result in denial or delay of leave.

b. **Who May Contact Health Care Provider** – In the event the District determines an employee's certification remains either incomplete or insufficient, after the employee has been notified of any deficiencies and been granted time to correct such deficiencies, the following individuals will be authorized to contact the employee's health care provider:

- i. The District's own health care provider;
- ii. Human resources professional;
- iii. Leave administrator; or
- iv. Administration official.

Under no circumstances will the employee's direct supervisor be permitted to contact the employee's health care provider to certify the employee's health condition. Should an employee deny the District the ability to communicate with the health care provider regarding an incomplete or insufficient certification, the employee will be denied FMLA leave.

c. **Second/Third Opinion** - The District reserves the right to require an employee receive a second (and possibly a third) opinion from another health care provider (at the District's expense) certifying the serious health condition of the employee or family member. Further, second and third opinions may be required for military caregiver leave certifications that are

completed by health care providers, as defined in Section 825.125 of the FMLA, who are not affiliated with DOD, VA or TRICARE.

d. **Fitness for Duty** - Before returning to work, an employee who is on leave for the employee's own serious health condition, must submit to the Superintendent/designee a health care provider's written certification form that the employee is able to perform the essential functions of the employee's job. The process for verifying the employee's fitness to return to duty shall be the same as for the initial certification set out above. Failure to provide a complete and sufficient fitness for duty certification may result in the delay or denial of job restoration.

e. **Recertification** - During the employee's leave, the District may periodically seek a recertification, no less than once every thirty days, unless the duration of the leave is known to be longer, in which case the District will not seek recertification until the end of the known duration of FMLA leave. The general rule has three exceptions, which permit the District to immediately seek a recertification from the employee. These exceptions include the following: 1) the employee requests a leave extension; 2) the circumstances necessitating leave change; or 3) the District received information disputing the validity of an earlier certification.

f. **Intent to Return to Work** – The District may require an employee to periodically report on the employee's intent to return to work.

g. **Family Relationship** - Employees requesting FMLA-qualifying leave related to a family member may be requested to provide reasonable documentation of the family relationship.

2. Qualifying Exigency – The District may require an employee to provide it with a copy of the covered military member's active duty orders in support of a contingency operation, prior to permitting FMLA leave for a qualifying exigency. The District may also require the employee to certify, with reference to appropriate facts, that the reason for taking FMLA leave is permissible as it is one of the eight enumerated basis for taking qualifying exigency leave, as stated above. The process for any such certification shall adhere to the procedure outlined for serious health conditions, listed above. For Rest and Recuperation leave, the District may require a copy of the military member's Rest and Relaxation leave orders, or other documentation issued by the military setting forth the dates of the military member's leave.

3. Care for Covered Servicemembers – The District may require certification completed by the covered servicemember's health care provider prior to permitting an employee to use FMLA for the care of a covered servicemember. In addition to certifying the authenticity of the covered servicemember's serious injury or illness, any certification must also identify the injury or illness as occurring in the line of duty while on active duty. The process for any such certification shall adhere to the procedure outlined for serious health conditions, listed above.

4. Care for Military Caregiver – The District may require a Certification of Military Caregiver Leave, to be completed by a Department of Defense (DOD) health care provider, a U.S. Department of Veterans Affairs (VA) health care provider, a DOD TRICARE network authorized private health care provider, a DOD non-network TRICARE authorized health care

provider or a health care provider, as defined in Section 825.125 of the FMLA who are not affiliated with DOD, VA or TRICARE. If the District requests certification, an employee may submit documentation of enrollment in the VA Program of Comprehensive Assistance for Family Caregivers as sufficient certification of the covered veteran's serious injury or illness. The documentation will be deemed sufficient even if the employee is not the named caregiver on the document. However, if the employee submits the documentation of the servicemember's enrollment in the VA Program of Comprehensive Assistance for Family Caregivers, the District may require the employee to provide additional information, such as confirmation of the familial relationship to the enrolled servicemember or documentation of the veteran's discharge date and status.

5. Possibility of Waiver of Certification – The District, at its sole discretion, may waive the certification requirements set forth in this Regulation, as the circumstances of each FMLA-leave request may permit. Under no circumstances shall the District's exercise of its discretion be interpreted or construed as a permanent waiver of the certification requirements, but such requirements shall remain in full force and effect unless and until the District specifically modifies or eliminates this Regulation.

G. INTERMITTENT OR REDUCED LEAVE

1. Birth or Placement - Leave taken under this policy for the birth of a child, the placement of a child for adoption or foster care, or to care for such child may be taken on an intermittent or reduced work schedule only with the approval of the Board of Education.

2. Non-Instructional Employees – FMLA leave, other than birth or placement of a child, may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider, that the intermittent or reduced-schedule leave is medically necessary.

- The District may require an employee taking intermittent or reduced-schedule leave to transfer temporarily to an alternative available position for which the employee is qualified or may modify the employee's current position to better accommodate the employee's recurring periods of leave.
- Whenever the need for the FMLA leave is reasonably foreseeable, the employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to District operations.

3. Instructional Employees - Leave taken because of the employee or family member's serious health condition may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider that the intermittent or reduced-schedule leave is medically necessary.

If an instructional employee requests intermittent leave to care for a family member or the employee's own serious health condition that is foreseeable based on planned medical treatment, and the employee would be on leave for more than twenty (20) percent of the total number of working days over the period of the leave, the District may require the employee to:

1. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
2. Transfer temporarily to an available position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

The employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to District operations. The District will not require the employee to take more leave than is necessary to address the circumstances that precipitated the need for the leave, and will calculate time lost in the same method used to calculate other types of absences, at an increment of no more than one hour.

H. INSURANCE PREMIUMS

During an employee's family or medical leave of absence, the District will continue to provide health, life, vision, and dental insurance coverage for employees who are eligible for insurance benefits. Voluntary deductions (employee contributions) for (dependent) insurance for health/life/vision/dental (and employee disability and/or supplemental life insurance) must be paid in full each month and received by the twenty-fifth (25th) day of the month. Payments are to be submitted to the insurance office. Failure to make payments in a timely manner while on FMLA leave may result in the loss of any and all insurance coverage provided by the District to its employees. Employees should contact the District administrator responsible for coordinating insurance benefits regarding specific arrangements for making the required payments.

I. JOB RESTORATION

Upon return from FMLA-qualifying leave in accordance with this Regulation, the employee will be returned to the same or an equivalent position with no loss in benefits that accrued prior to the leave of absence. An employee who does not return to work at the end of an authorized leave may be subject to termination.

If an employee fails to return to work after the termination of the leave period, the District may recover health insurance premiums paid under the group plan during the leave period, except in certain circumstances (e.g., continuing serious health condition of employee or family member needing care, or other circumstances beyond control of employee). The District may recover any other insurance premiums (e.g., premiums for supplemental life insurance or for dependent coverage), submitted on behalf of the employee, for which the District has not been reimbursed, either upon the employee's return to work or the employee's failure to return after unpaid family or medical leave has ended.

J. NOTIFICATION

1. District Notification Procedure – The District shall provide its employees with notice of their rights and responsibilities under the FMLA through use of the following Notices:

- a. **General Notice** – A poster summarizing the FMLA entitlements shall be placed in an area accessible for employees and shall also be provided to each employee in the employee handbook.
- b. **Eligibility Notice** – This Notice shall state whether the employee qualifies to take FMLA leave.
- c. **Rights and Responsibilities Notice** – This Notice, issued in conjunction with the Eligibility Notice, will specify if a certification will be required from the employee, identify if paid leave will run together with the FMLA leave, address the procedure for making health insurance payments, the consequences of failing to make timely payments, and the employee's liability for repayment of health insurance premiums if the employee fails to return to work at the expiration of their FMLA leave. Finally, this Notice will explain the employee's right to return to the same or an equivalent job at the expiration of their FMLA leave. Both the Eligibility and Rights and Responsibilities Notices will be provided to all employees within five business days of when the District becomes aware of a potential FMLA situation.
- d. **Designation Notice** – Within five business days of the District's receipt of sufficient information from the employee to make a determination, the District shall provide the employee with the Designation Notice, which shall inform the employee if the leave shall be designated as FMLA leave. This Notice will designate the amount of leave counted against the employee's entitlement, specify if the FMLA leave will run concurrently with any accrued paid leave, and notify the employee if a fitness-for-duty exam will be required prior to returning to work.

2. Employee Notification Requirements – Absent unusual circumstances, all employees seeking FMLA leave must follow the District's customary call-in procedure for reporting absences. An employee who can reasonably foresee the need to take FMLA leave is required to notify the District of the date of commencement and the expected duration of the leave at least thirty days in advance of the leave, or if the need for the leave is not foreseeable, as soon as practicable. When the need for leave is foreseeable, an employee's failure to provide thirty days notice prior to taking leave may result in denial or delay of leave. An employee requesting leave under this policy should submit a completed application for leave form (forms available in the Superintendent's office) to the Superintendent/designee. An employee's failure to follow the District's call-in procedure is grounds for the delay or denial of the employee's FMLA leave request.

K. ADDITIONAL FMLA INFORMATION

The foregoing regulation represents compliance with the provisions of the Family and Medical Leave Act of 1993 and its revised regulations. Any employee desiring additional information or explanation of the rules and regulations of the Act, should review the District's General Notice Poster or arrange a conference with the Superintendent/designee.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4411

Professional Activities, Training and Professional Growth

Professional Development Program

The District supports professional development of its certified staff through the maintenance of a professional development committee as well as assistance programs for new teachers and resource programs for experienced teachers.

Professional Development Committee

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide District administration with suggestions, ideas and recommendations concerning instruction.

Committee Composition

Members selected will serve for a staggered three (3) year term with one of the committee selected each of three years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the year preceding the member's term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is represented on the committee and that a cross-section of grade levels and disciplines are represented. Administrators may be selected to serve on the committee but will not participate in the selection process.

New Teacher Assistance Program

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years upon request or at the direction of the building principal during the mentoring period.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4420

Professional Activities, Training and Professional Growth

Conferences and Travel

The following guidelines are established for absence from assigned duties in order to attend workshops and conferences:

1. Requests will be submitted in sufficient time to the Superintendent/designee fourteen (14) days prior to scheduled Board meetings. Further, requests must be submitted in sufficient time for Board approval prior to the date of the conference workshop.
2. The District will only pay membership registration fees, with nonmembers being reimbursed only for member fees.
3. Normally, no more than two persons from each school will attend conferences, depending upon available funding.
4. For major conferences held locally (reading, math, curriculum and instruction, etc.), normally only two (2) days of release time should be approved in order to permit attendance by as many teachers as possible.
5. The equitable allocation of travel funds to schools and offices will be the responsibility of the Superintendent/designee.
6. Conference requests need to have an invitation or pamphlet attached for verification of activity and a brief rationale for the request.
7. Conference attendees will not be paid unless a "report of conference" and verification of expenses are submitted.
8. Request to attend professional conferences in order to sell items or to man booths for professional organizations will not be approved.
9. Employees must state on application whether or not the sponsoring organization is paying the conference attendee any "honorarium" or travel expenses. An employee receiving an honorarium must use a vacation or personal leave day. Otherwise, the honorarium must be remitted to the District.

All administrators who process conference and workshop requests shall inform their personnel of these guidelines prior to making any recommendation and forwarding the request.

Adopted:

Consolidated School District No. 6 (Fox)

Compensation

Extra-Curricular / Extra-Duty Compensation

For the 2001-2002 school year, the extra-curricular salary budget will be increased by the same percentage as the overall teacher salary package during the 2001-2002 school year.

In the 2001-2002 school year, the cost of any new extra-curricular positions would be in addition to the percentage increase that may be applied to the cost of the current 2000-2001 extra-curricular salary pool.

Each elementary, junior high and high school will receive a stipend of funds to pay teachers who organize clubs and sponsor student organizations that require additional after school hours on behalf of the teacher. The total amount awarded to the school will be equal to a sum of total number of students as of the September membership count times four dollars (\$4.00). The principal at each elementary will work cooperatively with the staff to determine the clubs/activities to be recognized at the school for receipt of a stipend. To receive sponsorship funding, clubs/activities must meet the following minimum criteria:

1. Clubs/activities will meet outside of the school day.
2. At least six students will be involved in each club/activity at the inception and maintained throughout the school year.
3. Sponsors should have at least ten hours of contact with students throughout the year.

A committee of 3 classroom teachers and the building principal at each building will determine the amount of the stipend to be paid to each of the officially approved clubs and activities. Teachers who desire to sponsor an approved club/activity cannot be a member of the committee to determine the amount of the stipend to be paid. Payment of half of the club/activity stipend will be made at the end of each semester based upon the sponsor meeting the minimum criteria for club/activity sponsorship and as approved by the building principal. Any group or organization that charges students a fee and the sponsor receives compensation from that cannot receive compensation under this plan.

Teachers will be compensated for currently approved extra duties at the following rate:

Ticket takers and other duty positions- \$10.00 per hour broken down per ¼ hour
Official Scorer & time keeper- \$15.00 per hour broken down per ¼ hour

For those activities which are sponsored by the individual schools as fund raisers, the fee for extra duty reimbursement will be paid from the receipts of the fund raiser. The extra duty schedule includes the finals of the district-wide spelling bee as well as the high school attendance review committee so long as these meetings occur after normal school hours. Science fairs,

fun fairs, and P.T.O. meetings would be optional as far as teacher attendance is concerned, although teachers are urged to attend.

Teachers who serve after school on a curriculum committee and have approval by the building principal will be reimbursed \$20.00 an hour up to a maximum of 10 hours of reimbursement per school year. Department heads/grade leaders are part of the extra duty schedule. Reimbursement for homebound instruction and special education parochial instruction will be \$20.00 per hour.

Extra Duty Guidelines

No policy will fit every building district-wide. However, these guidelines CAN be followed district-wide.

- No teacher will be required/strongly encouraged to work past the Fox C-6 School Board Policy defined workday.
- Teachers that participated/worked the designated fundraisers shall be paid, at a minimum, 10% from the funds of designated fundraisers.
- Within the first month of school, the building principal shall post a list of scheduled fundraisers for the first semester. A sign-up sheet will also be included so that staff may volunteer to work these fundraisers.
- Transparency must be shown in regards to money taken in by the fundraisers. An annual account of these funds will be shared with staff.
- The administration of parent organization will not change the time of a designated event or add an event without consulting the staff.

Adopted: 11/98

Revised: 01/00, 04/00, 04/01, 03/02, 07/09

Effective: 07/99

Effective: 07/01, 07/09

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4540

Compensation

Group Insurance Benefits

The insurance program for all school personnel who are eligible shall be determined by the annual school budget as first approved by the Board of Education.

There may be years in which the amount determined by the Board to be set aside for personnel insurance benefit will not equal the total amount required by the coverage carrier. The employee must pay the difference or elect not to participate in the program; election not to participate must be approved by the Board.

If the employee elects not to take the Board benefit, the Board is not obligated to reimburse the employee an equal amount of the benefit not taken.

The final date for notification of participation in the health benefit by the employee is the date set by the insurance company.

Group insurance benefits are made available to full-time personnel, as defined by the District and/or the insurance provider.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4610.1

Performance Evaluation

Employee Evaluation: Certified Staff-Teachers

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION TEACHERS

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Philosophy

Effective teacher evaluation is an essential part of the instructional process of the C-6 School District. Performance based evaluation is an ongoing process related to on-the-job performance and is based upon effective teacher behavior. Performance based evaluation is a cooperative effort among the C-6 Board of Education, Administration, and Teaching Staff based upon measurable, observable and definable teacher behavior.

The primary purpose of a performance based teacher evaluation is to facilitate and improve instruction that enhances student learning. An effective evaluation system should identify areas of teaching strength and weakness and teacher skills through professional staff development activities.

Performance based teacher evaluation also facilitates fair decision making by the school district. The C-6 District is committed to carrying out the entire evaluation system. Included in this commitment is the desire to provide the necessary resources to adequately train the evaluators.

Procedures

The following procedures are organized for the purpose of facilitating and implementing the stated philosophy:

The principal is the person responsible for the administration of the performance based teacher evaluation system in each building.

It shall be the assistant superintendent's responsibility to ascertain that building principals are following all procedures for teacher evaluations. The assistant superintendent(s) shall work with the principals to schedule formative evaluations so that teachers are evaluated throughout the school year. As a general rule, formative evaluations shall be completed by May 1.

Principals are presently being trained in the skills of analyzing effective teaching and in the procedures for implementing the district evaluation system.

Teachers will be provided orientation concerning the district evaluation process and specific criteria upon which they will be evaluated each fall by the building principal in order to provide:

- A. Information on the evaluation process and procedures
- B. An understanding of the role of the teacher and the role of the evaluator

Evaluation of the tenure teachers:

- A. Tenure teachers will receive a **summative** evaluation every three years.
- B. Tenure teachers will receive a minimum of one formative evaluation each year of the three-year period, one of which must be scheduled.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Evaluation of probationary teachers:

- A. Probationary teachers shall receive a summative evaluation each year of their probationary status.
- B. Probationary teachers will receive a minimum of one scheduled and one unscheduled formative observation for each of their first three years, and a minimum of one formative observation each year of the remaining two years of their probationary status, one of which is scheduled.

Formative Phase:

- A. Pre-observation conference for scheduled observation
 - 1. The principal and the teacher will establish the date, the time and the subject area for observation.
 - 2. The teacher will submit a pre-observation worksheet to the principal at the pre-observation conference.
 - 3. The principal and the teacher will review the pre-observation worksheet.
 - 4. Copies of the pre-observation worksheet will be retained by the teacher and the principal.
- B. Scheduled observations
 - 1. The scheduled observation will be conducted as agreed upon by the teacher and principal.
 - 2. If a change in the scheduled observation time is necessary, the teacher has the option to update the worksheet and/or to request another pre-observation conference.
 - 3. The role of the principal is to take notes during the observation and interpret those notes on the formative observation form.
- C. Unscheduled observations
 - 1. The pre-observation worksheet and the pre-observation conference are not applicable for unscheduled observations.
 - 2. The role of the principal is to take notes during the observation and to interpret those notes on the formative observation form.
- D. Post-observation conference
 - 1. A post-observation conference will be held after any schedule, or unscheduled observation for which a formative evaluation form has been completed. This conference will be held preferably within three working days.*
 - 2. The principal will provide a copy of the formative observation form to the teacher prior to the post-observation conference. This will occur preferably one day prior to the conference.

Adopted: 11/98

Effective: 07/99

3. The principal and the teacher will sign the formative observation form implying that the document has been read and discussed.
4. Copies of the formative observation form will be retained by the principal and the teacher.

*After an unscheduled observation of a short duration, this conference may be brief.

E. Job targets

1. Job targets are measurable, precise objectives stated in terms which will assist in the attainment of goals.
2. The principal and/or the teacher may identify job targets.
3. Job targets may be identified regardless of whether or not that teacher is scheduled for evaluation.
4. Job targets will be stated on the job target sheet and jointly reviewed by the principal and the teacher.
5. Job targets will remain in effect until satisfactorily completed.
6. When satisfactory completion of a job target has been accomplished, the principal and the teacher will date and initial the job target form.
7. Successfully completed job target sheets are to be removed from the teacher's file three years after the objective achieved date.

Summative Phase

- A. The summative phase is the review of all data pertaining to the performance of the teacher.
- B. Those pertinent data are identified through the summative evaluation report which represents major performance areas and specific criteria statements.
- C. After the principal has completed the summative evaluation report, a summative conference will be conducted during which the principal and the teacher will review the summative evaluation report.
- D. Both the principal and the teacher will sign the summative evaluation report implying that the document has been read and discussed.
- E. Copies of the summative evaluation report will be retained by the principal, the teacher and by the central office.
- F. Appeal process
Teachers have the right to appeal the results of the summative evaluation. The appeal may be informally done by a visit to the assistant superintendent responsible for that school or to the superintendent to discuss the teacher's concerns. Appropriate action would follow this personal visit.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

For those who desire a more formal approach, teachers have the right to appeal the results of the summative evaluation report in a letter to the assistant superintendent responsible for that school.

The assistant superintendent shall respond with a personal written response after receiving the teacher's letter. If the teacher is not satisfied with the assistant superintendent's reply, the teacher may send a written appeal to the superintendent. The superintendent shall respond with a personal letter after receiving the teacher's letter. If a teacher is not satisfied with the superintendent's reply, the teacher may send a written appeal to the Board of Education requesting a hearing.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE BASED TEACHER EVALUATION

General Performance Areas (4)

1. Instructional Process
2. Classroom Management
3. Interpersonal Relationships
4. Professional Responsibilities

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE BASED TEACHER EVALUATION

Selected Criteria Related to Effective Teaching Behavior

These statements relating to teacher behavior
are the actual items upon which teachers will
be evaluated.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

CRITERIA FOR PERFORMANCE BASED EVALUATION

I. Instructional Process

THE TEACHER:

- A. Demonstrates appropriate preparation for classroom instruction
- B. Implements a variety of effective teaching techniques
- C. Provides opportunities for individual differences
- D. Implements instructional objectives effectively
- E. Demonstrates a knowledge of subject matter
- F. Uses a variety of teaching materials effectively
- G. Uses instructional time effectively
- H. Demonstrates ability to motivate students
- I. Demonstrates ability to communicate effectively with students
- J. Provides students with specific evaluative feedback

II. Classroom Management

THE TEACHER:

- A. Organizes classroom environment to promote learning
- B. Manages student behavior in a constructive manner

III. Interpersonal Relationships

THE TEACHER:

- A. Demonstrates positive interpersonal relations with students
- B. Demonstrates positive interpersonal relations with educational staff
- C. Demonstrates positive interpersonal relations with parents/patrons

IV. Professional Responsibilities

THE TEACHER:

- A. Participates in professional growth activities
- B. Follows the policies and procedures of the school district
- C. Assumes responsibilities outside of the classroom as they relate to the school
- D. Demonstrates a sense of professional responsibility

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE BASED TEACHER EVALUATION

Descriptors for Selected Criteria

The descriptors explain the desired actions for each criteria.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

CRITERIA WITH DESCRIPTORS

I. Instructional Process-The Teacher

- A. Demonstrates appropriate preparation for classroom instruction
 1. Uses knowledge of students to design educational experiences
 2. Selects subject matter which is appropriate to the abilities, needs and interests of the students
 3. Designs lessons in a clear, logical, sequential format
 4. Incorporates into daily planning content from previous levels to insure continuity and sequence
 5. Has materials readily available for the students
- B. Implements a variety of effective teaching techniques
 1. Employs a variety of the following techniques as the subject and learner maturity indicates: lecturing, modeling, demonstrating, questioning, experimentation, self-teaching, role playing
 2. Relates current lessons to previous learning
 3. Modifies lesson plans and teaching techniques as the learning situation requires
 4. Provides opportunities for students to explore problems and weigh alternatives in decision making
- C. Provides for individual differences
 1. Groups students for each instructional activity in a manner which best assists the learning process
 2. Uses a variety of questioning levels effectively
 3. Provides support materials that are coordinated with the learning experiences and developmental level of the child
 4. Provides a variety of activities which promote maximum student involvement
 5. Provides activities and/or solicits help for remediation and enrichment
 6. Reteaches if testing results indicate it is appropriate
- D. Implements instructional electives effectively
 1. Prepares units and presents lessons which reflect the curriculum guide and student needs or readiness
 2. Prepares units and presents lessons in a clear, logical and sequential manner
 3. Communicates learning objectives to students
 4. Uses learning activities designed to achieve stated objectives
 5. Assigns work (oral and written) to students which requires application of

Adopted: 11/98

Effective: 07/99

- what they have been taught
6. Utilizes current events and unexpected situations for their educational value when appropriate to subject area
- E. Demonstrates a knowledge of subject matter
1. Displays a competent knowledge of curriculum and subject matter
 2. Selects and presents subject matter which is accurate
 3. Selects and presents subject matter which is appropriate to the abilities and interests of the students
- F. Uses a variety of teaching materials effectively
1. Uses multi-sensory approaches (i.e., tactile, visual, auditory)
 2. Is resourceful in finding, developing and using materials to aid instruction
 3. Uses instructional materials to explain and demonstrate
- G. Uses instructional time effectively
1. Begins activities promptly
 2. Continues learning activities for the duration of the scheduled instructional time
 3. Avoids unnecessary delays during the lesson
 4. Avoids inappropriate digressions from the topic during the lesson
- H. Demonstrates ability to motivate students
1. Communicates challenging scholastic expectations to students
 2. Strives to motivate students who show little or no interest
 3. Presents activities which simulate current situations outside the school
 4. Responds positively to requests of students for help
 5. Encourages questions and discussions from all students
 6. Stimulates students by choosing proper materials and techniques
 7. Gives feedback to students
 8. Stimulates and encourages creative and critical thinking
- I. Demonstrates ability to communicate effectively with students
1. Uses correct oral and written communication
 2. Uses appropriate vocabulary
 3. Presents ideas logically
 4. Gives directions that are clear, concise, and reasonable
 5. Uses a variety of verbal and non-verbal techniques
 6. Elicits and responds to student questions
 7. Summarizes effectively
- J. Provides students with specific evaluative feedback

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Effective: 07/99

- Plans pre-assessments to determine learner performance on prerequisites or learner performance on the objectives of the unit (i.e., pre-test)
2. Prepares and administers both subjective and objective tests on materials that have been taught (i.e., post-test)
3. Constructs tests which reflect what has been taught
4. Makes appropriate use of test results
5. Uses various techniques for evaluation and feedback
6. Returns test results as quickly as possible
7. Provides written comments in addition to points or scores when appropriate
8. Makes opportunities for one-to-one conferences
9. Assesses students as a group and provides individual feedback

II. Classroom Management-The Teacher

- A. Organizes classroom environment to promote learning
 1. Establishes and clearly communicates parameters for student classroom behavior
 2. Anticipates disruptive classroom management situations and prepares accordingly
 3. Maintains the classroom in a functional, attractive, and orderly environment conducive to student learning
 4. Assesses the learning environment and knows how and when to change that environment
 5. Insures that materials and information can be read, seen, and/or heard by the students
 6. Maintains a classroom atmosphere conducive to good health and safety
- B. Manages student behavior in a constructive manner
 1. Maintains learner behavior that promotes the possibilities of learning for the group
 2. Promotes self-discipline
 3. Reinforces appropriate behavior
 4. Uses techniques (e.g., social approval, contingent activities, punishment, keeps students on task, etc.) to maintain appropriate behavior
 5. Overlooks inconsequential behavior problems
 6. Corrects disruptive behavior constructively
 7. Endeavors to find and eliminate causes of undesirable behavior
 8. Manages discipline problems in accordance with administrative regulation, school board policies, and legal requirements

III. Interpersonal Relationships-The Teacher

Adopted: 11/98

Effective: 07/99


- A. Demonstrates positive interpersonal relations with students
 - 1. Promotes positive self-image in students
 - 2. Promotes students' self-control
 - 3. Makes an effort to know each student as an individual
 - 4. Interacts with students in a mutually **respectful** and **friendly** manner
 - 5. Gives constructive criticism and praise when appropriate
 - 6. Is reasonably available to all students
 - 7. Acknowledges the rights of others to hold differing views or values
 - 8. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups
 - 9. Uses discretion in handling confidential information and difficult situations
- B. Demonstrates positive interpersonal relations with educational staff
 - 1. Works cooperatively with colleagues in planning instructional activities
 - 2. Shares ideas, materials, and methods with other teachers
 - 3. Makes appropriate use of support staff
 - 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible
 - 5. Informs administrators and/or appropriate personnel of school related matters
- C. Demonstrates positive interpersonal relations with parents/patrons
 - 1. Cooperates with parents in the best interest of the students
 - 2. Provides a climate which opens up communication between teacher and parent
 - 3. Supports and participates in parent - teacher activities
 - 4. Promotes patron involvement with school
 - 5. Initiates communication with parents when appropriate


IV. Professional Responsibilities-The Teacher

- A. Participates in professional growth activities
 - 1. Demonstrates commitment by participation in professional activities (e.g., professional organizations, course work, workshops, conferences)
 - 2. Takes advantage of opportunities to learn from colleagues, students, parents, and community
 - 3. Keeps abreast of developments in subject matter and issues related to teaching
- B. Follows the policies and procedures of the school district
 - 1. Strives to stay informed regarding policies and regulations applicable to his/her position

Adopted: 11/98

Effective: 07/99

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- 2. Selects appropriate channels for resolving concerns/problems
 - C. Assumes responsibilities outside of the classroom as they relate to the school
 - 1. Assumes necessary non-instructional responsibilities
 - 2. Exercises responsibility for student management throughout the entire building
 - D. Demonstrates a sense of professional responsibility
 - 1. Completes duties promptly and accurately
 - 2. Is punctual
 - 3. Provides accurate data to the school and district as requested for management purposes
 - 4. Carries out duties in accordance with established job description



Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE BASED TEACHER EVALUATION

Formative Evaluation Forms

- Pre-observation Worksheet
- Formative Observation Form
- Job Target Form

Formative evaluation is the observational/supervision phase of teacher evaluation and is directed toward working with the teacher to improve instruction. These forms are designed so that strengths and weaknesses may be noted and goals for improvement identified when necessary.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PRE-OBSERVATION WORKSHEET

Teacher _____

School _____

Subject _____

Grade _____

Period/Time _____

Date _____

TEACHER COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR PRIOR TO SCHEDULED OBSERVATION

<p>1. What are the lesson objectives?</p>	<p>2. Which of the steps of the teaching act will take place?</p> <p>_____ Develop anticipatory set</p> <p>_____ State objectives and why they are needed</p> <p>_____ Provide input</p> <p>_____ Model ideal behavior</p> <p>_____ Check for comprehension</p> <p>_____ Provide guided practice</p> <p>_____ Provide independent practice</p> <p>_____ Achieve closure</p>
<p>3. What teaching/learning activities will take place?</p>	<p>4. How are you going to check student understanding and mastery of the lesson objectives?</p>
<p>5. What particular teaching behaviors do you especially want monitored?</p>	<p>6. Are there any special circumstances of which the evaluator should be aware?</p>
<p>NOTES:</p>	<p>NOTES:</p>

Teacher's Signature/Date _____

Principal's Signature/Date _____

(Signatures simply imply that information has been discussed)

Adopted: 11/98

Effective: 07/99

FORMATIVE OBSERVATION FORM

Teacher _____

Date _____

Time Entered _____

Subject _____

Time Leaving _____

Observer _____

1. General Characteristics of Effective Teaching

a. Establishes set

Reviewed content from previous lesson.
Clarified what was to be accomplished during lesson.
Developed motivation for learning lesson objective.

b. State objectives

The following lesson objective was stated:

c. Provides input

Lesson concept development included:

d. Models ideal behavior

Demonstrated and gave examples of desired skill.

e. Checks for comprehension

Asked specific students questions.
Monitored students' performance on skill while completing practice activities.
Solicited questions from students while giving lesson input.

f. Provides guided practice

Guided practice activities included:

g. Provides independent practice

Independent practice activities included:

h. Achieves closure

Summarized and reinforced key concepts.
Introduced next lesson.
Assigned independent practice activities.

2. Specific Performance Criteria

a. Demonstrates appropriate preparation for classroom instruction

Lesson was designed in a clear logical, sequential format.
Materials were readily available.
Included content from previous lesson.

b. Implements a variety of effective teaching techniques

Both verbal and visual techniques were used.
Other techniques included:

c. Provides opportunities for individual differences

Specific students were asked questions.
Lesson included a variety of activities that promoted maximum student involvement.
Provided individual students with assistance when appropriate.

Adopted: 11/98

Effective: 07/99

- d. **Implements instructional objectives effectively**
Objective was clearly communicated to students.
Objective related to district cumculum.
Learning activities were designed to achieve stated objective.
- e. **Demonstrates a knowledge of subject matter**
Subject matter was: presented accurately.
appropriate to the abilities and interest of students.
presented in a motivating format.
- f. **Uses a variety of teaching materials effectively**
The following material were included in lesson:
- g. **Uses instructional time effectively**
Lesson began on time and progresses with no unnecessary delays.
Duration of lesson was appropriate to the instructional level of students.
Time was used efficiently.
- h. **Demonstrates ability to communicate effectively with students**
Students were encouraged to participate in lesson.
Materials used and presentation of lesson activities motivated students to remain involved in lesson.
- i. **Demonstrates ability to communicate effectively with students**
Lesson was presented at a very comprehensible pace.
Directions and explanations given were clear, concise and reasonable.
- j. **Provides students with specific evaluative feedback**
Students were given feedback during concept development and as they completed practice activities.
Practice activities evaluated student mastery of objective.
- k. **Organizes classroom environment to promote learning**
Classroom was organized, attractive, functional and conducive to learning.
Visual aids, progress charts and behavior expectations were clearly posted.
- l. **Manages student behavior in a constructive manner**
Appropriate behavior was reinforced.
No disruptive behavior was observed.
Disruptive behavior was corrected constructively.
A behavior management program was clearly evident.
- m. **Demonstrates positive interpersonal relationships with students**
Interacted with the student in a mutually friendly and respectful manner.

Comments:	Comments:
Teacher's Signature _____ Date _____	Principal's Signature _____ Date _____

Signatures simply imply that information has been discussed.

Adopted: 11/98

Effective: 07/99

JOB TARGET SHEET

Teacher _____

Date _____

School _____

Performance Data

II. Criterion:

III. Improvement Objective(s): (applicable descriptors and/or definable deficiencies)

IV. Procedures for Achieving Objective(s): (explanation of teacher and administrator responsibilities)

V. Appraisal Method and Target Dates:

VI. Teacher's Comments:

VII. Principal's Comments:

Teacher's Signature/Date _____

Principal's Signature/Date _____

Date Objective Achieved: _____

Teacher's Signature/Date _____

Principal's Signature/Date _____

Signatures simply imply that information has been discussed.

* One Job Target Sheet should be used for each criterion.

Successfully completed Job Target Sheets are to be removed from the teacher's file three years after the objective achieved date.

Adopted: 11/98

Effective: 07/99

PERFORMANCE BASED EVALUATION PROCESS

Supplementary Information Form

Teacher

School

School Year

Please list under the appropriate criterion below the activities in which you have participated which need to be taken into consideration when the principal completes your Summative Evaluation Report.

III. C. Demonstrates positive interpersonal relations with parents/patrons.

IV. A. Participates in professional growth activities.

IV. C. Assumes responsibilities outside of the classroom as they relate to the school.

This form should be completed once each year and a copy given to the principal.

Teacher/Date

Principal/Date

Adopted: 11/98

Effective: 07/99

SUMMATIVE EVALUATION REPORT

This document is the official teacher evaluation report. The format emphasizes a short explanation for each rating rather than a point scale.

The Summative Evaluation Report provides a means of synthesizing all the information obtained during the Formative Evaluation phase. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the teacher during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expectation column represents the level of performance expected of effective teachers. This is the level toward which all teachers should strive. The next column to the right ("In Addition to Performance Expectation") represents exemplary performance for that criterion and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Expectation means the teacher is not meeting that criterion at an acceptable level and appropriate plans for improvement should be continued.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)



SUMMATIVE EVALUATION REPORT

Performance



Teacher

Teacher

Date



Performance Area I: The Instructional Process

Criteria* The Teacher				Performance Expectation	In Addition to Performance Expectation
A. Demonstrates appropriate preparation for classroom instruction.	**Not observed A I	Does not prepare for classroom instruction.	Sometimes prepares for classroom instruction.	Consistently prepares for classroom instruction.	Displays evidence of superior preparation for classroom instruction.
B. Implements a variety of effective teaching techniques.	**Not observed A I	Shows little or no evidence of a variety in teaching strategies.	Intermittently uses variety in teaching strategies which are effective.	Uses a variety of teaching strategies which are effective in achieving lesson objectives.	Develops exceptional teaching strategies to meet individual needs.
C. Provides opportunities for individual differences.	**Not observed A I	Does not provide for individual rates of learning and capabilities	Intermittently provides for individual rates of learning and capabilities.	Provides for individual rates of learning and student capabilities.	Provides maximum instructional opportunities for Individual learning styles.
D. Implements instructional objectives effectively.	**Not observed A I	Shows little or no evidence of implementing instructional objectives.	Intermittently Implements instructional objectives	Implements instructional objectives	Goes beyond the requirement of instructional objective.
E. Demonstrates a knowledge of subject matter.	**Not observed A I	Demonstrates an insufficient knowledge of subject matter.	Demonstrates limited knowledge of subject matter.	Demonstrates adequate knowledge of subject matter.	Demonstrates superior knowledge of subject matter.
F. Uses a variety of teaching materials effectively.	**Not observed A I	Uses materials which are irrelevant to the instructional objectives.	Intermittently uses materials which are relevant to the instructional objectives.	Uses materials which are relevant to the instructional objectives.	Seeks out and/or develops a variety of creative material appropriate to the instructional objectives.
G. Uses instructional time effectively.	**Not observed A I	Shows little or no evidence of maintaining students on the learning task.	Sometimes maintains students on the learning task.	Maintains students on the learning task.	Is extremely skillful in maintaining students on the learning task.

*Circle the appropriate performance level **Circle 'A' if it was appropriate that criterion was not observed; Circle "B" if it was inappropriate that criterion was not observed. Copy-Teacher Pink-Principal White Copy-Supt. Office

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Criteria* The Teacher				Performance Expectation	In Addition to Performance Expectation
H. Demonstrates ability to motivate students.	**Not observed A I	Shows little or no evidence of motivating students to perform to their abilities.	Occasionally motivates students to perform assigned tasks, but inconsistently requires students to perform according to their abilities.	Clearly expects and motivates students to perform assigned tasks to their abilities.	Motivates students to achieve beyond previous performance levels.
I. Demonstrates ability to communicate effectively with students.	**Not observed A I	Does not communicate clearly; students often appear confused.	Sometimes communicates clearly, but does not encourage student input.	Communicates clearly and encourages relevant dialogue.	Is extremely skillful in using a variety of verbal and non-verbal communications.
J. Provides students with specific evaluative feedback.	**Not observed A I	Gives no evaluative feedback.	Is inconsistent in giving evaluative feedback.	Gives specific evaluative feedback.	Gives feedback with reinforcement and encouragement.

Performance Area II: Classroom Management

Criteria* The Teacher				Performance Expectation	In Addition to Performance Expectation
A. Organizes classroom environment to promote learning.	**Not observed A I	Displays little or no skill in organizing the classroom learning environment.	Ineffectively manages the classroom learning environment.	Maintains a functional classroom learning environment; selects appropriate activities.	Assesses and adjusts the setting to provide for a variety of learning styles.
B. Manages student behavior in a constructive manner.	**Not observed A I	Shows little or no skill in organizing the classroom learning environment.	Is inconsistent in controlling pupil behavior.	Establishes and maintains effective discipline.	Plans and implements strategies for pupil self-discipline.

Performance Area III: Interpersonal Relationships

Criteria* The Teacher				Performance Expectation	In Addition to Performance Expectation
A. Demonstrates positive interpersonal relations with students.	**Not observed A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.

Adopted: 11/98

Effective: 07/99

Criteria* The Teacher				Performance Expectation	In Perform. In Addition to Expectation
B. Demonstrates positive interpersonal relations with educational staff.	**Not observed A I	Shows little or no interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons.	**Not observed A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interests in the activities and needs of the parents/patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.

Performance Area IV: Professional Responsibilities					
Criteria* The Teacher				Performance Expectation	In Addition to Performance Expectation
A. Participates in professional growth activities.	**Not observed A I	Shows little or no interest in professional growth activities.	Occasionally participates in professional growth activities.	Seeks out and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.
B. Follows the policies and procedures of the school district.	**Not observed A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Assumes responsibilities outside the counseling center as they relate to the school.	**Not observed A I	Does not assume out-of-class responsibilities.	Intermittently assumes out-of-class responsibilities.	Performs out-of-class responsibilities for smooth operation of the school.	Is self-motivated; assumes extra responsibilities willingly.
D. Demonstrates a sense of professional responsibility.	**Not observed A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Comments	Comments:
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Counselor's Signature/Date	Evaluator's Signature/Date
(Signatures simply imply that information has been discussed.)	Asst. Supt. Signature/Date

Adopted: 11/98
Effective: 07/99
Counselor: School

Steps in the Teaching Act

forms in the Formative Evaluation Phase, the Pre-Observation Worksheet and the Formative Observation Form, in sections relating to "steps in the teaching act" or "characteristics of the instructional process." These eight planning actions have been identified in recent research as an organized, common-sense approach to what should happen in the classroom. Most good teachers will recognize that these ideas are quite similar to the process they currently use in organizing classroom instruction. These steps are provided as guidelines for principals and teachers during the formative observation process.

The Teacher...

Develops Anticipatory Set (Establishes Set): This involves getting students mentally prepared for the lesson. This involves clarifying what will be accomplished in class, how the lesson relates to what previously has been learned, how it ties to what will be learned, and developing a motivation for that learning.

States the Objectives: This step involves informing the students about what they will be able to do by the end of the instruction. Teachers are more likely to do an effective job if they have identified what they wish students to learn. By the same token, students are more likely to achieve the objective if they know and understand the desired outcomes.

Provides (Instructional) Input: The teacher must supply the information necessary for students to accomplish the present objective. This also involves selecting the appropriate means (book, film, demonstration, etc.) for delivering information to students.

Models Ideal Behavior: This is the demonstration of the skill or behavior that the teacher desires from the student. Learning is facilitated if students see examples of an acceptable finished product or process.

Checks for Comprehension: It is necessary to assess whether students understand what is being taught. The teacher needs to check for possession of essential information as well as observe students' performance to make sure they exhibit the skills necessary to achieve instructional objectives. Comprehension may be monitored as the lesson is presented and evaluated for mastery at the culmination of a unit of instruction.

Provides Guided Practice: Most learning requires repetition and practice to properly develop a skill or understand a concept. The student's initial attempts in new learning situations should be carefully observed and guided so they are accurate and successful. The student needs to perform enough of a particular task so that the teacher may provide immediate clarification as needed.

Provides Independent Practice: Once students can perform without major errors or confusion, they are ready to develop further by practicing without the assistance of the teacher. Independent practice may be desk work or homework.

Achieves Closure: This is the culminating activity of a lesson. At the close of a lesson, the teacher should briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.

It should be noted that all these steps will not be present in every lesson; however, many lessons include most of these teaching acts. Educators generally agree that in directed-teaching methodology, establishing set, stating objectives, checking for comprehension, and achieving closure are essential ingredients.

Adopted: 11/98

Effective: 07/99

Terms Used in Performance Based Teacher Evaluation

Important terms used in a performance based evaluation system are explained below. The explanations of these terms are intended to provide information, not strict definitions. The terms are listed in order of their use in the evaluation process.

1. **General Performance Area:** In order to provide an organized framework for the evaluation process, broad categories relating to effective school teaching were identified. These "General Performance Areas" (the instructional process, classroom management, interpersonal relationships and professional responsibilities) were designated from a review of current research and performance based evaluation systems.
2. **Performance Criteria:** These are the actual items upon which teachers will be evaluated. Organized in relationship to the general performance areas, these criteria describe skills and behaviors related to effective teaching.
3. **Criteria Descriptors:** Provided for each of the selected criteria are phrases which aid in defining and outlining the expected behavior for that particular criterion. Descriptor phrases are important because they supply explanations often missing in evaluation systems. These descriptors are not meant to be all-inclusive and should be thoroughly, reviewed by local district personnel.
4. **Formative Evaluation Phase:** Performance based evaluation is a two-part process. The formative phase is the ongoing observation and supervision function and is designed for the purpose of improving teacher performance. Three forms, the **Pre-Observation** Conference Form, the Formative **Observation** Form, and the Job Target Form are provided to assist teachers and principals in working cooperatively to improve instruction. The next four terms are part of the formative phase.
5. **Scheduled Observation:** The formative phase includes scheduled and unscheduled observations. A pre-observation conference and the use of a Pre-Observation Worksheet allow the principal and teacher to discuss the expectations for this visit. Scheduled observations provide opportunities for the teacher to present his or her best performance. Suggested procedures for scheduled observations may be found in Parts III-B and III-C of the outline for the evaluation process.
6. **Unscheduled Observation:** The formative phase should also include visits that are not prearranged. This permits evaluation in a "business as usual" setting.
Post-Observation Conference(s): It is appropriate for the teacher and evaluator to confer after each observation, scheduled or unscheduled. Discussion should include noted strengths and weaknesses and job targets for improving teacher performance as necessary. Conferences following short observations need not be lengthy. Suggested procedures for post-observation conferences may be found in Part III-E of the outline for the evaluation process.
8. **Job Targets:** A main point in the consultation between teacher and evaluator should be identification of specific, measurable actions which will result in improved performance. Job targets are key elements of a performance based system because they provide the direction for improving instruction. A suggested Job Target Sheet is available in the evaluation package. This procedure is addressed in Part III-F of the outline for the evaluation process.
9. **Summative Evaluation Phase:** The second part of the evaluation process is a composite of all information obtained during the formative phase and may serve as a basis for administrative decision making. The evaluator reviews the information in preparation for completing the Summative Evaluation Report.
10. **Summative Evaluation Report:** This document contains measures of teacher performance on each of the specified criteria. Key elements of this suggested summative report are the use of rating descriptions (performance levels) and designated levels of expected performance for each criterion.
11. **Performance Levels:** The criteria ratings on the summative report are organized into descriptive statements concerning teacher behaviors for each specific criteria. This process is designed to provide a more precise definition for the evaluation levels. In this model, four performance levels, specific to each criterion, are provided for use on the summative report. Performance levels replace the "poor-fair-good-excellent" ratings commonly used in other evaluation systems.
12. **Performance Expectations:** On the summative report, a certain performance level is designated as the level at which teachers are expected to perform. This "Performance Expectation" column represents the level expected of effective teachers.

Adopted: 11/98

Effective: 07/99

Performance Evaluation

Employee Evaluation: Certified Staff-Counselors

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION GUIDANCE COUNSELOR

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Counselor and Librarian Evaluation

During the 1984-85 school year, Missouri's statewide committee on performance based evaluation developed criteria to be used in the evaluation of counselors and librarians. These criteria are intended as part of the performance based evaluation process. The specific items identified were initially organized by committees from the state counselors and librarians associations.

The philosophy and procedures outlined for performance based teacher evaluation are appropriate for counselors and librarians. Because many of the criteria for these two areas relate to the establishment of goals and direction for counseling and library programs, it may be beneficial for the evaluator to confer with the counselor or librarian early in the school year to discuss these goals.

Included in this package are sample forms which may be used in evaluating counselors and librarians. These are **basically** the same instruments used in the teacher evaluation process and reflect the criteria identified for counselors and librarians. These forms include the following:

- Pre-observation Worksheet
- Formative Observation Form
- Job Target Sheets
- Summative Evaluation Report

Also enclosed is an additional copy of the criteria for counselor and librarian evaluation.

Adopted: 11/98

Effective: 07/99

Formative Evaluation Counselors and Librarians

The forms or instruments provide the basis for gathering information and setting goals during the formative evaluation process. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet. Samples of these forms are provided on the following pages.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. In the case of librarians and counselors, it is important to note that many criteria relate to the establishment of direction and goals for the counseling or library programs. It is suggested that evaluators confer with counselors and librarians early in the year to discuss the goals established for these programs. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target, the performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptors for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the counselor or librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment. For further assistance on job targets and formative evaluation see the "Tips For Organization and Implementation" brochure mailed to school districts in the spring of 1985.

Adopted: 11/98

Effective: 07/99

**Performance Based Evaluation-
16 Suggested Criteria for
Guidance Counselors**

I

The Guidance and Counseling Process

THE COUNSELOR:

- a. Creates a climate conducive to counseling.
- b. Employs a variety of effective guidance and counseling procedures.
- c. Provides for individual differences effectively.
- d. Displays competent knowledge of guidance and counseling.
- e. Uses guidance and counseling time effectively.
- f. Implements guidance program effectively.
- g. Demonstrates the ability to communicate effectively with students.

II. Guidance Program Management

THE COUNSELOR:

- a. Organizes a systematic, developmental guidance program.
- b. Develops a structure for implementing the guidance program.

III. Interpersonal Relationships

THE COUNSELOR:

- a. Demonstrates positive interpersonal relations with students.
- b. Demonstrates positive interpersonal relations with educational staff.
- c. Demonstrates positive interpersonal relations with parents/patrons.

IV. Professional Responsibilities

THE COUNSELOR:

Participates in professional growth activities.

Follows the policies and procedures of the school district.

Assumes responsibilities outside the counseling center as they relate to the school.

- d. Demonstrates a sense of professional responsibility.

Adopted: 11/98

Effective: 07/99

Performance Based Evaluation for Counselors Evaluation Criteria with Descriptors

The Guidance and Counseling Process

THE COUNSELOR:

- A. Creates a climate conducive to counseling.
1. Displays **nonjudgmental** and accepting attitude.
 2. Shows respect for others through active listening.
 3. Maintains the confidentiality of student interviews.
 4. Provides opportunities for students to explore problems and weigh alternatives in decision making.
 5. Encourages students to set goals and assume responsibility for meeting them.
- B. Employs a variety of effective guidance and counseling procedures.
1. Counsels with students individually.
 2. Counsels with students in small groups.
 3. Conducts **class/large-group** sessions on appropriate topics.
 4. Consults with parents and staff.
 5. Provides in service workshops for interested staff and parents.
- C. Provides for individual differences effectively.
1. Responds positively to students' requests for help.
 2. Provides developmental activities emphasizing positive mental health.
 3. Communicates With students in a manner appropriate to age and level of understanding.
 4. Uses and interprets cumulative data to assist students.
 5. Assists in appropriate educational planning and placement with individual students.
 6. Systematically contacts students who need assistance.
- D. Displays competent knowledge of guidance and counseling.
1. Demonstrates knowledge of **child/adolescent** growth and development.
 2. Selects and administers appropriate test instruments and uses results appropriately.
 3. Displays knowledge of environmental factors and situations which affect students' behavior and development.
 4. Selects and uses guidance materials appropriate for the abilities and interests of students.
 5. Communicates knowledge of methods and techniques used to change student behavior.
- E. Uses guidance and counseling time effectively.
1. Allots a realistic amount of time for specified guidance activities:
 2. Is available to students at appointed times.
 3. Begins activities on time.
 4. Uses time effectively for each designated activity.
- F. Implements guidance programs effectively.
1. Implements activities related to career exploration and planning.
 2. Provides activities to assist with educational planning.
 3. Provides opportunities to enhance knowledge of self and others.
 4. Implements additional activities which meet the program objectives.
 5. Provides and implements testing program when appropriate.
- G. Demonstrates the ability to communicate effectively with students.
1. Uses correct oral and written communication.
 2. Uses appropriate vocabulary.
 3. Presents ideas logically.
 4. Gives directions that are clear, concise and reasonable.

Adopted: 11/98

Effective: 07/99

5. Uses a variety of verbal and nonverbal techniques.
6. Elicits and responds to questions.
7. Summarizes effectively.

Guidance Program Management

THE COUNSELOR:

- A. Organizes a systematic, developmental guidance program.
 1. Uses formal and informal methods to assess student needs.
 2. Sets priorities for the guidance and counseling program based on student needs.
 3. Develops goals and objectives for a comprehensive guidance program.
 4. Determines desired student outcomes based on program goals and objectives.
 5. Develops a sequence of guidance program activities to meet stated goals and objectives.
 6. Communicates information concerning the objectives of the guidance program to students, staff and others.
 7. Designs and implements a system for the evaluation of the guidance program.
- B. Develops a structure for implementing the guidance program.
 1. Maintains an annual schedule of guidance events as well as a daily activity schedule.
 2. Establishes a referral process for counseling services and disseminates the procedure to staff and students.
 3. Coordinates and maintains a file of pupil guidance information including cumulative data, referrals, plans and goals.
 4. Provides resources and guidance materials to meet program goals.
 5. Keeps an up-to-date listing of referral sources available outside of the school system.
 6. Maintains an attractive and accessible office environment.
 7. Provides informative materials or activities designed to enhance the image of the guidance program.

III. Interpersonal Relationships

THE COUNSELOR:

Demonstrates positive interpersonal relations with students.

1. Promotes positive self-image in students.
2. Promotes students' self-control.
3. Makes an effort to know each student as an individual.
4. Interacts with students in a mutually respectful and friendly manner.
5. Gives constructive criticism and praise when appropriate.
6. Is reasonably available to all students.
7. Acknowledges the rights of others to hold differing views or values.
8. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.
9. Uses discretion in handling confidential information and difficult situations.

- B. Demonstrates positive interpersonal relations with educational staff.
 1. Works cooperatively with colleagues in planning counseling activities.
 2. Shares ideas, materials and methods with other staff members.
 3. Makes appropriate use of support staff.
 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
 5. Informs administrators and/or appropriate personnel of school-related matters.
- C. Demonstrates positive interpersonal relations with parents/patrons.
 1. Cooperates with parents in the best interest of the students.
 2. Provides a climate which opens up communication between counselor and parent.
 3. Supports and participates in parent-teacher activities.
 4. Promotes patron involvement with school.
 5. Initiates communication with parents when appropriate.

Adopted: 11/98

Effective: 07/99

IV. Professional Responsibilities

THE COUNSELOR:

Participates in professional growth activities.

1. Demonstrates commitment by participation in professional activities (e.g., professional organizations, course work, workshops, conferences).
2. Takes advantage of opportunities to learn from colleagues, students, parents and community.
3. Keeps abreast of developments in the counseling profession.

B. Follows the policies and procedures of the school district.

1. Strives to stay informed about policies and regulations applicable to his/her position.
2. Selects appropriate channels for resolving concerns/problems.

C. Assumes responsibilities outside the counseling center as they relate to the school.

1. Assumes necessary non-counseling responsibilities.
2. Exercises responsibility for student management throughout the entire building.

D. Demonstrates a sense of professional responsibility.

1. Completes duties promptly and accurately.
2. Is punctual.
3. Provides accurate data to the school and district as requested for management purposes.
4. Carries out duties in accordance with established job description.

Adopted: 11/98

Effective: 07/99

FORMATIVE OBSERVATION FORM

Counselor

Date

School

Time Entered

Time Leaving

Observer

Performance Criteria

- a. Creates a climate conducive to counseling.
- b. Employs a variety of effective guidance and counseling procedures.
- c. Provides for individual differences effectively.
- d. Displays competent knowledge of guidance and counseling.
- e. Uses guidance and counseling time effectively.
- f. Implements guidance program effectively.
- g. Demonstrates the ability to communicate effectively with students.
- h. Organizes a systematic, developmental guidance program.
- i. Develops a structure for implementing the guidance program.
- j. Demonstrates positive interpersonal relations with students.

COMMENTS:

COMMENTS:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PRE-OBSERVATION WORKSHEET

Counselor

Counselor

Date

School

Period/Time

COUNSELOR COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR
PRIOR TO SCHEDULED OBSERVATION.

1. What will be accomplished during this observation time?	2. Which of the basic goals of the program will be addressed?
3. What specific activities will take place?	4. Are there any special circumstances of which the evaluator should be aware?
Notes:	Notes:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

JOB TARGET SHEET

Counselor _____

Date _____

School _____

1. Performance Area:
2. *Criterion:
3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)
4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)
5. Appraisal Method and Target Dates:
6. Counselor's Comments:
7. Evaluator's Comments:

Counselor's Signature/Date

Evaluator's Signature/Date

Date Objective Achieved: _____

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

SUGGESTIONS FOR WRITING JOB TARGETS

Counselor _____

Date _____

School _____

1. **PERFORMANCE AREA:**

State here the performance area- The Guidance and Counseling Process, Guidance Program Management, Interpersonal Relationships or Professional Responsibilities.

2. ***CRITERION:**

State a specific criterion such as, "Uses guidance and counseling time effectively."

3. **IMPROVEMENT OBJECTIVE(S):** (Applicable descriptors and/or definable deficiencies)

State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **PROCEDURES FOR ACHIEVING OBJECTIVE(S):** (Explanation of counselor and administrator responsibilities)

Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **APPRAISAL METHOD AND TARGET DATES:**

How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **COUNSELOR'S COMMENTS:**

Provide the counselor with the opportunity to share his/her thoughts.

EVALUATOR'S COMMENTS:

Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor's Signature/Date

Evaluator's Signature/Date

Date Objective Achieved: _____

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

Adopted: 11/98

Effective: 07/99

Summative Evaluation Report for Counselors & Librarians

➤ Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation phase. A sample of the suggested Summative Evaluation Report is provided on the following pages. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the counselor or librarian during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expectation column represents the level of performance expected of effective counselors or librarians. This is the level toward which all should strive. The next column to the right ("In Addition to Performance Expectation") represents exemplary performance and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Expectation means the counselor or librarian is not meeting that criterion at an acceptable level, and appropriate plans for improvement should be continued.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

JALUATION REPORT

Counselor _____

Date _____

Performance Area I: The Guidance and Counseling Process

Criteria* The Counselor		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Creates a climate conducive to counseling.	**Not observed A I	Displays little or no skill in creating a climate conducive to counseling.	Intermittently displays skills necessary to create a climate conducive to counseling.	Consistently creates a climate conducive to counseling.	Displays evidence of superior skills in creating a climate conducive to counseling.
B. Implements a variety of effective guidance and counseling procedures.	**Not observed A I	Displays little or no evidence of implementing a variety of counseling procedures.	Intermittently uses a variety of counseling procedures which are effective.	Uses a variety of counseling strategies which are effective.	Develops exceptional strategies and procedures to meet student needs.
C. Effectively provides for individual differences.	**Not observed A I	Does not provide for individual differences.	Intermittently provides for individual differences.	Provides for student needs through recognition of individual differences.	Displays evidence of superior skills in providing for individual differences.
D. Displays competent knowledge of guidance and counseling.	**Not observed A I	Demonstrates insufficient knowledge of guidance and counseling.	Demonstrates limited knowledge of guidance and counseling.	Demonstrates appropriate knowledge of guidance and counseling.	Demonstrates superior knowledge of guidance and counseling.
E. Uses guidance and counseling time effectively.	**Not observed A I	Shows little or no evidence of maintaining an effective schedule.	Sometimes maintains an effective schedule.	Maintains a schedule appropriate for accomplishing objectives of the guidance program.	Is extremely skillful in organizing time to meet student needs.
F. Implements guidance program effectively.	**Not observed A I	Shows little or no evidence of implementing guidance program.	Ineffectively implements the guidance program.	Effectively implements the guidance program.	Displays evidence of superior organizational ability in implementing the guidance program.

Adopted: 11/98

Effective: 07/99

Criteria* Criteria* The Coun		Per I		Performance Expectation	In Pe' Ex, ce ation
G. Demonstrates the ability to communicate effectively with students.	**Not observed A I	Does not communicate clearly with students.	Sometimes communicates clearly but does not encourage student input.	Communicates clearly and encourages relevant interaction.	Is extremely skillful in using a variety of verbal and non-verbal techniques to communicate with students.

Performance Area II: Guidance Program Management and Counseling Process

Criteria* The Counselor		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Organizes a systematic, developmental guidance program.	**Not observed A I	Does not organize a developmental guidance program.	Ineffectively organize a developmental guidance program.	Clearly organize an appropriate developmental guidance program.	Demonstrates superior ability in organizing a developmental guidance program.
B.Develops a structure for the implementation of the guidance program.	**Not observed A I	Does not develop a structure to implement the guidance program.	Ineffectively implements activities to support the guidance program.	Provides an effective organizational structure for implementing the guidance program.	In addition to the expectation, assesses and modifies the guidance program to meet student needs.

Performance Area III: Interpersonal Relationships

A. Demonstrates positive interpersonal relations with students.	**Not observed A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with educational staff.	**Not observed A I	Shows little or no interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.

Adopted: 11/98

Effective: 07/99

Criteria* The Council		Performance Area		Performance Expectation	In . Pe .ce Exp .ctation
C. Demonstrates positive interpersonal relations with parents/patrons.	**Not observed A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interests in the activities and needs of parents/patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.
Performance Area IV: Professional Responsibilities					
A. Participates in professional growth activities.	**Not observed A I	Shows little or no interest in professional growth activities.	Occasionally participates in professional growth activities.	Seeks out and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.
B. Follows the policies and procedures of the school district.	**Not observed A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Assumes responsibilities outside the counseling center as they relate to the school.	**Not observed A I	Does not assume responsibilities outside the counseling center.	Intermittently assumes responsibilities outside the counseling center.	Performs responsibilities outside the counseling center to facilitate the smooth operation of the school.	Is self-motivated; assumes extra responsibilities willingly.
D. Demonstrates a sense of professional responsibility.	**Not observed A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Comments

Comments:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

Adopted: 11/98

Effective: 07/99

Not a Rev

PERSONNEL SERVICES

Regulation 4610.3

Performance Evaluation

Employee Evaluation: Certified Staff-Librarians

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION

LIBRARIAN

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Counselor and Librarian Evaluation

During the 1984-85 school year, Missouri's statewide committee on performance based evaluation developed criteria to be used in the evaluation of counselors and librarians. These criteria are intended as part of the performance based teacher evaluation process. The specific items identified were initially organized by committees from the state counselors and librarians associations.

The philosophy and procedures outlined for performance based teacher evaluation are appropriate for counselors and librarians. Because many of the criteria for these two areas relate to the establishment of goals and direction for counseling and library programs, it may be beneficial for the evaluator to confer with the counselor or librarian early in the school year to discuss these goals.

Included in this package are sample forms which may be used in evaluating counselors and librarians. These are basically the same instruments used in the teacher evaluation process and reflect the criteria identified for counselors and librarians. These forms include the following:

- Pre-observation Worksheet
- Formative Observation Form
- Job Target Sheets
- Summative Evaluation Report

Also enclosed is an additional copy of the criteria for counselor and librarian evaluation.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Formative Evaluation Counselors and Librarians

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet. Samples of these forms are provided on the following pages.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. In the case of librarians and counselors, it is important to note that many criteria relate to the establishment of direction and goals for the counseling or library programs. It is suggested that evaluators confer with counselors and librarians early in the year to discuss the goals established for these programs. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target, the performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptors for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the counselor or librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment. For further assistance on job targets and formative evaluation see the "Tips For Organization and Implementation" brochure mailed to school districts in the spring of 1985.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

**Performance Based Evaluation-
16 Suggested Criteria for
Librarians**

I. Management and administration of the Library Media Center

THE LIBRARIAN:

- a. Recognizes the critical role of information retrieval in the future of education.
- b. Establishes and maintains an environment in which student and staff can work at productive levels.
- c. Manages student behavior in a constructive manner.
- d. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and supplies.
- e. Prepares statistical records and reports needed to administer the library media center.
- f. Trains and supervises library media center personnel to perform duties efficiently.
- g. Administers budgets according to needs and objectives of the library media center within administrative guidelines.
- h. Evaluates library media center programs, services, facilities and materials to assure optimum use.
- i. Uses time effectively, efficiently and professionally.

II. Instructional Process

THE LIBRARIAN:

- a. Exercises leadership and serves as a catalyst in the instructional program.
- b. Plans and implements the library media center program of library media skills.
- c. Promotes the development of reading skills and reading appreciation.
- d. Supports classroom teachers in their instructional units.
- e. Provides resources for professional growth of faculty and staff.

III. Interpersonal Relationships

THE LIBRARIAN:

- a. Demonstrates positive interpersonal relations with students.
- b. Demonstrates positive interpersonal relations with educational staff.
- c. Demonstrates positive interpersonal relations with parents/patrons.

IV. Professional Responsibilities

THE LIBRARIAN:

- a. Participates in professional growth activities.
- b. Follows the policies and procedures of the school district.
- c. Demonstrates a sense of professional responsibility.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

**Performance Based Evaluation for Librarians
Evaluation Criteria with Descriptors**

I. Management and Administration of the Library Media Center

THE LIBRARIAN:

- A. Recognizes the critical role of information retrieval in the future of education.
 - 1. Makes long-range plans which guide the development of the library media center.
 - 2. Encourages the use of new technologies.
- B. Establishes and maintains an environment in which students and staff can work at productive levels.
 - 1. Develops and implements policies and procedures for the operation of the library media center.
 - 2. Uses initiative to promote the flexible use of the library media center by individuals, small groups and large groups for research, browsing, recreational reading, viewing or listening.
 - 3. Maintains the library media center in a functional , attractive and orderly environment conducive to student learning.
 - 4. Arranges and uses space and facilities in the library media center to support the objectives of the instructional program, providing areas for various types of activities.
 - 5. Communicates health and safety needs of the library media center to the proper authorities.
 - 6. Assumes responsibility for proper use and care of library media center facilities, materials and equipment.
- C. Manages student behavior in a constructive manner.
 - 1. Promotes appropriate learner behavior.
 - 2. Encourages student: self-direction and responsibility for learning; maintains a productive balance between freedom and control.
 - 3. Exercises consistency in discipline policies.
 - 4. Corrects disruptive behavior constructively.
- D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.
 - 1. Uses a district-approved selection policy based on state guidelines (e.g., Learning **Resources**, Department of Elementary and Secondary Education, 1975, page 48).
 - 2. Selects materials and equipment which support the curriculum and promote the school's educational philosophy.
 - 3. Uses approved business procedures for ordering and receiving materials and equipment.
 - 4. Classifies, catalogs, processes and organizes for circulation the educational media and equipment according to professional standards established by AASL, state and local sources.

Adopted: 11/98

Effective: 07/99


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5. Uses clearly stated circulation procedures.
 6. Informs staff and students of new materials and equipment.
 7. Establishes **and/or** follows procedures for maintenance and repair of media equipment.
 8. Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection.
 9. Assists in production of materials as feasible.
- E. Prepares statistical records and reports needed to administer the library media center.
1. Maintains a current inventory of holdings to assure accurate records.
 2. Prepares and submits to administrators such reports as are needed to promote short- and long-term goals of the library media center.
 3. Prepares and submits reports to other officials as requested.
- F. Trains and supervises library media center personnel to perform duties efficiently.
1. Trains and supervises clerks, aides, student assistants **and/or** adult volunteers in clerical tasks.
 2. Trains and supervises library media center personnel to circulate materials and equipment.
 3. Trains and supervises library media center personnel to assist students and staff in the use of the library media center.
- G. Administers budgets according to needs and objectives of the library media center within administrative guidelines.
1. Submits budget proposals based on needs and objectives of the library media center.
 2. Plans expenditures of allocated funds to meet short- and long-term goals.
 3. Keeps accurate records of all disbursements for the library media center.
- H. Evaluates library media center programs, services, facilities and materials to assure optimum use.
1. Evaluates programs, services, facilities and materials informally and formally on a continuous basis, identifying strengths and weaknesses.
 2. Provides periodically for evaluation by faculty and students.
 3. Develops plans for making changes based on evaluations.
- I. Uses time effectively, efficiently and professionally.
1. Prioritizes demands on time to provide maximum support of library media center programs and services.
 2. Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services.
- IV. Professional Responsibilities
- THE LIBRARIAN:**
- A. Participates in professional growth activities.
1. Keeps abreast of developments in library science and issues related to teaching.

Adopted: 11/98

Effective: 07/99

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- 
- 2. Demonstrates commitment by participating in professional activities (e.g., professional organizations, course work, workshops, conferences).
 - 3. Takes advantage of opportunities to learn from colleagues, students, parents and the community.
- B. Follows the policies and procedures of the school district.
- 1. Strives to stay informed about policies and regulations applicable to his/her position.
 - 2. Selects appropriate channels for resolving concerns/problems.
- C. Demonstrates a sense of professional responsibility.
- 1. Completes duties promptly, dependably and accurately in accordance with established job description.
 - 2. Demonstrates a responsible attitude for student management throughout the entire building.



Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

FORMATIVE OBSERVATION FORM

Librarian

Date

School

Time Entered

Time Leaving

Observer

Performance Criteria

- a. Recognizes the critical role of information retrieval in the future of education.
- b. Establishes and maintains an environment in which students and staff can work at productive levels.
- c. Manages student behavior in a constructive manner.
- d. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.
- e. Prepares statistical records and reports needed to administer the library media center.
- f. Trains and supervises library media center personnel to perform, duties efficiently.
- g. Administers budgets according to needs and objectives of the library media center within administrative guidelines.
- h. Evaluates library media center programs, services, facilities and materials to assure optimum use.
- i. Uses time effectively, efficiently and professionally.
- j. Exercises leadership and serves as a catalyst in the instructional program.
- k. Plans and implements the library media center program of library media skills.
- l. Promotes the development of reading skills and reading appreciation.
- m. Supports classroom teachers in their instructional units.
- n. Provides resources for professional growth of faculty and staff.
- o. Demonstrates positive interpersonal relations with students.

COMMENTS:

COMMENTS:

Librarian's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PRE-OBSERVATION WORKSHEET

Librarian

Librarian

Date

School

Period/Time

LIBRARIAN COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR
PRIOR TO SCHEDULED OBSERVATION.

1. What will be accomplished during this observation time?	2. Which of the basic goals of the program will be addressed?
3. What specific activities will take place?	4. Are there any special circumstances of which the evaluator should be aware?
Notes:	Notes:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

JOB TARGET SHEET

Librarian

Date

School

1. Performance Area:
2. *Criterion:
3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)
4. Procedures for Achieving Objective(s): (Explanation of librarian and administrator responsibilities)
5. Appraisal Method and Target Dates:
6. Librarian's Comments:
7. Evaluator's Comments:

Librarian's Signature/Date

Evaluator's Signature/Date

Date Objective Achieved: _____

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

Adopted: 11/98

Effective: 07/99

SUGGESTIONS FOR WRITING JOB TARGETS

Librarian _____

Date _____

School _____

1. **PERFORMANCE AREA:**

State here the performance area- Management and Administration of the Library Media Center, Instructional Process, Interpersonal Relationships or Professional Responsibilities.

2. ***CRITERION:**

State a specific criterion such as, "Uses time effectively, efficiently and professionally."

3. **IMPROVEMENT OBJECTIVE(S):** (Applicable descriptors and/or definable deficiencies)

State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **PROCEDURES FOR ACHIEVING OBJECTIVE(S):** (Explanation of librarian and administrator responsibilities)

Provide specific statements which describe what the librarian is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **APPRAISAL METHOD AND TARGET DATES:**

How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **LIBRARIAN'S COMMENTS:**

Provide the librarian with the opportunity to share his/her thoughts.

7. **EVALUATOR'S COMMENTS:**

Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Librarian's Signature/Date _____

Evaluator's Signature/Date _____

Date Objective Achieved: _____

Librarian's Signature/Date _____

Evaluator's Signature/Date _____

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Summative Evaluation Report for Counselors & Librarians

The Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation phase. A sample of the suggested Summative Evaluation Report is provided on the following pages. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the counselor or librarian during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expectation column represents the level of performance expected of effective counselors or librarians. This is the level toward which all should strive. The next column to the right ("In Addition to Performance Expectation") represents exemplary performance and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Expectation means the counselor or librarian is not meeting that criterion at an acceptable level, and appropriate plans for improvement should be continued.

Adopted: 11/98

Effective: 07/99

SUMMARY VALUATION REPORT

Performance Area I: Management & Administration of the Library Media Center

Librarian

Date

Criteria* The Librarian		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Recognizes the critical role of information retrieval in the future of education.	**Not observed A I	Does not utilize library media center to recognize the critical role of information retrieval.	Intermittently utilizes library media center to recognize the critical role of information retrieval.	Consistently provides for importance of information retrieval in library media center setting.	Organizes and designs long-range plans to address role of information retrieval.
B. Establishes and maintains an environment in which students and staff can work at productive levels.	**Not observed A I	Does not develop or maintain an environment conducive to productivity.	Inconsistently maintains a flexible and functional environment.	Establishes an environment to facilitate student and staff productivity.	Environment exceeds needs of students and staff.
C. Manages student behavior in a constructive manner.	**Not observed A I	Shows little or no control of student behavior.	Is inconsistent in controlling pupil behavior.	Establishes and maintains effective discipline.	Plans and implements strategies to promote self discipline.
D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.	**Not observed A I	Demonstrates insufficient skills in selection, acquisition, circulation and maintenance of materials and equipment.	Demonstrates limited skills in selection, acquisition, circulation and maintenance of material and equipment.	Demonstrates appropriate skills in selection, acquisition, circulation and maintenance of material and equipment.	Demonstrates superior skills in selection, acquisition, circulation and maintenance of material and equipment.
E. Prepares statistical records and reports needed to administer the library media center.	**Not observed A I	Does not prepare records and reports necessary for library organization.	Intermittently prepares records and reports necessary for library organization.	Prepares records and reports for efficient administration of library media center.	Provides leadership in development and improvement of records and reports.
F. Trains and supervises library media center personnel to perform, duties efficiently.	**Not observed A I	Does not provide training and supervision for library media center personnel.	Intermittently provides efficient training and supervision for library media center personnel.	Provides training and supervision which facilitate efficient operation of library media center.	Provides leadership in planning and providing long-range professional development to library media and staff.

Adopted: 11/98

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Criteria* The Library		Performance		Performance Expectation	Indicator to Performance Expectation
G. Administers budgets according to needs and objectives of the library media center within administrative guidelines.	**Not observed A I	Does not develop budget according to objectives of library media center.	Does not implement budget according to objectives of library media center.	Designs and implements library budget within district budget.	Designs organized, long-range budget in accordance with district objectives.
H. Evaluates the library media center programs, services, facilities and materials to insure optimum use.	**Not observed A I	Does not evaluate programs, services or materials.	Fails to evaluate library programs, services, or materials relative to established standards or fails to report same to appropriate administrators.	Evaluates library programs, services and materials relative to established standards and reports same to appropriate administrators.	Continues systematic evaluations of all library services and programs.
I. Uses time effectively, efficiently and professionally.	**Not observed A I	Does not use library time effectively.	Is inconsistent in effective use of library time.	Makes effective use of library time to facilitate teacher, administrator and student needs.	Develops coordinated schedule of library facilities cooperating with building and district personnel.

Performance Area II: Instructional Process

A. Exercises a leadership role and serves as a catalyst in the instructional program.	**Not observed A I	Does not assume a role in instructional program.	Intermittently assumes a leadership role in instructional program.	Consistently exercises a leadership role which facilitates instructional improvements.	Develops exceptional strategies and long-range plans which enhance the instructional program.
B. Plans and implements the library media center program of library media skills.	**Not observed A I	Shows little or no evidence of planning and implementing an organized library media center program of media skills.	Ineffectively plans and implements an organized library media center program of media skills.	Plans and maintains a functional program for library media skills.	Displays superior organizational ability in implementing a program of library media skills.
C. Promotes the development of reading skills and reading appreciation.	**Not observed A I	Does not provide for development of reading skills and appreciation.	Intermittently conducts activities to motivate reading.	Consistently provides a program and guidance to stimulate reading.	Uses a variety of effective approaches for the development of reading for pleasure and information.

Adopted: 11/98

Effective: 07/99

Criteria* The Librarian		Per; I	Performance	Expectation	In. Per Expectation to rce
D. Supports classroom teachers in their instructional units.	**Not observed A I	Does not provide support for classroom teachers in instructional units.	Intermittently provides support for classroom teachers in instructional units.	Effectively supports classroom teachers in implementing instructional units to meet student needs..	Provides leadership and a variety of ideas which support teachers in Does not provide support for classroom teachers in instructional units.
E. Provides resources for professional growth of faculty and staff	**Not observed A I	Does not provide resources for professional growth of faculty and staff.	Intermittently provides resources for professional growth of faculty and staff.	Consistently provides resources which facilitate and enhance professional development of faculty and staff.	Provides leadership and a variety of approaches for professional development of faculty and staff.
Performance Area III: Interpersonal Relationships					
A. Demonstrates positive interpersonal relations with students.	**Not observed A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with educational staff.	**Not observed A I	Shows little or no interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons.	**Not observed A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interests in the activities and needs of parents/patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.
Performance Area IV: Professional Responsibilities					
A. Participates in professional growth activities.	**Not observed A I	Shows little or no interest in professional growth activities.	Occasionally participates in professional growth activities.	Seeks out and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.

Adopted: 11/98

Effective: 07/99

Criteria* The Librarian		Performance		Performance Expectation	In / Per Expectation
B. Follows the policies and procedures of the school district.	**Not observed A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Demonstrates a sense of professional responsibility.	**Not observed A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.
Comments:			Comments:		

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

Adopted: 11/98

Effective: 07/99

PERSONNEL SERVICES

Regulation 4610.4

Performance Evaluation

Employee Evaluation: Certified Staff-Principal

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION

PRINCIPAL

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PRINCIPAL EVALUATION

Philosophy

Effective principal evaluation is an essential part of the total instructional program of the C-6 School District. Performance based evaluation is a continuous process which relates directly to on -the-job performance. The development of the performance based evaluation is a cooperative effort among the C-6 Board of Education, principal, and central office administrators. Evaluative criteria in the performance based evaluation system is based upon measurable, observable, and definable principal behavior.

The primary purpose of the performance based principal evaluation is to facilitate and improve instruction through instructional leadership and, thus, to enhance student learning. An effective evaluation system should identify principals' strengths and weaknesses and provide direction for maintaining and improving necessary skills through professional development activities.

Performance based principal evaluation provides a basis for fair, objective decision making by the school district. The C-6 District is committed to providing the resources necessary to train evaluators. The C-6 Board and administration have a strong commitment to involve principals in the development and application of the entire evaluation system.

Procedures

The following is a step-by-step outline of procedures for implementing the performance based evaluation system:

The superintendent is responsible for the overall administration of the performance based principal evaluation system in the C-6 District. In the C-6 District, the evaluator shall be the principal's or assistant principal's immediate supervisor.

The evaluators shall receive orientation in the process of performance based principal evaluation.

In service training shall be provided annually by the district to improve the consistency and quality of evaluators' skills.

Each year, prior to the evaluation cycle, In service training shall be offered for principals in order to provide:

1. Information on the evaluation process and procedures.
2. An understanding of the role of the principal and the role of the evaluator.

Evaluation Cycle

The evaluation cycle includes a minimum annual formative observation and a summative evaluation every three years.

The complete evaluation cycle shall be conducted annually for two consecutive years for beginning principals or principals new to the C-6 District. Principal is defined as principal or assistant principal.

One scheduled observation and as many unscheduled observations as are needed will be conducted

Adopted: 11/98

Effective: 07/99

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annually.

A minimum of one scheduled and one unscheduled formative observation shall be provided for all beginning principals or principals new to the C-6 District.

Pre-Observation Conference for Scheduled Observations

1. The evaluator and the principal will establish the date and time for the observation .
2. The principal will submit an annual goal statement to the evaluator at the pre-observation conference.
3. The evaluator and the principal will review the annual goal statement.
4. Copies of the annual goal statement will be retained by the principal and the evaluator.

Scheduled Observations

1. The scheduled observation will be conducted as agreed upon by the principal and evaluator.
2. If a change in the scheduled observation time is necessary, the principal has the option to update the goals statement **and/or** to request another goal statement conference.
3. The role of the evaluator is to take notes during the observation and interpret those notes on the formative observation form.

Unscheduled Observations

1. The role of the evaluator is to take notes during the observation and interpret those notes on the formative observation form.

Post-Observation Conference

1. A post-observation conference will be held after any scheduled or unscheduled observation for which a formative observation form has been completed. Conferences following unscheduled observations of short duration may be brief.
2. The evaluator will provide a copy of the formative observation form to indicate that the document has been read and discussed.

Job Targets

1. Job targets are measurable, precise objectives stated in terms which will assist in attainment of goals.
2. The evaluator and/or the principal may identify job targets.
3. Job targets may be identified whether or not that principal is scheduled for evaluation.
4. Job targets will be stated on the job target sheet and jointly reviewed by the evaluator and the principal.
5. Job targets will remain in effect until satisfactorily completed.
6. When a job target has been satisfactorily accomplished, the evaluator and the principal will date and initial the job target form.
7. Where appropriate, additional personnel may provide assistance to the principal in the completion of job targets and in the improvement of administrative skills.

Adopted: 11/98

Effective: 07/99

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Summative Evaluations

The summative evaluation is the review of all data pertaining to the performance of the principal.

Pertinent data are identified through the Summative Report, which represents major performance areas and specific criteria statements and the Goals Statement Summative Reports. The Goal Statement Summative Report represents the goals for the school year. Beginning principals and principals new to the C-6 District will have a yearly summative evaluation report for the first two years. All other principals will have a Summative Evaluation Report every three years. Each year the Formative Evaluation Report and the Goal Statement Summative Report will be filed and used during the third year to develop the Summative Evaluation Report for those principals covered by three year summative evaluations.

After the evaluator has completed the Summative Evaluation Report, a summative conference will be conducted during which the evaluator and the principal review the summative evaluation report and the Goal Statement Report(s).

Goal Statement Reports will be signed annually and Summative Evaluation Reports signed as completed. Both the evaluator and the principal will sign the reports indicating that the documents have been read and discussed.

Copies of the Summative Evaluation Reports and the Goal Statement Reports will be retained by the evaluator, the principal and by the central office.

Principals have a right to appeal the results of the summative evaluation reports. The appeal may be informally done by a visit to the superintendent to discuss the principal's concerns. Appropriate action would follow this personal visit. For those who desire a more formal approach, principals have the right to appeal the results of the summative evaluation report in a letter to the superintendent of schools. The superintendent shall respond with a personal letter after receiving the principal's letter. If the principal is not satisfied with the superintendent's reply, the principal may send a written appeal to the Board of Education requesting a hearing.

Assistant principals shall start the appeal process with the appropriate assistant superintendent, then follow the above procedure.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Pox)

23 SUGGESTED CRITERIA FOR PRINCIPALS PERFORMANCE BASED EVALUATION

I. INSTRUCTIONAL LEADERSHIP

THE PRINCIPAL:

- A. Provides direction for the school.
- B. Provides for management of instruction.
- C. Effectively implements evaluation strategies oriented toward improvement of instruction.
- D. Provides leadership for positive educational change.
- E. Demonstrates effective skill in the recruitment, selection and assignment of school personnel.
- F. Promotes on-going staff development.
- G. Communicates standards of expected performance.
- H. Provides leadership for appropriate curriculum and the organization of personnel to staff the curriculum.

II. SCHOOL MANAGEMENT

THE PRINCIPAL:

- A. Provides for effective and efficient day-by-day operation of the school.
- B. Ensures that school plant and facilities are conducive to a positive learning environment.
- C. Ensures efficient management of building level fiscal resources.
- D. Promotes and maintains a positive school climate.
- E. Establishes and maintains effective discipline in the school.
- F. Demonstrates effective communication skills.
- G. Demonstrates effective problem-solving and decision-making skills.
- H. Demonstrates effective organizational skills.

III. INTERPERSONAL RELATIONSHIPS

THE PRINCIPAL:

- A. Demonstrates positive interpersonal relationship with students.
- B. Demonstrates positive interpersonal relationship with staff.
- C. Demonstrates positive interpersonal relationship with other administrators.
- D. Demonstrates positive interpersonal relationship with parents/community.

IV. PROFESSIONAL RESPONSIBILITIES

THE PRINCIPAL:

- A. Implements the policies and procedures of the district.
- B. Participates in professional growth activities.
- C. Demonstrates a sense of professional responsibility.

PRINCIPAL CRITERIA with DESCRIPTORS

Adopted: 11/98

Effective: 07/99

I. INSTRUCTIONAL LEADERSHIP

THE PRINCIPAL:

- A. Provides direction for the school
 1. Involves faculty in goal development.
 2. Uses needs assessment data for goal directions.
 3. Develops short and long range goals.
 4. Develops goals which reflect societal needs and trends.
- B. Provides for management of instruction.
 1. Promotes the identification of instructional objectives.
 2. Promotes instructional programming consistent with instructional objectives.
 3. Monitors student progress toward achievement of instructional objectives.
 4. Makes program changes based upon student achievement data, or other pertinent information.
- C. Effectively implements evaluation strategies oriented toward improvement of instruction.
 1. Informs the staff of evaluation process and expectations.
 2. Demonstrates a knowledge of varied teaching strategies.
 3. Demonstrates an understanding of the learning process.
 4. Demonstrates effective observational skills.
 5. Observes classroom instruction on a regular basis.
 6. Provides regular feedback through conferencing and job targets.
 7. Provides suggestions and/or job targets for improvement when identifying areas of concern.
- D. Provides leadership for positive educational change.
 1. Promotes a climate for change.
 2. Recognizes the need for change.
 3. Involves staff in a systematic change process that is known and understood by the staff.
- E. Demonstrates effective skill in the recruitment, selection and assignment of school personnel.
 1. Recruits staff who enhance the overall effectiveness of the school and complement existing staff.
 2. Demonstrates effective screening and interviewing skills for selection of staff.
 3. Utilizes formative and summative evaluation for assignment of staff.
- F. Promotes on-going staff development.
 1. Promotes staff awareness of new developments and ideas in education.
 2. Focuses staff development activities upon the teaching/learning process.
 3. Involves faculty in assessing and identifying staff development needs.
 4. Involves faculty in implementing staff development activities.
- G. Communicates standards of expected performance.

Adopted: 11/98

Effective: 07/99

1. Communicates high academic expectations to students.
 2. Communicates to teachers expectations for high instructional performance.
 3. Communicates to parents/community the high expectation for the school.
- H. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum.
1. Promotes curricular programs based on student needs.
 2. Seeks and considers staff input in development and implementation of curriculum designed to meet student needs.

II. SCHOOL MANAGEMENT

THE PRINCIPAL:

- A. Provides for effective and efficient day-by-day operation of the school.
1. Involves staff in development and review of day-by-day operational procedures.
 2. Implements administrative procedures which are clear and efficient.
 3. Promotes among all support staff an understanding of their responsibilities to the instructional program of the school.
- B. Ensures that school plant and facilities are conducive to a positive learning environment.
1. Organizes custodial operations and personnel efficiently in order to maintain a clean school.
 2. Organizes cafeteria operations and personnel efficiently in order to contribute to a wholesome school environment.
 3. Facilitates prompt reporting and follow-up of needed repairs.
 4. Requests additional facilities as needed.
 5. Implements measures to promote pride in school plant appearance.
 6. Communicates support-of-the roles of the total staff in the performance of the building and district support personnel.
- C. Ensures efficient management of building level fiscal resources.
1. Involves faculty in developing budget and other priority measures.
 2. Delegates appropriate budget responsibilities to faculty for implementation.
 3. Ensures all fiscal transactions occur through a budgeted, encumbered process of fiscal management.
 4. Ensures all fiscal transactions occur according to legally defined policy and procedures.
 5. Maintains appropriate inventories within the school.
- D. Promotes and maintains a positive school climate.
1. Provides opportunities for teachers to share ideas and concerns.
 2. Uses systematic procedures to assess school climate and make changes as necessary.
 3. Shares feelings of pride which promote among staff and students a feeling of pride and loyalty for the school.
 4. Provides positive reinforcement to staff and students for their efforts and

Adopted: 11/98

Effective: 07/99

accomplishments.

- E. Establishes and maintains effective discipline in the school.
 - 1. Communicates student disciplinary policies and behavioral expectations to the faculty, students and parents.
 - 2. Administers student disciplinary procedures in a fair and consistent manner.
 - 3. Provides feedback to teachers regarding discipline referrals.
 - 4. Develops positive approaches regarding student disciplinary matters.
- F. Demonstrates effective communication skills.
 - 1. Promotes communication with school personnel, students, parents and community.
 - 2. Provides teachers with clear and concise information about school operations.
 - 3. Communicates clearly, correctly and effectively with varied audiences..
- G. Demonstrates effective problem-solving and decision-making skills.
 - 1. Identifies and analyzes pertinent elements in a problem situation.
 - 2. Establishes priorities and seeks relevant data.
 - 3. Considers alternative solutions before making decisions.
 - 4. Makes logical decisions based upon available information.
- H. Demonstrates effective organizational skills.
 - 1. Manages time efficiently.
 - 2. Prioritizes tasks and functions accordingly.
 - 3. Utilizes resources in an optimal manner.
 - 4. Delegates responsibility and authority when appropriate.
 - 5. Completes duties promptly and accurately.


III. INTERPERSONAL RELATIONSHIPS


THE PRINCIPAL:

- A. Demonstrates positive interpersonal relationship with students.
 - 1. Is visible and accessible.
 - 2. Informs students of school and district goals, policies and activities.
 - 3. Interacts with students frequently and in a mutually respectful and friendly manner.
 - 4. Gives constructive criticism and praise when appropriate.
 - 5. Encourages student leadership and involvement.
 - 6. Respects student needs and concerns.
 - 7. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.
 - 8. Organizes, develops and manages a well balanced activity program.
- B. Demonstrates positive interpersonal relationship with staff.
 - 1. Encourages suggestions from staff.
 - 2. Seeks staff opinions and feelings regarding school related problems.

Adopted: 11/98

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- 
3. Gives constructive criticism and praise when appropriate.
 4. Is accessible to staff.
 5. Interacts frequently with staff in a mutually respectful and friendly manner.
 6. Works with staff to reduce undue stress and pressures.



Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

ANNUAL GOAL STATEMENT FORM

School _____

School Year _____

Principal _____

Current Date _____

(Use one Annual Goal Statement Form for each goal.)

Goal Statement (State in general terms the goal to be achieved during the school year.):

Achievement Strategies (List specific steps to be followed to achieve the goal.):

Support Services (Identify physical, fiscal, personnel resources necessary to achieve the goal.):

Appraisal Method (What process will be used to assess achievement of the goal?):

Feedback Conference Dates (When will the supervisor provide feedback regarding achievement of the goal?):

Summative Conference Date (On what approximate date will the supervisor assess achievement of the goal?):

Adopted: 11/98

Effective: 07/99

FORMATIVE OBSERVATION FORM

Principal _____

Date _____

Time Entered _____

Time Leaving _____


Observer _____

PERFORMANCE CRITERIA


1. Provides direction for the school.
2. Provides for management of instruction.
3. Effectively implements evaluation strategies oriented toward improvement of instruction.
4. Provides leadership for positive educational change.
5. Demonstrates effective skill in the recruitment, selection and assignment of school personnel.
6. Promotes on-going staff development.
7. Communicates standards of expected performance.
8. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum.
9. Provides for effective and efficient day-by-day operation of the school.
10. Ensures that school plant and facilities are conducive to a positive learning environment.

Adopted: 11/98

Effective: 07/99

- 
11. Ensures efficient management of building level fiscal resources.
 12. Promotes and maintains a positive school climate.
 13. Establishes and maintains effective discipline in the school.
 14. Demonstrates effective communication skills.
 15. Demonstrates effective problem-solving and decision-making skills.
 16. Demonstrates effective organizational skills.
 17. Demonstrates positive interpersonal relationship with students.
 18. Demonstrates positive interpersonal relationship with staff.
 19. Demonstrates positive interpersonal relationship with other administrators.
 20. Demonstrates positive interpersonal relationship with parents/community.
 21. Implements the policies and procedures of the district;
 22. Participates in professional growth activities.
 23. Demonstrates a sense of professional responsibility.

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Adopted: 11/98

Effective: 07/99

COMMENTS:

Principal's Signature/Date

COMMENTS:

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

NOTES: After observation, the evaluator should review each criterion and record statements, behaviors or activities observed which relate to the criterion. Impressions regarding the degree of effectiveness with which the principal meets each criterion may also be noted on this form. "N.O." should be recorded if related statements, etc. were "not observed." Criteria observed at times other than the formative observation should be noted and dated by the appropriate criterion.

Adopted: 11/98

Effective: 07/99

PRINCIPAL JOB TARGET FORM

Principal _____

Date _____

School _____

1. PERFORMANCE AREA:
2. CRITERION:
3. IMPROVEMENT OBJECTIVE(S): (Describe desired outcome.)
4. PROCEDURES FOR ACHIEVING OBJECTIVE(S): (Explain steps and responsibilities.)
5. APPRAISAL METHOD AND TARGET DATES:
6. PRINCIPAL'S COMMENTS:
7. EVALUATOR'S COMMENTS:

Job Target Developed

Job Target Achieved/Revised

Principal/Date

Principal/Date

Evaluator/Date

Evaluator/Date

NOTES: Signatures imply that the job target has been read and discussed by both principal and evaluator. One job target should be used for each criterion for which improvement is desired. Any additional comments should be permanently appended to this form and initialed by principal and evaluator.

Adopted: 11/98

Effective: 07/99

GOAL STATEMENT SUMMATIVE FORM

GOAL:

FEEDBACK CONFERENCE DATE(S):

SUPPORT SERVICES UTILIZED:

PRINCIPAL'S ASSESSMENT OF ACHIEVEMENT OF GOAL (Describe the achievement of the goal; sign and date.)

SUPERVISOR'S ASSESSMENT OF ACHIEVEMENT OF GOAL (Describe the achievement of the goal; sign and date.)

NOTES: Any additional comments should be permanently appended to this form and initialed by principal and evaluator.

Adopted: 11/98

Effective: 07/99

SUMMARY VALUATION REPORT-Principal
Performance Area I: Instructional Leadership

Principal _____

Date _____

Criteria* The Principal	Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Provides direction for the school.	Does not provide effective direction for the school.	Inconsistently provides effective direction for the school.	Consistently provides effective direction through needs assessment, goal identification and implementation strategies.	Demonstrates exceptional ability in establishing and implementing goals and direction for the school.
B. Provides for management of instruction.	Does not provide for effective instructional management.	Inconsistently provides for effective instructional management.	Consistently provides for effective instructional management.	Displays evidence of superior organizational skills in management of instruction.
C. Effectively implements evaluation strategies oriented toward improvement of instruction.	Does not implement evaluation strategies oriented toward improvement of instruction.	Inconsistently implements evaluation strategies oriented toward improvement of instruction.	Consistently implements evaluation strategies oriented toward improvement of instruction.	Develops and utilizes exceptional evaluation strategies oriented toward improvement of instruction.
D. Provides leadership for positive educational change.	Does not provide leadership for positive educational change.	Inconsistently provides leadership for positive educational change.	Consistently provides leadership for positive educational change.	Displays superior leadership qualities for positive educational change.
E. Demonstrates effective skill in the recruitment, selection and assignment of school personnel.	Does not effectively recruit, select and assign personnel.	Inconsistently recruits, selects and assigns personnel effectively.	Consistently recruits, selects and assigns personnel effectively.	Is extremely proficient in utilizing a variety of skills in recruitment, selection and assignment of school personnel.
F. Promotes on-going staff development.	Does not promote on-going staff development.	Inconsistently promotes on-going staff development.	Consistently promotes on-going staff development.	Provides leadership and utilizes a variety of effective approaches for staff development.
G. Communicates standards of expected performance.	Does not communicate standards of expected performance.	Inconsistently communicates standards of expected performance.	Consistently communicates standards of expected performance.	Demonstrates superior ability to provide clear standards of expected performance.

Instructions: Circle the appropriate performance level. If the criteria is not applicable to job responsibility, a response is not necessary.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

Criteria* The Principal	Performance Levels		Performance Expectation	In Addition Performance Expectation
H. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum.	Does not provide leadership for appropriated curriculum and effective staffing of personnel.	Inconsistently provides leadership for appropriate curriculum and effective staffing of personnel.	Consistently provides leadership for appropriate curriculum and effective staffing of personnel.	Develops exceptional strategies in assessing curricular needs and is extremely proficient in choosing personnel to staff the curriculum.
Performance Area II: School Management				
A. Provides for effective and efficient day-by-day operation of the school.	Does not provide for effective and efficient day-by-day operation of the school.	Inconsistently provides for effective and efficient day-by-day operation of the school.	Consistently provides for effective and efficient day-by-day operation of the school.	Provides excellent planning and implementation strategies for effective and efficient day-by-day operation of the school.
B. Ensures that school plant and facilities are conducive to a positive learning environment.	Does not ensure that school plant and facilities are conducive to a positive learning environment.	Inconsistently ensures that school plant and facilities are conducive to a positive learning environment.	Consistently ensures that school plant and facilities are conducive to a positive learning environment.	Continually assesses and adjusts school plant and facilities to ensure a positive learning environment.
C. Ensures efficient management of building level fiscal resources.	Does not implement sound fiscal management and participative fiscal decision making strategies.	Inconsistently implements sound fiscal management and participative fiscal decision making strategies.	Consistently implements sound fiscal management and participative fiscal decision making strategies.	Demonstrates superior knowledge and effective management skills concerning building level fiscal resources.
D. Promotes and maintains a positive school climate.	Does not maintain a positive school climate.	Inconsistently maintains a positive school climate.	Consistently maintains a positive school climate.	Demonstrates knowledge of and utilizes a variety of methods to maintain a positive school climate.
E. Establishes and maintains effective discipline in the school.	Does not establish and maintain effective discipline in the school.	Inconsistently establishes and maintains effective discipline in the school.	Establishes and maintains effective discipline in the school.	Displays exceptional skills in planning and implementing strategies for school discipline.
F. Demonstrates effective communication skills.	Does not communicate effectively.	Inconsistently communicates effectively.	Consistently communicates effectively.	Is extremely skillful in using a variety of communication methods and techniques.

Adopted: 11/98

Effective: 07/99

Criteria* The Principal	Performance Levels		Performance Expectation	In Addition to Performance Expectation
G. Demonstrates effective problem-solving and decision-making skills.	Does not demonstrate effective problem-solving and decision-making skills.	Inconsistently demonstrates effective problem-solving and decision-making skills.	Consistently demonstrates effective problem-solving and decision-making skills.	Displays evidence of superior problem-solving and decision-making skills.
H. Demonstrates effective organizational skills.	Does not demonstrate effective organizational skills.	Inconsistently demonstrates effective organizational skills.	Consistently demonstrates effective organizational skills.	Demonstrates superior ability to in use of organizational skills.

Performance Area III: Interpersonal Relationships

Criteria* The Counselor	Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Demonstrates positive interpersonal relations with students.	Does not demonstrate positive interpersonal relationship with students.	Inconsistently demonstrates positive interpersonal relationship with students.	Consistently demonstrates positive interpersonal relationship with students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with staff.	Does not demonstrate positive interpersonal with staff.	Inconsistently demonstrates positive interpersonal with staff.	Consistently demonstrates positive interpersonal with staff.	Provides leadership to promote good working relationships with educational staff.
C. Demonstrates positive interpersonal relationship with other administrators.	Does not demonstrate positive interpersonal relationship with other administrators.	Inconsistently demonstrates positive interpersonal relationship with other administrators.	Consistently demonstrates positive interpersonal relationship with other administrators.	Initiates and fosters positive interpersonal relationships with other administrators.
D. Demonstrates positive interpersonal relations with parents/community.	Does not demonstrate positive interpersonal relations with parents/community.	Inconsistently demonstrates positive interpersonal relations with parents/community.	Consistently demonstrates positive interpersonal relations with parents/community.	Demonstrates active leadership to promote a beneficial working relationship with parents/community.

Performance Area IV: Professional Responsibilities

A. Implements the policies and procedures of the district.	Does not implement the policies and procedures of the district.	Inconsistently implements the policies and procedures of the district.	Consistently implements the policies and procedures of the district.	Demonstrates superior skills and leadership in the development and improvement of school and district regulations and policies.
--	---	--	--	---

Adopted: 11/98

Effective: 07/99

Criteria* The Principal	Performance Levels		Performance Expectation	In Addition Performance Expectation
B. Participates in professional growth activities.	Does not participate in professional growth activities.	Occasionally participates in professional growth activities.	Frequently participates in professional growth activities.	Initiates professional growth activities; encourages staff to participate in professional growth activities..
C. Demonstrates a sense of professional responsibility.	Does not fulfill directed school responsibilities.	Inconsistently fulfills directed school responsibilities.	Consistently fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities voluntarily.
Comments:		Comments:		

Principal's Signature/Date
Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

PERSONNEL SERVICES

Regulation 4610.5

Performance Evaluation

Employee Evaluation: Certified Staff-Assistant Superintendent

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION

ASSISTANT SUPERINTENDENT

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (For)

FOX C-6 ADMINISTRATIVE EVALUATION INSTRUMENT ASSISTANT SUPERINTENDENTS

Satisfactory-Covers a range of measurement from satisfactory through outstanding and is to be interpreted in terms of the level of experience in his/her present assignment.

Needs improvement-Covers less than satisfactory performance for an incumbent. It should help identify some areas where the incumbent is not meeting expected standards of performance.

Unsatisfactory-Covers performance below normally accepted standards.

The evaluator must identify major strengths and weaknesses of the evaluatee through comments. Each of the six areas listed is to be rated by the use of a check () mark. If an item does not apply to present assignment, indicate non-applicable by checking N/A.

I. Personal Qualities	S	N	U	N/A
C. Demonstrates emotional stability				
D. Recognizes own strengths and limitations				
E. Accepts constructive suggestions and adapts to change				
F. Shows sustained effort and enthusiasm in the quality and quantity of work accomplished				
G. Listens understandingly				
H. Communicates effectively using standard oral and written English				
II. Human Relations	S	N	U	N/A
A. Establishes a climate of trust and security for students and staff				
B. Respects the rights of students, parents, faculty, staff and associates				
C. Handles individual relationships tactfully and with understanding				
D. Accepts the dignity and worth of individuals without regard to appearance, race, creed, sex, or social status				
III. Instructional Leadership	S	N	U	N/A
A. Develops, initiates, and maintains an effective instructional program which implements the goals and objectives of the school system				

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

	S	N	U	N/A
B. Provides for effective use of curriculum materials, instructional supplies and equipment				
C. Provides for and promotes effective meetings and in service training sessions for employees under his/.her direction				
D. Evaluates systematically the instructional program and uses the results for continuous program improvement				
IV. Professional Competencies and Growth				
A. Keeps abreast of new developments in education				
B. Pursues a planned program of professional growth				
C. Demonstrates competencies in area of expertise				
V. School-Community Relations				
A. Interprets school/department program to community				
B. Demonstrates a sense of loyalty to the school system and its role in the community				
C. Develops a structured and systematic plan for the citizen participation in educational planning, policy-making, problem-solving and evaluation of school/department				
D. Develops a clear and effective two-way system of communication between the school/department and community				
E. Develops high morale among staff and community				
VI. General Administration				
A. Complies with policies of school and/or school division				
B. Develops and implements systematic business procedures (manages available funds wisely; provides correct administrative information as needed; maintains accurate records)				
C. Ensures that authority and responsibility for each individual under his/her supervision are clearly understood				
D. Delegates authority effectively				

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

	S	N	U	N/A
E. Recognizes situations which need improvement				
F. Uses sound judgment in making decisions				
G. Meets deadlines promptly				
H. Interviews, selects, assigns and evaluates personnel appropriately				
Comments:				

Evaluatee/Date

Evaluator/Date

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4610.6

Performance Evaluation

Employee Evaluation: Certified Staff-Superintendent

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION

SLTPERINTENDENT

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

SUPERINTENDENT EVALUATION

Name of Superintendent: _____

Year: _____

Board Member: _____

Directions: Score on a scale of (1) Lowest to (5) Highest.

Superintendent	5	4	3	2	1	Comments*
1. Prepares carefully for board meetings.						
2. Provides ample information to enable board members to make decisions.						
3. Involves staff members in board meetings.						
4. Is responsive to concerns of board members.						
5. Answers questions of board members promptly.						
6. Handles media relations skillfully.						
7. Follows up promptly on requests of board.						
8. Keeps board fully informed about school operations.						
9. Shows awareness of overall image and well being of the district.						
10. Shows genuine concern for students.						
11. Is effective in communications verbal and written.						
12. Creates high staff morale.						
13. Keeps conflict to a minimum using tact and diplomacy.						
14. Shares knowledge and experience by speaking, writing or other creativity.						
15. Evaluates to show deficiencies and bring about improvements.						
16. Delegates responsibilities and authority to subordinates.						
17. Implements fully board policies.						
18. Interprets board policies to staff.						
19. Is effective in management of business and fiscal affairs.						

Adopted: 11/98

Effective: 07/99

Superintendent	5	4	3	2	1	Comments*
Advises the board on need for new and/or revised policies and procedures.						
* If more space is needed, use reverse side.						
21. Is adept in personnel management.						
22. Conducts employee relations skillfully.						
23. Is knowledgeable and up-to-date in curriculum and instructional trends and developments.						
24. Is effective in short and long-range planning.						
25. Anticipates problems and is effective in preventive actions.						
26. Maintains good relations with local leaders.						
27. Is effective in working with governmental leaders.						
28. Maintains effective working relationships with state department of education.						
29. Knows how to pace self.						
30. Keeps self physically fit.						
31. Maintains good mental health.						
32. Engages in activities to promote own professional growth and development.						
33. Is active in and promotes community service.						
34. Properly handles stress, show humility and admits errors.						

Adopted: 11/98

Effective: 07/99

Comments:

Superintendent/Date

Board Member/Date

Signatures: (Superintendent's signature does not necessarily indicate concurrence.)

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4610.7

Performance Evaluation

Employee Evaluation: Certified Staff-Special Education Diagnostician

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION

SPECIAL EDUCATION DIAGNOSTICIAN

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE BASED EVALUATION FOR SPECIAL EDUCATION DIAGNOSTICIAN

A. THE EVALUATION PROCESS

1. Follows screening procedure
 - a. Review of referral and alternative intervention strategies
 - b. All 7 areas of development are screened
 - c. Appropriate, current, and adequate information
2. Selects and/or familiarizes self with appropriate diagnostic tests and methods
 - a. Tests chosen meet specific assessment needs of individual students
 - b. Knowledge of norm and criterion referenced tests
 - c. Utilizes interview process, rating scales, observations from both parents and teachers
3. Demonstrates reliable and appropriate administration of assessment instruments
 - a. Follows standard testing procedures and protocols
 - b. Works efficiently as part of the multi disciplinary team
 - c. Established good rapport with students during testing
4. Demonstrates coherent and professional interpretation of evaluation results
 - a. Identifies students strengths and weaknesses
 - b. Defines eligibility criteria for specific disability area(s)
5. Provides a concise written report which is easily understood
 - a. Reports are distribution ready (proofed) and put together in an organized manner
6. Schedules staffing meetings with parents and school staff in a timely, considerate and professional manner
 - a. Proper and sufficient notice is given to all parties
 - b. All parties individual schedules are considered, as much as possible
7. Follows processes and procedures for evaluations as indicated in the Missouri Special Education Program Review Standards, including:
 - a. Time lines
 - b. Initial evaluations
 - c. Re-evaluations
 - d. Diagnostic review staffings (transfer students)

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

B. INTERPERSONAL RELATIONSHIPS



1. Demonstrates positive interpersonal relations with students
 - a. Promotes positive self-image in students
 - b. Promotes students' self-control
 - c. Makes an effort to know each student as an individual
 - d. Interacts with students in a mutually respectful and friendly manner
 - e. Gives constructive criticism and praise when appropriate
 - f. Is reasonably available to all students
 - g. Acknowledges the rights of others to hold differing views or values
 - h. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups
 - i. Uses discretion in handling confidential information and difficult situations
2. Demonstrates Positive interpersonal relations with educational staff
 - a. Works cooperatively with colleagues in planning diagnostic activities
 - b. Shares ideas, materials and methods with other staff members
 - c. Makes appropriate use of support staff
 - d. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible
 - e. Informs administrators and/or appropriate personnel of school-related matters
3. Demonstrates positive interpersonal relations with parents/patrons
 - a. Cooperates with parents in the best interest of the students
 - b. Provides a climate which opens up communication between counselor and parent
 - c. Supports and participates in parent-teacher activities
 - d. Promotes patron involvement with school
 - e. Initiates communication with parents when appropriate


C. PROFESSIONAL RESPONSIBILITIES

1. Participates in professional growth activities
 - a. Demonstrates commitment by participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)
 - b. Takes advantage of opportunities to learn from colleagues, students, parents, and community
 - c. Keeps abreast of developments in the profession
2. Follows the policies and procedures of the school district

Adopted: 11/98

Effective: 07/99

- 
- a. Strives to stay informed about policies and regulations applicable to his/her position
 - b. Selects appropriate channels for resolving concerns/problems
3. Assumes responsibilities outside the diagnostic department as they relate to the school
- a. Assumes necessary nondiagnostic responsibilities
 - b. Exercises responsibility for student management throughout the entire building
4. Demonstrates a sense of professional responsibility
- a. Completes duties promptly and accurately
 - b. Is punctual, with good attendance, and attire appropriate to the job responsibilities
 - c. Provides accurate data to the school and district as requested for management purposes
 - d. Carries out duties in accordance with established job description
- 



Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE APPRAISAL CRITERIA
SPECIAL EDUCATION DIAGNOSTICIAN

Diagnostician's Name: _____

- Instructions:
1. The principal and special education administrator will rate the diagnostician on a four point scale as indicated below.
 2. The evaluator(s) is encouraged to add pertinent comments at the end of each major function.
 3. The diagnostician is provided an opportunity to react to the evaluator's rating and comments.
 4. The evaluator(s) and the diagnostician must discuss the results of the appraisal and any pertinent recommended action.
 5. The diagnostician and the evaluator(s) must sign the instrument in the assigned spaces.
 6. The instrument must be filed in the diagnostician's personnel folder.

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable	Comments
A. THE EVALUATION PROCESS						
1. Follows screening procedure.						
2. Selects and/or familiarizes self with appropriate diagnostic tests and methods.						
3. Demonstrates reliable and appropriate administration of assessment instruments.						
4. Demonstrates coherent and professional interpretation of evaluation results.						
5. Provides a concise written report which is easily understood.						

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	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable	Comments
6. Schedules staffing meetings with parents and school staff in a timely, considerate and professional manner.						
7. Follows processes and procedures for evaluations as indicated in the Missouri Special Education Program Review Standards.						
B. INTERPERSONAL RELATIONSHIPS						
1. Demonstrates positive interpersonal relations with students.						
2. Demonstrates positive interpersonal relations with educational staff.						
3. Demonstrates positive interpersonal relations with parents/patrons.						
C. PROFESSIONAL RESPONSIBILITIES						
1. Participates in professional growth activities.						
2. Follows the policies and procedures of the school district.						
3. Assumes responsibilities outside the diagnostic department as they relate to the school.						
4. Demonstrates a sense of professional responsibility.						

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

EVALUATOR'S SUMMARY COMMENTS:

EVALUATOR'S SIGNATURE

DIAGNOSTICIAN'S COMMENTS:

DIAGNOSTICIAN'S SIGNATURE

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4620.1

Performance Evaluation

Employee Evaluation: Classified Staff

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION

CLASSIFIED STAFF

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE BASED SUPPORT SERVICES STAFF EVALUATION
Statement of Purpose

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Effective: 07/99

Consolidated School District No. 6 (Fox)

I. Statement of Purpose

An essential part of career development is the evaluation of employee's strengths and weaknesses. Formal **performance** evaluation programs can eliminate deficiencies, reinforce those tendencies that motivate the employee, enrich the employee's development, and assist management in promotion. The evaluation program can contribute to personal effectiveness and to improve organization.

This manual has as its purpose the improvement of the District evaluation process of providing performance level rating guidelines for the twenty-three (23) different performance areas guidelines as contained in this manual will (1) assist in preparing impartial and objective Performance Evaluation Report and (2) afford District employees the opportunity to become familiar with the criteria that their supervisors use to evaluate their performance.

Because each assignment within the District requires certain unique abilities, skills, and responsibilities, the statements used in this manual to describe each level of **performance** are not all inclusive explanations of those things which might be considered when evaluating the job performance of an employee. Rather, the statements are designed to serve as guidelines that can be expanded or revised by supervisors to coincide with the job functions of their respective work elements. The statements are also intended to provide employees with a basic understanding of how they must perform in order to meet or exceed District standards.

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

II. Evaluation Procedures

The evaluation of support service employees will consist of assessing employee performance in twenty-three performance areas. Criteria and descriptors for each of the twenty-three performance areas have been developed. Employees will be assessed in each performance areas as to whether (1) they meet the performance standards, (2) improvement is needed, (3) their performance in the area is not satisfactory, or (4) the performance areas does not apply.

As evaluating is an ongoing process, information and data used to prepare the evaluation may be collected on a day to day basis by the supervisor or building principal. Collection of this data may be accomplished through either planned or unplanned observations of the employee performance. The data collected for the evaluation may include observed data, non-observed data, or artifact data.

The evaluator for each employee group will be identified in the employee job description.

A. TYPES OF EVALUATION

The evaluation of employees will be accomplished by two measures. The "Formative Phase" will be the on-going day-to-day evaluation of the employee which will culminate in the "Summative Evaluation" which is completed once every three (3) years.

1. **"FORMATIVE EVALUATION"**

The "Formative Evaluation" phase is the on-going, day-to-day process to evaluate employee growth and development. This is the evaluation that is made by the supervisor on a day to day basis as the employee carries out their assigned job responsibilities. During this phase the super-visor is observing the employee at work, judging the employee's work product, and collecting data about the employee's performance in relation to the performance criteria. Information and data ' collected during this period is ultimately used to evaluate the employee on the "Summative Evaluation." The "Formative Phase" begins after a "Summative Performance Evaluation" is written and concludes with the writing, of the next "Summative Evaluation."

During the "Formative Phase" of evaluation information regarding the employee performance is noted by the supervisor. If during the "Formative Phase" an employee is performing at less than the standard expected in any of the 23 performance areas, the supervisor will make written notice to the employee of any concerns by using the Formative Data Form.

The Formative Data Form will be used to identify areas of concern and/or

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deficiency that the supervisor judges to exist. The supervisor will identify the particular criteria(s) that is not being met and relate how the data was collected to make this judgement. Those areas of concern will be written on the

Formative Data Form and discussed by the supervisor and the employee in a conference. At the end of the conference both the supervisor and employee will sign and date the form to indicate the concerns have been read and discussed. The conference should be held normally within five working days of completion of the Formative Data Form. Both employee and supervisor should retain a copy of this form.

Either party will have the opportunity to make written comments on the Formative Data Form at the time of the conference. It should be remembered that the Formative Data Form is used to record positive and outstanding performance as well as to identify areas of concern.

During the course of discussion of the Formative Data Form the supervisor may feel it is necessary to develop a "Job Target" for criteria that is not being satisfactorily performed.

JOB TARGETS

During the Formative Phase of evaluation if the supervisor/principal feels that an employee is not meeting the standards of a Performance Area(s) a Job Target should be written.

The Job Target is the identification of specific areas of performance which need improvement and a plan to help the employee to improve their Job performance. The specific performance area(s) of concern is to be identified on the Job Target Form. Specific objectives to improve employee performance should be identified. Specific procedures to be used in determining if the employee is making progress towards meeting objectives should also be identified. A target date for accomplishment of the job target should also be identified. Job targets will remain in effect until satisfactorily completed.

If an employee fails to achieve an acceptable performance level within a reasonable time or if the performance concern is serious enough to warrant immediate or timely dismissal, the employee may be terminated prior to the completion of the evaluation cycle and the Summative Evaluation.

When satisfactory completion of a job target has been accomplished, the supervisor/principal and the employee will date and sign the job target forms. Successfully completed job target sheets are to be removed from the employee's file three years after the objective achieved date.

2. SUMMATIVE EVALUATION PHASE

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The Summative Phase is the review and synthesis of "Formative Data" pertaining to the performance of the employee. The Summative Report is the official employee evaluation report. A Summative Report is normally written at least once every three years for an employee. However, a supervisor may conduct a Summative Evaluation more frequently if necessary. The Summative Evaluation Report lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the employee during the "Formative Phase." The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating, for the criterion and to focus attention on that performance level.

Employees are expected to perform their assigned duties at the "Meets Standards" level. On the Summative Evaluation Report an employee may not be assessed at a level less than the "Meets Standards" level unless he/she has previously, in the "Formative Phase," been informed that he/she is performing at a level less than "Meets Standards."

A rating below "Meets Standards" must have been preceded by efforts to improve performance through the use of Job Targets. Employees who fail to "Meet Standards" may ultimately be subject to dismissal.

After the evaluator has completed the Summative Performance Report a conference between the staff member and evaluator will be conducted to review the information on the Summative Evaluation Report. If other supervisors provided input they will be listed on the Summative Report.

At the conclusion of the conference both the supervisor and staff member will sign the Summative Evaluation. The signatures merely indicate that both parties have discussed the document. The employee will receive a copy of the evaluation at the time of the conference. The staff member may add written comments to the evaluation report at the conclusion of the conference. Copies of the Summative Evaluation will be retained by the staff member, supervisor and in the central office personnel file.

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III. FREQUENCY OF EVALUATIONS

Newly hired employees will have a Summative Performance Evaluation completed at the end of the 90 day probationary period. If the initial 90 day Summative Evaluation was completed between July 1 and December 31, an additional Summative Evaluation will be completed between January 1 and June 30.

Beginning with the 1994-95 school year one-third of each classification of current employees will receive a Summative Evaluation by June 30 in each of the next three years. The first one-third of each classification will have their evaluation completed by June 30, 1995.

After the initial Summative Evaluation for current employees, they will receive a Summative Evaluation once every three years. Evaluations should be completed no later than June 30 each school year.

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IV. EVALUATION RATINGS

The Evaluation Ratings shall be determined as follows:

"Meets Standards" - indicates an employee consistently performs his/her responsibilities for that criterion at a satisfactory level.

"Improvement Needed" - indicates an employee occasionally does not perform at a satisfactory level for that criterion.

"Not Satisfactory" - indicates an employee's performance is not consistently satisfactory for that criterion. There are serious concerns regarding the employee's performance for the criteria.

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Effective: 07/99

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PERFORMANCE-BASED DEVELOPMENTAL SUPPORT STAFF PROCEDURES

V. STAFF ORIENTATION

A. Supervisors

Each supervisor and/or principal will complete a written evaluation for all support staff under his/her supervision. Prior to initiating the evaluative process, each supervisor will receive in-service training.

In-service sessions will be conducted by the district to assure the consistency and quality of supervisory skills.

Supervisors are all personnel responsible for supervising/evaluating support staff. When appropriate, additional supervisory personnel other than the immediate supervisor may have input into the evaluation process.

B. Support Staff

New support staff shall receive orientation about performance-based evaluation at the beginning of their employment.

In-service for all current support staff will also occur. These sessions will be conducted to provide information on the evaluation process and procedure, and promote an understanding of the roles of the support staff member and the supervisor in the evaluation process.

The direct supervisor of each support staff department shall visit with new support staff employees at the beginning of their employment and review the evaluation procedure and performance expectations.

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VI. APPEAL PROCEDURES

If an employee feels that the procedures used to produce the employer evaluation have not been followed, the employee may file an appeal.

The appeal may be informally done by a visit to the Assistant Superintendent-Business Manager. Appropriate action would follow this personal visit for those who desire a more formal approach, employees have the right to appeal the results of the Sumrnative Evaluation Report in a letter to the Assistant Superintendent-Business Manager. The Assistant Superintendent shall respond with a personal written response after receiving the employee's letter.

If the employee is not satisfied with the Assistant Superintendent's reply, the employee may send a written appeal to the Superintendent. The Superintendent shall respond with a personal letter after receiving the employee's letter. If an employee is not satisfied with the Superintendent's reply, the employee may send a written appeal to the Board of Education requesting a hearing.

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Effective: 07/99

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VII. SUPPORT STAFF

Terminology

Artifact Data are any documents that reflect employee performance in some manner.

The Conference is a sharing discussion between the supervisor and the employee about expectation and goals pertaining to job performance.

Confidential evaluation information is held in trust by the supervisor and employee and is not to be generally shared.

Criteria are job-related expectations.

The Cycle of Evaluation describes the frequency of formative and summative evaluations.

Descriptors are expectations of desired job related behaviors.

Formative Phase is the on-going process of collecting and documenting data, conferencing and goal planning designed to promote growth.

Formative Data Form is the worksheet for documenting performance data collected in the formative phase.

In-Service refers to sessions conducted to prepare employees and supervisors to effectively participate in the performance-based evaluation process.

Non-Observed Data collecting may be planned or unplanned. Non-observed means the supervisor did not personally see the employee's performance, but acquires input from other sources, usually verbal or written information regarding it.

Observed Data collection may also be planned or unplanned. Observed indicates the supervisor actually sees the employee's performance.

Orientation refers to activities and programs organized to prepare employees and supervisors for implementation of the evaluation processes.

Job Target a specific plan to improve employee performance in identified performance areas over a specific period of time.

Planned Data is information which is purposely collected for use in the evaluation process.

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Unplanned Data is information which is not purposely collected, but comes to the attention of the supervisor.

A Probationary Period is the **90** days following the hire date in which job performance is being monitored and evaluated.

Employment Skills are the skills necessary to do the job.

The Summative Phase is the review and compiling of formative data pertaining to the performance of an employee.

A Supervisor is an employee who is responsible for reviewing the performance of employees in his/her area of responsibility.

Support Staff members are those employees whose positions do not require a teaching certificate.

A Working Day is a day when both the employee and supervisor are present at work.

Adopted: 11/98

Effective: 07/99

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VIII. PERFORMANCE CRITERIA AND DESCRIPTORS SUPPORT STAFF

1. Observation of Work Hours - (Considers the degree the employee follows scheduled work hours, meals and break periods.)
 - Arrives on time, begins work at scheduled time
 - Begins/ends assigned lunch and breaks on time
 - a Departs work at scheduled time
 - a Requests permission before leaving work station
2. Attendance - (Considers the degree the employee uses sick leave time.)
 - a Uses most of their sick leave each year
 - Is there a pattern (Monday-Friday) (before-after holidays)
 - Are personal affairs scheduled to avoid unnecessary absences
 - Coordinates with and notifies supervisor in advance when possible of absences, vacation and personal business absences
3. Grooming and dress (Considers the regard the employee has for his/her personal appearance while on the job.)
 - a Reports clean, neat and appropriately dressed
 - a Maintains neat personal appearance
4. Compliance with Rules - (Considers the degree the employee follows district and building rules and policies.)
 - Demonstrates awareness of policies, regulations and procedures of school and district
 - a Selects appropriate channels and procedures for resolving concerns and problems
 - Works cooperatively with others to implement school and district policies, regulations, procedures and goals
 - a Performs duties in accordance with established job description
5. Safety Practices - (Considers the regard the employee has for following safety procedures which may affect the well being of the employee and others.)
 - Demonstrates basic knowledge of how to use equipment safely
 - a Demonstrated concern for safety of self and others
 - a Maintains equipment for safe operation
 - a Reports unsafe conditions

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6. Public Contacts - (Considers the degree the employee deals favorably with the public and projects a good image of the District.)

- Actively listens and communicates effectively with public
- Expresses concerns for needs of others
- Acceptance of the exchange of ideas
- Tactfully expresses opinions

7. Pupil Contacts - (Considers the degree the employee recognizes each student's individual needs and deals with the student with a positive attitude.)

- Demonstrates respect, understanding, and acceptance of each student
- Projects a positive image to students
- Explains information to students on a level they can understand

8. Employee Contacts - (Considers the attitude our employee has toward other district personnel and his or her contribution to harmony within the work unit.)

- Keeps personal/interpersonal problems separate from professional responsibilities and duties
- Responds positively to requests for assistance
- Promotes an atmosphere of cooperation and positive staff morale
- Promotes among staff and community feelings of pride and loyalty for school and district
- Exhibits a positive attitude toward co-workers

9. Knowledge of Work - (Considers the degree to which the employee has kept up to date with changing policies and procedures in this field.)

- Takes advantage of opportunities to learn from others
- Keeps informed of developments and issues in their area of responsibilities
- Participates in school district in-ser-vice activities as appropriate
- Participates in professional organizations and activities as appropriate

10. Work Judgements - (Considers the degree to which the employee makes consistently good and reliable judgements in the course of his/her work.)

- Is able to identify problems
- Considers alternative solutions before making decisions
- Successfully implements decisions
- Does not hinder other employees in the performance of their tasks

11. Planning and Organizing - (Considers the degree in which the employee approaches his

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assigned duties and achieves desired results.)

- Establishes priorities for use of time
- Uses resources effectively and efficiently
- Begins task in a prompt manner
- Remains on task and is not distracted by personal telephone calls and problems

12. Job Skills Level - (Considers the proficiency in job assignment(s) and level(s) of skills.)

- Demonstrates a mastery of skills needed to perform job
- Is any effort made to improve skills to highest level possible
- Demonstrates attempt to acquaint themselves with information related to his/her job

13. Quality of Work - (Considers the frequency of errors and general accuracy of work.)

- Produces work at expected level
- Number of errors in work product - is work neat? Number of corrections needed?
- Learns task quality - does not repeat same error

14. Volume of Acceptable Work - (Considers the volume of quality work completed according to assigned duties.)

- Routinely produces volume of work expected for position

15. Meeting Deadlines - (Considers the degree to which the employee performs duties in a timely fashion.)

- Meets scheduled obligations promptly, i.e. reports, records and tasks
- Provides information needed by other work units in a prompt manner

16. Accepts Responsibility - (Considers the degree to which the employee accepts responsibility given him/her.)

- Demonstrates a positive attitude toward job responsibilities
- Handles confidential information ethically and with discretion
- Performs duties in accordance with state laws and district policies



17. Accepts Direction - (Considers the compliance with directions of supervisors and receptiveness to suggestions for improvement.)


- Routinely complies with directions
- Seeks clarification on unclear matters

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- 
- Favorably responds to counseling
18. Accepts Change - (Considers the degrees to which the employee can adapt and be flexible to changing job requirements.)
- Is open to suggestions for improvement
 - Demonstrates ability to adapt to new job requirements
19. Effectiveness under stress - (Considers expected performance of job functions in all situations.)
- Recognizes and deals appropriately with crisis issues
 - Performs effectively under pressure and adversity
 - Exhibits personal self-control
20. Appearance of Work Station - (Considers the appearance of work station as a contributing factor to efficiency and good district image.)
- Maintains work station and district equipment in neat condition
21. Operation and Care of Equipment - (Considers adherence to procedures for operating and caring for district equipment.)
- 
- Performs maintenance or requests maintenance to equipment as needed
 - Does not abuse or improperly use district equipment
22. Work Coordination - (Considers the coordination of job functions consistent with District goals.)
- Properly coordinates job functions with other department or staff member's in District
 - Willingness to help others when necessary
23. Initiative - (Considers the ability to handle assignments with minimal direction and the ability to offer good suggestions.)
- Holds high expectations for self
 - Sets realistic goals
 - Carries out job functions with minimal direction
 - Offers suggestions



Adopted: 11/98

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**SUPPORT STAFF EVALUATION
FORMATIVE DATA FORM**

Supervisor records positive, complimentary information or information reflecting a concern.

Employee

Date

Location

Data: _____ Planned Obs. _____ Unplanned Obs. _____ Non-Observed _____ Artifact

Criterion:

Data:

Criterion:

Data:

Employee's Signature/Date

Supervisor's Signature/Date

(Signatures indicate the data has been read and discussed. Copies to employee and supervisor.)

COMMENTS: Employee

COMMENTS: Supervisor

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Employee	Date	School
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- I. Performance Data
- II. *Criterion:
- III. Improvement Objective(s): (applicable descriptors and/or definable deficiencies)
- IV. Procedures for Achieving Objective(s): (explanation of employee and administrator responsibilities)
- V. Appraisal Method and Target Dates:
- VI. Employee's Comments:
- VII. Supervisor's Comments:

II. *Criterion:

III. Improvement Objective(s): (applicable descriptors and/or definable deficiencies)

IV. Procedures for Achieving Objective(s): (explanation of employee and administrator responsibilities)

V. Appraisal Method and Target Dates:

VI. Employee's Comments:

VII. Supervisor's Comments:

Employee's Signature/Date

Supervisor's Signature/Date

Date Objective Achieved: _____

Employee's Signature

Supervisor's Signature

Signatures simply imply that information has been discussed. *One Job Target Sheet should be used for each criterion. Successfully completed job target sheets are to be removed from the employee's file three years after the above objective achieved date.

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SUMMATIVE PERFORMANCE EVALUATION

Employee: _____

Date: _____

Section A: Performance Areas List: Based on the performance level statements for each Performance Area being evaluated, select that level that most accurately describes the employees performance. Circle the appropriate column on the Performance Evaluation Report.

PERFORMANCE AREAS	MEETS STANDARDS	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
1. <u>Observation of Work</u> - Considers the degree the employee follows scheduled work hours, meals and break periods.	Consistently observes work hours, meal and break periods.	Occasionally violates work hours or exceeds break and meal time limits.	Consistently violates work hours or exceeds break and meal time limits.	
2. <u>Attendance</u> - Considers the degree the employee uses sick leave time.	Seldom absent and no pattern of absences. Always makes prompt notification of absence.	Uses most of allotted sick leave each year. Has a pattern of absences. Usually is late notifying supervisor of absence.	Excessively absent and frequently has a pattern of absences. Makes no attempt to notify supervisor in advance of the absence.	
3. <u>Grooming and dress</u> - Considers the regard the employee has for his/her personal appearance while on the job.	Maintains neat personal appearance.	Occasionally displays laxity in personal appearance.	Consistently disregards personal appearance.	
4. <u>Compliance with Rules</u> - Considers the degree the employee follows district and building rules and policies.	Routinely follows district and building policies and procedures. Performs duties described in job description.	Occasionally is lax in following established rules and procedures. Does not always perform all tasks in job description.	Regularly disregards district and building policies and procedures and fails to perform job tasks.	

Adopted: 11/98

Effective: 07/99

PERFORMANCE AREAS	MEETS STANDARD	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
5. <u>Safety Practices</u> - Considers the regard the employee has for following safety procedures which may affect the well being of the employee and others.	Properly observes safety practices - no negligence injuries or damage.	Occasionally is lax in following safety practices.	Regularly displays disregard for safety of self and others resulting in potential injuries or property damage.	
6. <u>Public Contacts</u> - Considers the degree the employee deals favorably with the public and projects a good image of the District.	Generally presents a favorable District image. Employee is positive, courteous and discreet in public contacts.	Occasionally is not tactful and discreet when dealing with public. Occasionally critical of District in public.	Consistently unable to deal favorably with public. Rudeness/abrasiveness, unfavorable District image.	
7. <u>Pupil Contacts</u> - Considers the degree the employee recognizes each student's individual needs and deals with the student with a positive attitude.	Routinely deals with students with understanding and positive image. Is a positive influence on students.	Occasionally is not understanding with students. Does not project a good educational influence for students.	Consistently is impatient. Not understanding and negative to students.	
8. <u>Employee Contacts</u> - Considers the attitude our employee has toward other district personnel and his or her contribution to harmony within the work unit..	Displays positive, cooperative, courteous attitude toward other employees.	Occasionally displays negative attitude toward other employees and is critical of their job performance.	Consistently displays attitude which is detrimental to job functions.	
9. <u>Knowledge of Work</u> - Considers the degree to which the employee has kept up to date with changing policies and procedures in this field.	Regularly attempts to keep up to date on latest information in field.	Only occasionally attempts to keep informed of latest information in field.	Makes little attempt to keep informed of latest information in field.	
10. <u>Work Judgements</u> - Considers the degree to which the employee makes consistently good and reliable judgements in the course of his/her work.	Routinely sees problems and has solutions. Is able to carry out decisions.	Occasionally overlooks problems and fails to carry out decisions.	Regularly fails to see problems and fails to implement decisions.	

Adopted: 11/98

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PERFORMANCE AREAS	MEETS STANDARD	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
11. <u>Planning and Organizing</u> - Considers the degree in which the employee approaches his assigned duties and achieves desired results.	Routinely sets priorities and carries out tasks in efficient manner until complete.	Occasionally has trouble setting out job priorities and staying on task.	Fails to set priorities and complete task in a prompt manner.	
12. <u>Job Skills Level</u> - Considers the proficiency in job assignment(s) and level(s) of skills.	Possesses acceptable level of job skills. Skills improve with additional experience and training.	Occasionally performs below expected level. Displays limited ability to improve beyond marginal acceptable level.	Performs at below expected level. Displays limited ability to improve beyond marginal acceptable level.	
13. <u>Quality of Work</u> - Considers the frequency of errors and general accuracy of work.	Produces work at expected level. Occasionally commits errors but work product is usually in proper form and content.	Occasionally work product is weak. Requires occasional correction but does respond to corrective action.	Consistently requires correction of work product with frequent errors in forms and content. Does not respond to corrective action.	
14. <u>Volume of Acceptable Work</u> - Considers the volume of quality work completed according to assigned duties.	Routinely produces volume of quality work expected by the work unit.	Occasionally does not produce volume or quality work. Does respond to correction and improves to general acceptable level.	Consistently does not produce volume or quality work required by work unit. Makes few attempts to increase production.	
15. <u>Meeting Deadlines</u> - Considers the degree to which the employee performs duties in a timely fashion.	All deadlines for tasks are met as required.	Occasionally reports. Tasks are not completed in a timely manner.	Deadlines for completion of tasks are consistently ignored.	

Adopted: 11/98

Effective: 07/99

PERFORMANCE AREAS	MEETS STANDARD	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
16. <u>Accepts Responsibility</u> - Considers the degree to which the employee accepts responsibility given him/her.	Regularly performs tasks in a positive manner, in a professional manner, according to policies and procedures.	Occasionally complains about tasks assigned and is lax in following policies and procedures.	Frequently complains about job tasks and fails to follow district and stat policies and procedures.	
17. <u>Accepts Direction</u> - Considers the compliance with directions of supervisors and receptiveness to suggestions for improvement.	Routinely complies with directions. Seeks clarification on unclear matters. Favorably responds to counseling.	Occasionally fails to request direction when uncertain on proper course of action. Does not respond to suggestions recommended for improvement.	Disregards orders, directions of supervisor. Fails to follow directions. Does not respond to suggestions recommended for improvement.	
18. <u>Accepts Change</u> - Considers the degrees to which the employee can adapt and be flexible to changing job requirements.	Is open to suggestions for improvement and readily adapts to new job requirements.	Takes suggestions for improvement with reluctance and slow to adapt to new job requirements.	Fails to accept suggestions for improvement and does not adapt to new job requirements.	
19. <u>Effectiveness under stress</u> - Considers expected performance of job functions in all situations.	Performs as expected under routine and stressful conditions. Remains calm during job functions.	Occasionally fails to perform job functions adequately. Demonstrates some improvement with suggestions recommended for improvement.	Fails to or is unable to perform job functions under stressful conditions. Does not improve with training, length of service or suggestions recommended for improvement.	

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PERFORMANCE AREAS	MEETS STANDARDS	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
20. <u>Appearance of Work Station</u> - Considers the appearance of work station as a contributing factor to efficiency and good district image.	Maintains work station and District equipment in a clean neat condition which helps add to the completion of work assignments.	Occasionally fails to maintain a neat, organized work areas which cause interference with the completion of work assignments.	Consistently maintains work station in a disorganized state, thereby hampering the completion and/or safety of work assignments.	
21. <u>Operation and Care of Equipment</u> - Considers adherence to procedures for operating and caring for district equipment.	Performs maintenance as scheduled to ensure efficient operation. Follows proper procedures for using equipment.	Occasionally is lax in performing routine or preventive maintenance.	Consistently fails to perform routine or preventive maintenance of equipment. Improperly abuses or uses equipment reducing its effectiveness and life span.	
22. <u>Work Coordination</u> - Considers the coordination of job functions consistent with District goals.	Properly coordinates job functions and proceeds with minimal direction. Offers suggestions for improved operation.	Occasionally lax in coordinating job functions causing inconsistent work results.	Consistently fails to coordinate job functions, resulting in unacceptable work and inefficiency.	
23. <u>Initiative</u> - Considers the ability to handle assignments with minimal direction and the ability to offer good suggestions.	Recognizes job functions and proceeds with minimal direction. Offers suggestions for improved operation.	Occasionally fails to proceed without extensive direction. Displays occasional laxity in striving for improvement. Offers few suggestions for improvement.	Frequently appears to be unable to proceed with work without direction.	

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Employee General Comments:

Evaluator General Comments:

Recommendation:

The employee is recommended for employment for the _____ school year with assignment to be made by the Superintendent.

_____ YES _____ NO

Employee's Signature/Date

Supervisor's Signature/Date

Date of Joint Conference

This form when complete and signed by you and the evaluator becomes a part of your permanent personnel file in the Superintendent's office where only authorized school officials will have access. Signing this form does not necessarily constitute approval of each item contained herein, but rather knowledge of the contents.

Adopted: 11/98

Effective: 07/99

PERSONNEL SERVICES

Regulaion 4620.2

Performance Evaluation

Employee Evaluation: Classified Staff-Nurses

FOX C-6 SCHOOL DISTRICT

PERFORMANCE BASED STAFF EVALUATION

CLASSIFIED STAFF

NURSES

Adopted: 11/98

Effective: 07/99

Consolidated School District No. 6 (Fox)

PERFORMANCE BASED SUPPORT SERVICES STAFF EVALUATION
Statement of Purpose

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I. Statement of Purpose

An essential part of career development is the evaluation of employee's strengths and weaknesses. Formal performance evaluation programs can eliminate deficiencies, reinforce those tendencies that motivate the employee, enrich the employee's development, and assist management in promotion. The evaluation program can contribute to personal effectiveness and to improve organization.

This manual has as its purpose the improvement of the District evaluation process of providing performance level rating guidelines for the twenty-three (23) different performance areas guidelines as contained in this manual will (1) assist in preparing impartial and objective Performance Evaluation Report and (2) afford District employees the opportunity to become familiar with the criteria that their supervisors use to evaluate their performance.

Because each assignment within the District requires certain unique abilities, skills, and responsibilities, the statements used in **this** manual to describe each level of performance are not all inclusive explanations of those things which might be considered when evaluating the job performance of an employee. Rather, the statements are designed to serve as guidelines that can be expanded or revised by supervisors to coincide with the job functions of their respective work elements. The statements are also intended to provide employees with a basic understanding of how they must perform in order to meet or exceed District standards.

Adopted: 11/98

Effective: 07/99

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II. Evaluation Procedures

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As evaluating is an ongoing process, information and data used to prepare the evaluation may be collected on a day to day basis by the supervisor or building principal. Collection of this data may be accomplished through either planned or unplanned observations of the employee performance. The data collected for the evaluation may include observed data, non-observed data, or artifact data.

The evaluator for each employee group will be identified in the employee job description.

A. TYPES OF EVALUATION

The evaluation of employees will be accomplished by two measures. The "Formative Phase" will be the on-going day-to-day evaluation of the employee which will culminate in the "Summative Evaluation" which is completed once every three (3) years.

1. "FORMATIVE EVALUATION"

The "Formative Evaluation" phase is the on-going, day-to-day process to evaluate employee growth and development. This is the evaluation that is made by the supervisor on a day to day basis as the employee carries out their assigned job responsibilities. During this phase the super-visor is observing the employee at work, judging the employee's work product, and collecting data about the employee's performance in relation to the performance criteria. Information and data ' collected during this period is ultimately used to evaluate the employee on the "Summative Evaluation." The "Formative Phase" begins after a "Summative Performance Evaluation" is written and concludes with the writing, of the next "Summative Evaluation."

During the "Formative Phase" of evaluation information regarding the employee performance is noted by the supervisor. If during the "Formative Phase" an employee is performing at less than the standard expected in any of the 23 performance areas, the supervisor will make written notice to the employee of any concerns by using the Formative Data Form.

The Formative Data Form will be used to identify areas of concern and/or

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deficiency that the supervisor judges to exist. The supervisor will identify the particular criteria(s) that is not being met and relate how the data was collected to make this judgement. Those areas of concern will be written on the

Formative Data Form and discussed by the supervisor and the employee in a conference. At the end of the conference both the supervisor and employee will sign and date the form to indicate the concerns have been read and discussed. The conference should be held normally within five working days of completion of the Formative Data Form. Both employee and supervisor should retain a copy of this form.

Either party will have the opportunity to make written comments on the Formative Data Form at the time of the conference. It should be remembered that the Formative Data Form is used to record positive and outstanding performance as well as to identify areas of concern.

During the course of discussion of the Formative Data Form the supervisor may feel it is necessary to develop a "Job Target" for criteria that is not being satisfactorily performed.

JOB TARGETS

During the Formative Phase of evaluation if the supervisor/principal feels that an employee is not meeting the standards of a Performance Area(s) a Job Target should be written.

The Job Target is the identification of specific areas of performance which need improvement and a plan to help the employee to improve their Job performance. The specific performance area(s) of concern is to be identified on the Job Target Form. Specific objectives to improve employee performance should be identified. Specific procedures to be used in determining if the employee is making progress towards meeting objectives should also be identified. A target date for accomplishment of the job target should also be identified. Job targets will remain in effect until satisfactorily completed.

If an employee fails to achieve an acceptable performance level within a reasonable time or if the performance concern is serious enough to warrant immediate or timely dismissal, the employee may be terminated prior to the completion of the evaluation cycle and the Summative Evaluation.

When satisfactory completion of a job target has been accomplished, the supervisor/principal and the employee will date and sign the job target forms. Successfully completed job target sheets are to be removed from the employee's file three years after the objective achieved date.

2. SUMMATIVE EVALUATION PHASE

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The Summative Phase is the review and synthesis of "Formative Data" pertaining to the performance of the employee. The Summative Report is the official employee evaluation report. A Summative Report is normally written at least once every three years for an employee. However, a supervisor may conduct a Summative Evaluation more frequently if necessary. The Summative Evaluation Report lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the employee during the "Formative Phase." The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating, for the criterion and to focus attention on that performance level.

Employees are expected to perform their assigned duties at the "Meets Standards" level. On the Summative Evaluation Report an employee may not be assessed at a level less than the "Meets Standards" level unless he/she has previously, in the "Formative Phase," been informed that he/she is performing at a level less than "Meets Standards."

A rating below "Meets Standards" must have been preceded by efforts to improve performance through the use of Job Targets. Employees who fail to "Meet Standards" may ultimately be subject to dismissal.

After the evaluator has completed the Summative Performance Report a conference between the staff member and evaluator will be conducted to review the information on the Summative Evaluation Report. If other supervisors provided input they will be listed on the Summative Report.

At the conclusion of the conference both the supervisor and staff member will sign the Summative Evaluation. The signatures merely indicate that both parties have discussed the document. The employee will receive a copy of the evaluation at the time of the conference. The staff member may add written comments to the evaluation report at the conclusion of the conference. Copies of the Summative Evaluation will be retained by the staff member, supervisor and in the central office personnel file.

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III. FREQUENCY OF EVALUATIONS

Newly hired employees will have a Summative Performance Evaluation completed at the end of the 90 day probationary period. If the initial 90 day Summative Evaluation was completed between July 1 and December 31, an additional Summative Evaluation will be completed between January 1 and June 30.

Beginning with the 1994-95 school year one-third of each classification of current employees will receive a Summative Evaluation by June 30 in each of the next three years. The first one-third of each classification will have their evaluation completed by June 30, 1995.

After the initial Summative Evaluation for current employees, they will receive a Summative Evaluation once every three years. Evaluations should be completed no later than June 30 each school year.

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IV. EVALUATION RATINGS

The Evaluation Ratings shall be determined as follows:

"Meets Standards" - indicates an employee consistently performs his/her responsibilities for that criterion at a satisfactory level.

"Improvement Needed" - indicates an employee occasionally does not perform at a satisfactory level for that criterion.

"Not Satisfactory" - indicates an employee's performance is not consistently satisfactory for that criterion. There are serious concerns regarding the employee's performance for the criteria.

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PERFORMANCE-BASED DEVELOPMENTAL SUPPORT STAFF PROCEDURES

V. STAFF ORIENTATION

A. Supervisors

Each supervisor and/or principal will complete a written evaluation for all support staff under his/her supervision. Prior to initiating the evaluative process, each supervisor will receive in-service training.

In-service sessions will be conducted by the district to assure the consistency and quality of supervisory skills.

Supervisors are all personnel responsible for supervising/evaluating support staff. When appropriate, additional supervisory personnel other than the immediate supervisor may have input into the evaluation process.

B. Support Staff

New support staff shall receive orientation about performance-based evaluation at the beginning of their employment.

In-service for all current support staff will also occur. These sessions will be conducted to provide information on the evaluation process and procedure, and promote an understanding of the roles of the support staff member and the supervisor in the evaluation process.

The direct supervisor of each support staff department shall visit with new support staff employees at the beginning of their employment and review the evaluation procedure and performance expectations.

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VI. APPEAL PROCEDURES

If **an** employee feels that the procedures used to produce the employer evaluation have not been followed, the employee may file an appeal.

The appeal may be informally done by a visit to the Assistant Superintendent-Business Manager. Appropriate action would follow this personal visit for those who desire a more formal approach, employees have the right to appeal the results of the **Summative** Evaluation Report in a letter to the Assistant Superintendent-Business Manager. The Assistant Superintendent shall respond with a personal written response after receiving the employee's letter.

If the employee is not satisfied with the Assistant Superintendent's reply, the employee may send a written appeal to the Superintendent. The Superintendent shall respond with a personal letter **after** receiving the employee's letter. If **an** employee is not satisfied with the Superintendent's reply, the employee may send a written appeal to the Board of Education requesting a hearing.

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VII. SUPPORT STAFF

Terminology

Artifact Data are any documents that reflect employee performance in some manner.

The Conference is a sharing discussion between the supervisor and the employee about expectation and goals pertaining to job performance.

Confidential evaluation information is held in trust by the supervisor and employee and is not to be generally shared.

Criteria are job-related expectations.

The Cycle of Evaluation describes the frequency of formative and summative evaluations.

Descriptors are expectations of desired job related behaviors.

Formative Phase is the on-going process of collecting and documenting data, conferencing and goal planning designed to promote growth.

Formative Data Form is the worksheet for documenting performance data collected in the formative phase.

In-Service refers to sessions conducted to prepare employees and supervisors to effectively participate in the performance-based evaluation process.

Non-Observed Data collecting may be planned or unplanned. Non-observed means the supervisor did not personally see the employee's performance, but acquires input from other sources, usually verbal or written information regarding it.

Observed Data collection may also be planned or unplanned. Observed indicates the supervisor actually sees the employee's performance.

Orientation refers to activities and programs organized to prepare employees and supervisors for implementation of the evaluation processes.

Job Target a specific plan to improve employee performance in identified performance areas over a specific period of time.

Planned Data is information which is purposely collected for use in the evaluation process.

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Unplanned Data is information which is not purposely collected, but comes to the attention of the supervisor.

A Probationary Period is the 90 days following the hire date in which job performance is being monitored and evaluated.

Employment Skills are the skills necessary to do the job.

The Summative Phase is the review and compiling of formative data pertaining to the performance of an employee.

A Supervisor is an employee who is responsible for reviewing the performance of employees in his/her area of responsibility.

Support Staff members are those employees whose positions do not require a teaching certificate.

A Working Day is a day when both the employee and supervisor are present at work.

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VIII. PERFORMANCE CRITERIA AND DESCRIPTORS SUPPORT STAFF-NURSE

1. Observation of Work Hours - (Considers the degree the employee follows scheduled work hours, meals and break periods.)
 - Arrives on time, begins work at scheduled time
 - Begins/ends assigned lunch and breaks on time
 - Departs work at scheduled time
 - Requests permission before leaving work station
2. Attendance - (Considers the degree the employee uses sick leave time.)
 - Uses most of their sick leave each year
 - Is there a pattern (Monday-Friday) (before-after holidays)
 - Are personal affairs scheduled to avoid unnecessary absences
 - Coordinates with and notifies supervisor in advance when possible of absences, vacation and personal business absences
3. Grooming and dress (Considers the regard the employee has for his/her personal appearance while on the job.)
 - Reports clean, neat and appropriately dressed
 - Nurses should reflect professional appearance
4. Compliance with Rules - (Considers the degree the employee follows district and building rules and policies.)
 - The nurse understands and complies with school board policies, stat policies, standing orders, procedures, protocols, and MO State Nurse Practice Act
 - Selects appropriate channels and procedures for resolving concerns and problems
 - Works cooperatively with others to implement school and district policies, regulations, procedures and goals
 - Performs duties in accordance with established job description
 - Maintains confidentiality of records
5. Safety Practices - (Considers the regard the employee has for following safety procedures which may affect the well being of the employee and others.)
 - Demonstrates basic knowledge of how to use equipment safely
 - Demonstrated concern for safety of self and others
 - Maintains equipment for safe operation

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- Reports unsafe conditions
6. Public Contacts - (Considers the degree the employee deals favorably with the public and projects a good image of the District.)
- Actively listens and communicates effectively with public
 - Expresses concerns for needs of others
 - Acceptance of the exchange of ideas
 - Tactfully expresses opinions
7. Pupil Contacts - (Considers the degree the employee recognizes each student's individual needs and deals with the student with a positive attitude.)
- Demonstrates respect, understanding, and acceptance of each student
 - Projects a positive image to students
 - Explains information to students on a level they can understand
8. Employee Contacts - (Considers the attitude our employee has toward other district personnel and his or her contribution to harmony within the work unit.)
- Keeps personal/interpersonal problems separate from professional responsibilities and duties
 - Responds positively to requests for assistance
 - Promotes an atmosphere of cooperation and positive staff morale
 - Promotes among staff and community feelings of pride and loyalty for school and district
 - Exhibits a positive attitude toward co-workers
9. Knowledge of Work - (Considers the degree to which the employee has kept up to date with changing policies and procedures in this field.)
- Takes advantage of opportunities to learn from others
 - Keeps informed of developments and issues in their area of responsibilities
 - Participates in school district in-ser-vice activities as appropriate
 - Participates in professional organizations and activities as appropriate
10. Work Judgements - (Considers the degree to which the employee makes consistently good and reliable judgements in the course of his/her work.)
- Communicates health needs of students to appropriate school personnel
 - Is able to identify problems
 - Considers alternative solutions before making decisions

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- Successfully implements decisions
 - Does not hinder other employees in the performance of their tasks
11. Planning and Organizing - (Considers the degree in which the employee approaches his assigned duties and achieves desired results.)
- Establishes priorities for use of time
 - Uses resources effectively and efficiently
 - Begins task in a prompt manner
 - Remains on task and is not distracted by personal telephone calls and problems
 - Screenings are conducted and referrals sent
12. Job Skills Level - (Considers the proficiency in job assignment(s) and level(s) of skills.)
- Demonstrates a mastery of skills needed to perform job
 - Is any effort made to improve skills to highest level possible
 - Demonstrates attempt to acquaint themselves with information related to his/her job
13. Quality of Work - (Considers the frequency of errors and general accuracy of work.)
- Medications are safely and effectively administered, stored and recorded
 - Maintains cumulative records on each student with current emergency information and immunizations
 - Maintains daily logs on all students seen
14. Volume of Acceptable Work - (Considers the volume of quality work completed according to assigned duties.)
- Routinely produces volume of work expected for position
15. Meeting Deadlines - (Considers the degree to which the employee performs duties in a timely fashion.)
- Meets scheduled obligations promptly, i.e. reports, records and tasks
 - Provides information needed by other work units in a prompt manner
16. Accepts Responsibility - (Considers the degree to which the employee accepts responsibility given him/her.)
- Demonstrates a positive attitude toward job responsibilities
 - Handles confidential information ethically and with discretion

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- Performs duties in accordance with state laws and district policies

17. Accepts Direction - (Considers the compliance with directions of supervisors and receptiveness to suggestions for improvement.)

- Routinely complies with directions
- Seeks clarification on unclear matters
- Favorably responds to counseling

18. Accepts Change - (Considers the degrees to which the employee can adapt and be flexible to changing job requirements.)

- Is open to suggestions for improvement
- Demonstrates ability to adapt to new job requirements

19. Effectiveness under stress - (Considers expected performance of job functions in all situations.)

- Recognizes and deals appropriately with crisis issues
- Performs effectively under pressure and adversity
- Exhibits personal self-control

20. Appearance of Work Station - (Considers the appearance of work station as a contributing factor to efficiency and good district image.)

- Maintains work station and district equipment in neat condition

21. Operation and Care of Equipment - (Considers adherence to procedures for operating and caring for district equipment.)

- Performs maintenance or requests maintenance to equipment as needed
- Does not abuse or improperly use district equipment

22. Work Coordination - (Considers the coordination of job functions consistent with District goals.)

- Properly coordinates job functions with other department or staff member's in District
- Willingness to help others when necessary

23. Initiative - (Considers the ability to handle assignments with minimal direction and the ability to offer good suggestions.) ,

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- Holds high expectations for self
- Sets realistic goals
- Carries out job functions with minimal direction
- Offers suggestions

Adopted: 11/98

Effective: 07/99

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**SUPPORT STAFF EVALUATION
FORMATIVE DATA FORM**

Supervisor records positive, complimentary information or information reflecting a concern.

Employee

Date

Location

Data: _____ Planned Obs. _____ Unplanned Obs. _____ Non-Observed _____ Artifact

Criterion:

Data:

Criterion:

Data:

Employee's Signature/Date

Supervisor's Signature/Date

(Signatures indicate the data has been read and discussed. Copies to employee and supervisor.)

COMMENTS: Employee

COMMENTS: Supervisor

Adopted: 11/98

Effective: 07/99

**SUPPORT STAFF EVALUATION
JOB TARGET FORM**

Employee

Date

School

I. Performance Data

II. *Criterion:

III. Improvement Objective(s): (applicable descriptors and/or definable deficiencies)

IV. Procedures for Achieving Objective(s): (explanation of employee and administrator responsibilities)

V. Appraisal Method and Target Dates:

VI. Employee's Comments:

VII. Supervisor's Comments:

Employee's Signature/Date

Supervisor's Signature/Date

Date Objective Achieved: _____

Employee's Signature

Supervisor's Signature

Signatures simply imply that information has been discussed. *One Job Target Sheet should be used for each criterion. Successfully completed job target sheets are to be removed from the employee's file three years after the above objective achieved date.

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Effective: 07/99

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SUMMATIVE PERFORMANCE EVALUATION

Employee: _____

Date: _____

Section A: Performance Areas List: Based on the performance level statements for each Performance Area being evaluated, select that level that most accurately describes the employees performance. Circle the appropriate column on the Performance Evaluation Report.

PERFORMANCE AREAS	MEETS STANDARDS	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
1. <u>Observation of Work Hours</u> - Considers the degree the employee follows scheduled work hours, meals and break periods.	Consistently observes work hours, meal and break periods.	Occasionally violates work hours or exceeds break and meal time limits.	Consistently violates work hours or exceeds break and meal time limits.	
2. <u>Attendance</u> - Considers the degree the employee uses sick leave time.	Seldom absent and no pattern of absences. Always makes prompt notification of absence.	Uses most of allotted sick leave each year. Has a pattern of absences. Usually is late notifying supervisor of absence.	Excessively absent and frequently has a pattern of absences. Makes no attempt to notify supervisor in advance of the absence.	
3. <u>Grooming and dress</u> - Considers the regard the employee has for his/her personal appearance while on the job.	Maintains neat personal appearance.	Occasionally displays laxity in personal appearance.	Consistently disregards personal appearance.	
4. <u>Compliance with Rules</u> - Considers the degree the employee follows district and building rules and policies.	Routinely follows district and building policies and procedures. Performs duties described in job description.	Occasionally is lax in following established rules and procedures. Does not always perform all tasks in job description.	Regularly disregards district and building policies and procedures and fails to perform job tasks.	

Adopted: 11/98

Effective: 07/99

PERFORMANCE AREAS	MEETS STANDARDS	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
5. <u>Safety Practices</u> - Considers the regard the employee has for following safety procedures which may affect the well being of the employee and others.	Properly observes safety practices - no negligence injuries or damage.	Occasionally is lax in following safety practices.	Regularly displays disregard for safety of self and others resulting in potential injuries or property damage.	
6. <u>Public Contacts</u> - Considers the degree the employee deals favorably with the public and projects a good image of the District.	Generally presents a favorable District image. Employee is positive, courteous and discreet in public contacts.	Occasionally is not tactful and discreet when dealing with public. Occasionally critical of District in public.	Consistently unable to deal favorably with public. Rudeness/abrasiveness, unfavorable District image.	
7. <u>Pupil Contacts</u> - Considers the degree the employee recognizes each student's individual needs and deals with the student with a positive attitude.	Routinely deals with students with understanding and positive image. Is a positive influence on students.	Occasionally is not understanding with students. Does not project a good educational influence for students.	Consistently is impatient. Not understanding and negative to students.	
8. <u>Employee Contacts</u> - Considers the attitude our employee has toward other district personnel and his or her contribution to harmony within the work unit..	Displays positive, cooperative, courteous attitude toward other employees.	Occasionally displays negative attitude toward other employees and is critical of their job performance.	Consistently displays attitude which is detrimental to job functions.	
9. <u>Knowledge of Work</u> - Considers the degree to which the employee has kept up to date with changing policies and procedures in this field.	Regularly attempts to keep up to date on latest information in field.	Only occasionally attempts to keep informed of latest information in field.	Makes little attempt to keep informed of latest information in field.	
10. <u>Work Judgements</u> - Considers the degree to which the employee makes consistently good and reliable judgements in the course of his/her work.	Routinely sees problems and has solutions. Is able to carry out decisions.	Occasionally overlooks problems and fails to carry out decisions.	Regularly fails to see problems and fails to implement decisions.	

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Effective: 07/99

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PERFORMANCE AREAS	MEETS STANDARDS	IMPROVEMENT NEEDED	NOT SATISFACTORY	DOES NOT APPLY
11. <u>Planning and Organizing</u> - Considers the degree in which the employee approaches his assigned duties and achieves desired results.	Routinely sets priorities and carries out tasks in efficient manner until complete.	Occasionally has trouble setting out job priorities and staying on task.	Fails to set priorities and complete task in a prompt manner.	
12. <u>Job Level</u> - Considers the proficiency in job assignment(s) and level(s) of skills.	Possesses acceptable level of job skills. Skills improve with additional experience and training.	Occasionally performs below expected level. Displays limited ability to improve beyond marginal acceptable level.	Performs at below expected level. Displays limited ability to improve beyond marginal acceptable level.	
13. <u>Quality of Work</u> - Considers the frequency of errors and general accuracy of work.	Produces work at expected level. Occasionally commits errors but work product is usually in proper form and content.	Occasionally work product is weak. Requires occasional correction but does respond to corrective action.	Consistently requires correction of work product with frequent errors in forms and content. Does not respond to corrective action.	
14. <u>Volume of Acceptable Work</u> - Considers the volume of quality work completed according to assigned duties.	Routinely produces volume of quality work expected by the work unit.	Occasionally does not produce volume or quality work. Does respond to correction and improves to general acceptable level.	Consistently does not produce volume or quality work required by work unit. Makes few attempts to increase production.	
15. <u>Meeting Deadlines</u> - Considers the degree to which the employee performs duties in a timely fashion.	All deadlines for tasks are met as required.	Occasionally reports. Tasks are not completed in a timely manner.	Deadlines for completion of tasks are consistently ignored.	

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PERFORMANCE AREAS	MEETS STANDARDS	IMPROVEMENT NEEDED	NOT SATISFACTORY	NOT APPLICABLE
16. <u>Accepts Responsibility</u> - Considers the degree to which the employee accepts responsibility given him/her.	Regularly performs tasks in a positive manner, in a professional manner, according to policies and procedures.	Occasionally complains about tasks assigned and is lax in following policies and procedures.	Frequently complains about job tasks and fails to follow district and stat policies and procedures.	
17. <u>Accepts Direction</u> - Considers the compliance with directions of supervisors and receptiveness to suggestions for improvement.	Routinely complies with directions. Seeks clarification on unclear matters. Favorably responds to counseling.	Occasionally fails to request direction when uncertain on proper course of action. Does not respond to suggestions recommended for improvement.	Disregards orders, directions of supervisor. Fails to follow directions. Does not respond to suggestions recommended for improvement.	
18. <u>Accepts Change</u> - Considers the degrees to which the employee can adapt and be flexible to changing job requirements.	Is open to suggestions for improvement and readily adapts to new job requirements.	Takes suggestions for improvement with reluctance and slow to adapt to new job requirements.	Fails to accept suggestions for improvement and does not adapt to new job requirements.	
19. <u>Effectiveness under stress</u> - Considers expected performance of job functions in all situations.	Performs as expected under routine and stressful conditions. Remains calm during job functions.	Occasionally fails to perform job functions adequately. Demonstrates some improvement with suggestions recommended for improvement.	Fails to or is unable to perform job functions under stressful conditions. Does not improve with training, length of service or suggestions recommended for improvement.	

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PERFORMANCE AREAS	MEETS STANDARD	IMPROVEMENT NEEDED	NOT SATISFACTORY	NOT APPLICABLE
20. <u>Appearance of Work</u> - Considers the appearance of work station as a contributing factor to efficiency and good district image.	Maintains work station and District equipment in a clean neat condition which helps add to the completion of work assignments.	Occasionally fails to maintain a neat, organized work areas which cause interference with the completion of work assignments.	Consistently maintains work station in a disorganized state, thereby hampering the completion and/or safety of work assignments.	
21. <u>Operation and Care of Equipment</u> - Considers adherence to procedures for operating and caring for district equipment.	Performs maintenance as scheduled to ensure efficient operation. Follows proper procedures for using equipment.	Occasionally is lax in performing routine or preventive maintenance.	Consistently fails to perform routine or preventive maintenance of equipment. Improperly abuses or uses equipment reducing its effectiveness and life span.	
22. <u>Work Coordination</u> - Considers the coordination of job functions consistent with District goals.	Properly coordinates job functions and proceeds with minimal direction. Offers suggestions for improved operation.	Occasionally lax in coordinating job functions causing inconsistent work results.	Consistently fails to coordinate job functions, resulting in unacceptable work and inefficiency.	
23. <u>Initiative</u> - Considers the ability to handle assignments with minimal direction and the ability to offer good suggestions.	Recognizes job functions and proceeds with minimal direction. Offers suggestions for improved operation.	Occasionally fails to proceed without extensive direction. Displays occasional laxity in striving for improvement. Offers few suggestions for improvement.	Frequently appears to be unable to proceed with work without direction.	

Employee General Comments:

Evaluator General Comments:

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Recommendation: The employee is recommended for employment for the _____ school year with assignment to be made by the Superintendent.

_____ YES

_____ NO

Employee's Signature/Date

Supervisor's Signature/Date

Date of Joint Conference _____

This form when complete and signed by you and the evaluator becomes a part of your permanent personnel file in the Superintendent's office where only authorized school officials will have access. Signing this form does not necessarily constitute approval of each item contained herein, but rather knowledge of the contents.

Adopted: 11/98

Effective: 07/99

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PERSONNEL SERVICES

Regulation 4730
(Form 4730)

Separation

Nonrenewal/Termination: Probationary Teacher

Pursuant to section 168.126.2, RSMo. (Supp. 1992), the Board of Education may choose to non-renew a probationary teacher's contract for the coming school year or may choose to terminate a probationary teacher's employment during the term of a contract in accordance with the following procedures:

Nonrenewal

1. On or before the 15th day of April in each school year, the Board will notify in writing each probationary teacher whose contract will be nonrenewed for the next school year.
2. A probationary teacher is not entitled to a warning, a probationary period, notice of charges, nor a hearing prior to the Board's decision to nonrenew the contract of a probationary teacher.
3. A probationary teacher whose contract is nonrenewed may request a concise statement of the reasons for the Board's decision.
4. The District will issue a notice to the teacher if the reason for nonrenewal is due to a decrease in pupil enrollment, District reorganization or the financial condition of the District.

Termination of Employment During the Term of a Contract

1. If, in the opinion of the Board of Education, a probationary teacher is performing his/her professional duties in an incompetent or insubordinate manner, the Board/Superintendent will provide the teacher with a written statement setting out the deficiencies in the probationary teacher's performance and will provide the teacher with a ninety- (90) day probationary period within which to resolve the deficiencies.
2. If improvement, satisfactory to the Board, has not been made during the ninety- (90) day probationary period, the Board may terminate the employment of a probationary teacher. Prior to consideration of termination, the Board/Superintendent will provide the probationary teacher with a written Statement of Charges and Notice of Hearing. Upon request, the Board will conduct a due process hearing to consider termination.
3. The Board may also terminate a probationary teacher's contract during the term of a contract for statutory causes as listed in Policy 4730.

Adopted:

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PERSONNEL SERVICES

Regulation 4731
(Form 4731)

Separation

Termination of Contract: Permanent Teacher

Pursuant to state statute, the Board of Education may terminate the contract of a permanent teacher at anytime during the teacher's employment in accordance with the following procedures:

Termination for Incompetence, Insubordination and Inefficiency

1. Permanent teachers considered for possible termination for incompetence, insubordination, and inefficiency will be provided with a notice of performance deficiencies and an opportunity to resolve the noted deficiencies. The notice of deficiencies will advise the teachers of the specific performance concerns, which if not resolved may result in dismissal charges being filed. At the time the notice of deficiency is issued, a District administrator will be appointed to work with the teacher to assist in remediation.
2. The period of remediation will extend for a period of not less than thirty (30) days. In individual cases the period of remediation may be set for a period of time in excess of thirty (30) days. However, even where the remediation period is set for longer than thirty (30) days, if satisfactory improvement is not made, the remediation period may be terminated at any time after expiration of thirty (30) days. A meeting will be conducted between the teacher and designated administrator at the beginning of the period of remediation. The purpose of this meeting will be to review the notice of deficiency and to discuss the procedures to be utilized during the remediation period.
3. If any of the previously noted deficiencies have not been resolved by the end of the period of remediation, the Board or the Superintendent may authorize issuance of a Statement of Charges and a Notice of Hearing. The Statement of Charges will list the incidences of deficient performance that occurred during the period of remediation. The Notice of Hearing will advise the teacher of the proposed date of hearing. However, if the teacher does not request a hearing, the Board may vote to terminate the teacher's contract without a hearing. If requested by the teacher, a hearing before the Board will be held no sooner than twenty (20) days nor later than thirty (30) days after receipt of the Statement of Charges.

Termination for the Remaining Statutory Causes

1. In cases other than incompetence, insubordination or inefficiency, there will be no notice of deficiencies and no period of remediation. These procedures are not followed due to the gravity of the charges.

2. The dismissal process for cause under this subsection is initiated by a Statement of Charges and a Notice of Hearing. The Statement of Charges will provide the teacher with the alleged acts of misconduct which, if proven, may result in termination. The Notice of Hearing will advise the teacher of the proposed date of hearing. However, if the teacher does not request a hearing, the Board may vote to terminate the teacher's contract without a hearing. If requested by the teacher, a hearing will be held no sooner than twenty (20) days nor later than thirty (30) days after receipt of the Statement of Charges.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4732

Separation

Termination of Employment: Administrators

Contracts for administrators under this policy and regulation may be nonrenewed for any lawful reason. Administrators will be notified on or by April 15 of the Board's intention to reemploy them in their present positions, another position or to nonrenew their employment. On or by May 15, the Board will provide each returning administrator with a written contract. Administrators will have ten (10) calendar days from receipt of the offered contract to accept or reject the contract. Failure to respond in a timely manner will be considered a rejection of the Board's offer.

Non-Renewal Process

Administrators who have been reemployed by the Board as a District administrator five (5) times or more are entitled to certain due process procedures. Within ten (10) calendar days of receipt of notification of nonrenewal or reassignment, eligible administrators have ten (10) calendar days within which to request in writing a statement of reasons for the Board's action. The Board will respond in writing within ten (10) days of receipt of the administrator's request. The administrator will then have ten (10) calendar days to submit a written request for a Board hearing. The hearing will then be held within ten (10) calendar days of the receipt of the request for a hearing. The purpose of the hearing is to provide the administrator with the opportunity to convince the Board to reconsider their decision.

Administrators who have been reemployed as a District administrator less than five times are entitled only to notice of nonrenewal or reassignment by April 15.

Reduction in Force

Administrators are subject to reduction in their administrative positions at any time. The procedures for such reductions are the same as for probationary teachers. (Refer to Regulation 4740 - Reduction in Force: Certificated Staff.)

Adopted:

Consolidated School District No. 6 (Fox)

Separation

Reduction In Force: Certificated Staff

Procedures

1. The Board and the Superintendent acting to maintain the highest quality education program will determine which positions need to be reduced or eliminated. In making this decision, the focus will be on the position and not upon the person filling the position.
2. Once it has been determined which positions are to be reduced or eliminated, the identity of the teacher to be placed on involuntary leave of absence will be decided. In identifying teachers, the following rules will be applied:
 - a. Probationary teachers will be the first teachers to be placed on leave within each area of specialization to be reduced. The selection of a specific probationary teacher will be made in the best interests of the instructional program.
 - b. If no probationary teachers, or an insufficient number of probationary teachers, are employed in the area to be reduced, permanent teachers will be considered for placement on involuntary leave. Permanent teachers will be selected on the basis of performance-based evaluations and seniority. However, seniority will not be controlling unless the performance-based evaluations are equal. In comparing the performance-based evaluations of permanent teachers, each teacher's three most recent summative evaluations will be considered.
 - c. In no case will a permanent teacher be placed on a leave of absence while probationary teachers are retained in positions for which the permanent teacher is qualified.

Reinstatement

1. Permanent teachers will be recalled in the inverse order of their placement on leave of absence - the last laid off, first recalled.
2. The District will not employ new teachers while there are District teachers on leave under this regulation who are properly qualified to fill such positions.
3. Probationary teachers will be recalled in the order best determined by the Board based upon the instructional needs of the students.
4. Failure to report to duty on the reinstatement date, without Board approval, will constitute a breach of contract and will terminate the employment of the teacher.

5. Leaves of absence under this regulation will continue for a period of up to three (3) years unless extended by the Board. If a teacher has not been recalled during this period, the teacher's employment will automatically terminate.

Additional Consideration

1. The tenure status of teachers placed on leave under this regulation will not be impaired because of such leave.
2. Teachers placed on leave under this regulation may engage in teaching or another occupation during such leave.

Due Process

1. Permanent teachers will be given a written statement of the reasons for the selection for involuntary leave under this regulation.
2. Upon request, the permanent teacher will also be provided with the following:
 - a. Description of the procedure used to implement the reduction in force.
 - b. The information relied upon by the Board and the administration in making reduction- in-force decisions.
3. Permanent teachers, upon written request, will also be provided with an opportunity to appear before the Board and to convince the Board that they were erroneously selected for involuntary leave under this regulation.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4741

Separation

Reduction in Force: Support Staff

1. Support staff placed on unrequested leave of absence because of a reduction in force (RIF) shall receive consideration for other District jobs for which they qualify. The unrequested leave of absence shall extend for a period of one (1) year.
2. Each support person while on unrequested leave shall keep the Personnel Office informed, in writing, of his/her current address and telephone number.
3. During the leave period the employee shall retain his/her seniority and accumulated sick leave for consideration and use upon recall.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4810
(Form 4810)

Staff Welfare

Sexual Harassment/Title IX

The Board of Education is committed to maintaining a work environment for its employees that is free from sexual harassment. Furthermore, the Board of Education strongly believes that no person in the School District shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

DEFINITION OF SEXUAL HARASSMENT

In Employment

Sexual harassment in employment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is the basis for employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive work environment.
4. Qualified employees are denied employment opportunities or benefits because the opportunities or benefits are given to another employee who submitted to an employer's sexual advances or requests for sexual favors.

Under Title IX (applies to students and employees)

Title IX forbids discrimination on the basis of sex in any educational program or activity that receives federal funds. This includes a prohibition on sexual harassment. The Office for Civil Rights of the U.S. Department of Education defines sexual harassment under Title IX as follows: "Verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services or treatment protected under Title IX."

Sexual harassment under Title IX includes, but is not limited to, unwelcome¹ sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

¹ Sexual harassment of students by adults who otherwise come within this Policy is absolutely prohibited regardless of whether the conduct is "welcome."

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's academic status or progress, or employment.
2. Submission to or rejection of such conduct by an individual is the basis for educational or employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive educational or work environment.
4. Qualified students or employees are denied educational or employment opportunities or benefits because the opportunities or benefits are given to another student or employee who submitted to sexual advances or requests for sexual favors.

EXAMPLES OF SEXUAL HARASSMENT

Unwelcome Sexual Advances

Whether the advance is "unwelcome" is determined on a case-by-case basis. Unwelcome advances may include, but are not limited to, the following:

1. Any invitation (even subtle) intended to result in a sexual liaison.
2. Invitations to dinner or social events, when refusal results in the loss of a promotion or in other adverse employment action.
3. Propositioning an employee.

Unwelcome Verbal Conduct of a Sexual Nature

This may include, but is not limited to, the following:

1. Sexually provocative or explicit speech.
2. Publicly expressed sexual fantasies.
3. Jokes of a sexual or crude nature.
4. Derogatory comments directed to males or females as a class (language directed toward a specific employee is more likely to be viewed as sexual harassment).
5. Demeaning comments.

6. Threats for not agreeing to submit to sexual advances.
7. Writing sexually explicit memos.

Unwelcome Physical Conduct of a Sexual Nature

This may include, but is not limited to, the following:

1. Grabbing or twisting an individual's arm.
2. Any unwarranted touching.
3. Sexually offensive pranks.
4. Drawing sexually explicit cartoons, other drawings, or graffiti.
5. Gestures indicating sexual behavior.
6. Suggestive winks.
7. Kissing.

Conduct Toward Students

In addition to the foregoing examples, students may experience harassment that is unique to their situation, some of which may not be immediately recognized as sexual harassment, but which may support a potential claim against the District and/or its employees if not remedied. Such harassment may include, but is not limited to, the following:

1. Unwanted sexual behavior, such as touching, oral comments, sexual name calling, spreading sexual rumors, jokes, pictures, leers, overly personal conversation, cornering or blocking a student's movement, pulling at clothes, students "making out" on school premises.
2. A student in a predominantly single-gender class who is subjected to sexual remarks by a teacher or students who regard the comments as joking and part of the usual class environment.
3. Interfering with a student's achievement in a predominantly or historically single-gender class by hiding tools or equipment, questioning the student's ability to handle the work, or suggesting that the student is "abnormal" for enrolling in the class.

4. Purposefully limiting or denying students access to educational resources because of their gender.
5. Teasing a student about the student's enrollment in a predominantly or historically single-gender class.

Nature of Sexual Harassment

Sexual harassment is not limited to conduct by males toward females. Sexual harassment may occur between any or all of the following:

1. Student to student.
2. Staff to student.
3. Student to staff.
4. Male to male.
5. Female to female.
6. Male to female.
7. Female to male.

INVESTIGATION OF SEXUAL HARASSMENT COMPLAINTS

Complaints Involving Employees

1. If an employee believes that he/she is being sexually harassed, the employee is encouraged to bring the concern to the attention of the employee's supervisor.
2. If the employee feels that such contact with the supervisor would be inappropriate, if the situation is not satisfactorily resolved by the supervisor, or if the employee simply feels more comfortable speaking with someone other than the supervisor, the employee should contact the Title IX compliance coordinator for the School District.

Title IX Compliance Coordinator:

Assistant Superintendent of Human Resources
Central Office

745 Jeffco Blvd.
Arnold, MO 63010-1432
Telephone: 636-296-8000

3. If neither the employee's supervisor nor the Title IX compliance coordinator is of the same sex as the employee, or the employee for any other reason would prefer to report the employee's concern to another supervisor/administrator within the District, the employee may do so. However, it is essential that the report be made to someone with the authority and obligation to act upon the concern.
4. Any supervisor/administrator who receives a report, orally or in writing, from any employee regarding sexual harassment of that employee by another employee, non-employee doing business with the District, or student must notify the Title IX compliance officer within twenty-four (24) hours or within a reasonable time thereafter.
5. Oral complaints of sexual harassment will be put in writing by the complainant or by the person who receives the complaint, and should be signed by the complainant. However, the complainant's refusal to sign a complaint does not relieve the District of the obligation to investigate the complaint.
6. An employee who believes that he/she has been subjected to sexual harassment shall not be required to confront the alleged harasser prior to making the report.
7. Following receipt of the report, District personnel will promptly and fully investigate the complaint and will notify the employee and the alleged harasser of the results of the investigation. Investigations will be conducted with full recognition of the rights of all parties involved.
8. Upon receipt of the report, the Title IX officer will appoint an investigator to investigate the complaint. The investigation shall commence within forty-eight (48) hours after such appointment.
9. The District will maintain the confidentiality of the complaint and the details of the investigation to the fullest extent possible.
10. The investigator will put his/her findings in writing and will forward a copy to the Title IX compliance officer within one (1) week after concluding the investigation, or within a reasonable extension of time thereafter, for good cause shown.
11. If the investigation substantiates the complaint, the District will take appropriate disciplinary action against the offender(s), commensurate to the severity of the harassment (up to and including termination of employment). If the offender is a student, disciplinary action will be taken in accordance with Board established Policy 2610. If the

offender is not an employee of the District, the District will take appropriate action within the scope of its authority to eliminate and redress the harassment.

12. If the investigation is indeterminate, the matter will be designated as unresolved, and the investigation file will be maintained by the Title IX compliance officer in a file separate and apart from any student or personnel file.
13. There will be no retaliation against or adverse treatment of any employee who uses this procedure to resolve a concern when such complaint has been brought in the good faith belief that the complainant has been subjected to sexual harassment.
14. The responsible administrator shall follow up regularly with the complaining employee to ensure that the harassment has stopped and that no retaliation has occurred.

ENFORCEMENT

Employees

Each supervisor and administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each site manager, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. The supervisor/administrator shall provide an inservice training regarding sexual harassment to all staff by the end of the first full calendar week of each school year.
2. The supervisor/administrator shall provide a copy of the policy to all new employees of the District prior to the commencement of the employee's duties.
3. The supervisor/administrator shall further instruct employees regarding the procedures for reporting sexual harassment in the educational setting on an as-needed basis.
4. The supervisor/administrator shall take prompt action to investigate all complaints of sexual harassment.
5. The supervisor/administrator shall take appropriate disciplinary action, as necessary.

Students

Each building administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each building administrator,

or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. All vulgar or sexually offensive graffiti shall be removed from the premises.
2. The building administrator shall provide an inservice training regarding sexual harassment (including sexual harassment involving students) to all staff by the end of the first full calendar week of school.
3. Student instruction regarding sexual harassment shall be provided annually by the end of September to all students in grades six through twelve. Age appropriate instruction will also be presented to pre-kindergarten through fifth grade students.
4. All homeroom teachers shall discuss this policy with their students within one month after its adoption by the Board and during the first week of the school year thereafter. Written copies of the policy shall be given to each student in grades six through twelve (and in lower grades as may be appropriate) as part of these discussions. Discussion shall be conducted in an age appropriate manner and should assure students they need not tolerate any form of sexual harassment.
5. All teachers, counselors, and administrators shall instruct students on the procedures for reporting sexual harassment within the educational setting on an as needed basis.
6. The building administrator shall take prompt action to investigate all complaints of sexual harassment.
7. The building administrator shall take appropriate disciplinary action, as needed.

NOTIFICATIONS

A copy of the School District's sexual harassment policy shall:

1. Be displayed in a prominent location at each work site.
2. Be provided to each current employee, and to each new employee prior to commencement of their duties.
3. Appear in any School District newsletter or work site publication that sets forth the School District's comprehensive rules, regulations, procedures, and standards of conduct for employees.

The District's Title IX compliance officer will be available to answer all questions regarding this policy or its implementation.

DISCIPLINE/CONSEQUENCES

Complaints Involving Employees

1. Any employee who engages in the sexual harassment of anyone while on school property, or while in the employ of the District off school property will be subject to disciplinary action, up to and including dismissal.
2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action up to and including dismissal.
3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator shall be disciplined appropriately.
4. Any employee who retaliates, or engages in conduct that could be interpreted as retaliation, against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment will be subject to discipline, up to and including dismissal.
5. Any nonemployee doing business with the District who engages in sexual harassment, or who retaliates against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment, will be subject to discipline to the extent that the District has control over the nonemployee and his/her employer.
6. Any employee who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means a charge brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

Complaints Involving Students

1. Any student who engages in the sexual harassment while on school property or while participating in school activities, will be subject to disciplinary action, up to and including expulsion.
2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action, up to and including dismissal.
3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator, shall be disciplined appropriately.
4. Any student who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means charges brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

TITLE IX GRIEVANCE PROCEDURE (Sexual Harassment)

Level 1: Principal or Immediate Supervisor (Informal and optional-may be bypassed by grievant)

Many problems can be solved by an informal meeting with the parties and the principal or coordinator. A student who believes that he/she has been subjected to sexual harassment is encouraged to first discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter promptly and informally. Employees with a sexual harassment complaint are encouraged to first discuss it with their principal or immediate supervisor with the same objective. If the individual's teacher/supervisor is the person alleged to have engaged in sexual harassment, the grievant should skip Level 1 and go directly to Level 2.

Level 2: Title IX Coordinator

If the complaint or issue is not resolved at Level 1 or if the grievant chooses to skip Level 1, the grievant may file a signed, written grievance stating: 1) the nature of the grievance; 2) the remedy requested; and 3) the date the grievance was submitted. The Level 2 written grievance should be filed with the Title IX Coordinator within fifteen (15) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

The Coordinator has authority to investigate all written grievances. If possible, the Coordinator will resolve the grievance. If the parties cannot agree on a resolution, the Coordinator will prepare a written report of the investigation which shall include the following:

1. A clear statement of the allegations of the grievance and remedy sought by the grievant.
2. A statement of the facts as contended by each of the parties.
3. A statement of the facts as found by the Coordinator and identification of evidence to support each fact.
4. A list of all witnesses interviewed and documents reviewed during the investigation.
5. A narrative describing attempts to resolve the grievance.
6. The Coordinator's conclusion as to whether the allegations in the grievance are meritorious.

If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.

The Coordinator will complete the investigation and file the report with the Superintendent within fifteen (15) days after receipt of the written grievance. The Coordinator will send a copy of the report to the grievant.

If the Superintendent agrees with the recommendation of the Coordinator, the recommendations will be implemented.

The Coordinator and Superintendent may appoint an outside investigator once a written grievance is filed if the Coordinator or Superintendent is the alleged violator.

Level 3: The Board of Education

If the Superintendent rejects the recommendations of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receiving the report of the Coordinator to the Board of Education. On receipt of the written appeal, the matter shall be placed on the agenda of the Board of Education for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board of Education will be final.

Other Options for Grievant

At any time during this process, a grievant may file a complaint with the Missouri Human Rights Commission or with the U.S. Department of Education, Office for Civil Rights.

Adopted:

Consolidated School District No. 6 (Fox)

May, 2008

PERSONNEL SERVICES

Regulation 4820

Staff Welfare

Employees with Communicable Diseases

If an employee has, or has been exposed to, an infectious or contagious disease or is reasonably believed to have an infectious or contagious disease the following guidelines apply:

1. The employee may be required to undergo a medical examination at District's cost by a physician of the District's choosing.
2. While a determination is made concerning the status of an employee, that employee may be placed on a paid leave of absence. Except in unusual circumstances such leaves will not exceed ten (10) days.
3. If the employee is determined to be infectious or contagious, he/she will be required to take such leave as provided by Board policy until it is medically determined that the employee is no longer able to transmit the disease.
4. Where a question exists concerning an employee's status, an individual assessment of the employee will be completed by a review team comprised of the employee's physician, a school nurse, a physician selected by the District, a county health official, the Superintendent and the employee's supervisor. Other individuals may be included, as is reasonably necessary and as designated by the Superintendent.
5. The review team will consider all available medical evidence and will determine the employee's medical condition, the employee's ability to return to work and whether the employee's infectious status requires any restrictions on the employee's work assignment. Normally the team will be convened within seventy-two (72) hours of notice of the employee's contagious status. The employee's status will be reviewed thereafter as appropriate.
6. The written determination of the review team is subject to an appeal to the Board of Education where determination shall be final.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4830

Staff Welfare

Board/Staff Communications

Staff Communications to the Board

Communication to the Board from District employees concerning personnel matters or personal complaints shall be filed in writing with the Superintendent. However, this procedure will not be construed as denying the right of any employee to appeal to the Board (regarding alleged misapplication of policy or administrative decisions) provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with Board policies and regulations on staff complaints and grievances. Moreover, this policy will not be construed to preclude resident staff members from exercising their rights to discuss matters of public concern in the same manner as other District residents.

All regular meetings of the Board are open for the public to attend. As such, they provide an excellent opportunity to observe the Board's deliberations on problems of staff concern. Staff members may participate in Board meetings in accordance with the policies and regulations regarding public participation at such meetings. Further, at times and with the knowledge of the Superintendent, the Board may invite staff members to speak at Board meetings or to serve on advisory committees to the Board.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

Adopted:

Consolidated School District No. 6 (Fox)

Staff Welfare

Staff Involvement in Decision Making

1. Beliefs which unite us: We believe that teachers, administrators, and school boards have a common goal – that of providing the best possible schools for the children and youth of the district. We believe that effective communication among classroom teachers, administrators, and school boards must together seek pathways for mutual development of policies and practices. We believe that the provision of learning opportunities is paramount in the operation of the schools.
2. Principles which guide us:
 - a. Build on present practices. Effective teacher-administration-board relationships should be developed by utilizing and improving any procedures of communication, which in the current practice of a school system, are useful in developing school policy on matters of common concern.
 - b. Service to children and youth paramount. The Teacher's Association must seek professional goals such as teacher excellence and professional ethics as well as good personal practices.
 - c. Contribution by teachers. Professionally prepared teachers are uniquely qualified to make important contributions to the formulation or recommendations for school policies which are related to the work of teachers.
 - d. Involvement of teachers. The legal responsibility for the adoption of school policies belongs to the board exclusively. However, before arriving at a decision with respect to important policies which affect the work of teachers, the board should make sure that teachers have participated cooperatively in the preparation of the recommendation which it will have under consideration. In the event the board feels the recommendation to be unwise, it will engage in good faith discussions with representatives of the teachers before taking action on the recommendation.
 - e. Policies in writing. A cooperatively-developed written school board policy is fundamental to good board-staff relationship. Written policies shall be revised regularly, shall be made available to the school staff, and shall continue to be used by the school board as the basis for its action.
 - f. Role of Superintendent. The role of the superintendent of schools is of utmost importance because he/she must function both as the chief administrator for the board and as head of the professional staff. With this dual role comes the responsibility for leadership. The superintendent's leadership should result in mutual respect between the board and the professional staff. It should result also in steps by which differences can be resolved.
 - g. Scope. Only matters of broad professional concern are within the scope of cooperative planning as used in the context of this statement. Although the proper

handling of personal grievances of teachers is of utmost importance to the maintenance of staff morale, such grievances are not within the scope of such professional planning unless they have been evaluated by a responsible committee of the Teacher's Association and found to be of such broad significance that the Association by official action decides to make common cause with the teacher in question.

3. Procedures which we follow in keeping open the channels of communication:

- a. The Board of Education is the sole legal authority for establishing policies in the school district. It has been, and continues to be, the policy of the C-6 Board of Education to establish and maintain channels for the discussion of matters of common concern with representatives from that certificated professional organization which represents the largest number of teachers in membership.
 - i. All certificated associations shall submit a notarized membership list to the Secretary of the C-6 Board of Education by 4:00 p.m. on the first school day in November. Only actively employed certified teacher members with their local dues paid shall be included on this notarized list. Administrative personnel shall not be counted in this total.
 - ii. At the first regularly scheduled meeting of the Board of Education in November, the Superintendent of Schools shall certify to the Board of Education the certificated organization with the largest membership. These professional channels of communication shall remain in existence for a twelve-month period.
 - iii. This does not preclude the right of other groups or individuals to be heard by the school board.
- b. Responsibility of the Teachers' Association. The Teachers' Association should have a well-informed, responsible membership. It should have competent research committees to compile evidence as the basis for whatever the Association presents as the needs and desires of the teachers. The Association has a duty to educate its own membership with respect to those realities of school system operation with which their proposals are related. The Teachers' Association shall file a copy of its current constitution and bylaws with the School Board and shall also file promptly any subsequent changes.
- c. Request for Conferences. When the Teachers' Association wishes to discuss a matter or make a proposal, it shall make its request for a conference to the Superintendent or his representative. Accompanying the request for a conference will be a written statement setting forth the nature of the concern of the professional staff. Such a request shall result in discussion between the Superintendent and representatives of the Teachers' Association within a reasonable length of time. It is probable that in nearly all such conferences, there will be a meeting of the minds, resulting in a recommendation to the Board by the Superintendent with the full support of the Teachers' Association.

Requests for conferences may move in the opposite direction. Whenever the Superintendent or the Board desires to discuss a matter of importance with the Teachers' Association, a request for a conference shall be directed to the president of the Teachers' Association. Accompanying such a request should be a written statement setting forth the concern of the Superintendent and/or the Board. Such a request should result in a conference within a reasonable period of time between a committee representing the local Teachers' Association and Superintendent.

In those rare cases in which there can be no meeting of the minds, the Teachers' Association may request and the Superintendent shall arrange a conference with the Board.

(Note: In some school systems where rapport is good, requests and statements may be made orally.)

- d. Conferences. Facts, opinions, and proposals shall be exchanged freely during the conferences in an effort to reach mutual understanding. Participants in these conferences may wish to utilize the services of consultants.
- e. Policy. When the participants reach an understanding, such understanding shall become a recommendation for policy action by the Board.
- f. Consultant Service. When the School Board and representatives of the Association experience difficulty in arriving at a solution on matters of great importance, well-qualified consultants should be called in by both parties jointly to review the situation and make recommendations. The procedure for securing such consultants should be set forth in the overall policy statement. After reviewing the recommendations of the consultants, the legal responsibility for making the final decision rests with the School Board.

Adopted: 11/98
Consolidated School District No. 6 (Fox)

Effective: 07/99

PERSONNEL SERVICES

Regulation 4840

Staff Welfare

Conflict of Interest

The prohibition against conflicts and apparent conflicts of interest includes but is not limited to:

1. Employees shall not engage in or have a substantial interest in furnishing of real or personal property, commodity, equipment, supplies or services to the District either directly or through an outside representative, except as provided in this paragraph. A substantial interest includes ownership by the employee, the employee's spouse or a member of the employee's household of 10% or more of a business entity or annual receipt by the employee, employee's spouse, or member of the employee's household of \$1,000 or more in salary or other remuneration from a business entity. A business entity in which a District employee has a substantial interest may do business with the District provided competitive bids are obtained and the lowest bid is accepted.
2. Employees shall not make use of mailing lists or other information gained solely as a result of the employee's position with the District to either sell directly or indirectly services or merchandise to students or their parents who reside within the District. As provided by Board policy, this prohibition does not apply to student tutoring.
3. Employees shall not solicit or receive any payment or thing of value which might influence performance of the employee's duties.
4. Employees shall not disclose to any person, not otherwise entitled, information gained by virtue of the employee's duties or otherwise use such information for personal gain.
5. Employees shall not engage in outside employment which interferes with performance of the employee's duties. This prohibition includes outside employment which is performed during school hours or involves the use of school resources.

If an employee is in doubt concerning whether certain acts violate this regulation, the employee must seek an opinion from the Superintendent.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4850
(Form 4850)

Staff Welfare

Staff Dispute Resolution (Grievance Procedure)

Definitions

Grievance - A claim by a nonsupervisory employee or employees that a written Board policy or administrative regulation has been violated or misapplied. This policy is not applicable to the content of performance evaluations nor to decisions for which state statute may provide a means of resolving disputes, including but not limited to nonrenewal, termination and reduction in force.

Day - When the dispute resolution policy requires certain action to be taken within a specific number of days, days means working days and specifically excludes weekends and school holidays. In counting days, the day on which the event initiating the time limit is not counted.

Informal Resolution

Employees who believe that a written Board policy or administrative regulation has been violated must meet with their immediate supervisor within ten (10) days of the alleged violation. The purpose of this informal conference is to attempt to provide clarification of the issue and, where possible, resolve the dispute.

If the dispute is not resolved within four (4) working days of the informal conference, the employee may initiate the formal procedure by completing an appropriate District dispute form and submitting this form to the employee's immediate supervisor. A completed grievance form must be submitted to the employee's immediate supervisor within ten (10) days of the informal conference.

Step One: Immediate Supervisor

Within four (4) days of receipt of the completed dispute form, the immediate supervisor will schedule a meeting with the employee and the employee's employee representative, if desired. Within ten (10) days of this conference, the immediate supervisor will provide the employee with a written response to the dispute.

Step Two: Superintendent's Designee

If the employee is not satisfied with the resolution at Step One, the employee may refer the dispute in writing to the Superintendent. To proceed to Step Two, the written dispute referral must be submitted to the Superintendent within four (4) days of receipt of the Step One decision. Upon receipt of the referral, the Superintendent shall designate a District employee to hear the Step Two dispute. Within four (4) days of receipt of the Step Two referral, the Superintendent's

designee shall schedule a conference with the employee and his/her employee representative if desired. Within ten (10) days of the conference the Superintendent's designee will provide the employee with a written response to the dispute.

Step Three: Review by the Superintendent

If the employee is not satisfied with the resolution of Step Two, the employee may refer the dispute in writing for the Superintendent's direct review. To proceed to Step Three, the written dispute referral must be submitted to the Superintendent within four (4) days of receipt of the Step Two decision. Within four (4) days of receipt of the written referral, the Superintendent shall schedule a conference with the employee and his/her employee representative, if desired. Within ten (10) days of this conference, the Superintendent will provide the employee with a written response to the dispute.

Step Four: Board of Education Review

If the employee is not satisfied with the resolution at Step Three, the employee may refer the dispute in writing for the Board's consideration. To proceed to Step Four, the written dispute referral must be submitted to the Superintendent within four (4) days of receipt of the Step Three decision. At the next regular Board meeting following submission of the Step Four referral, the Board will consider the dispute and determine whether to conduct a formal review of the dispute. If the Board determines that its formal review is not necessary, the decision at Step Three becomes final.

If the Board determines that its formal review is warranted by the dispute, the Board will set a date for formal review. At formal review both parties are entitled to be represented by legal counsel. Procedures for formal presentations of the dispute are determined by the Board in its discretion. Within ten (10) days of the formal review, the Board will provide the employee with its written decision. The decision of the Board is final and binding on all parties.

Miscellaneous Provisions

1. Failure of an employee to comply with the timelines provided in the procedures above will result in final rejection of the dispute.
2. Failure of the administrator to comply with the timelines provided in the procedures above will result in the dispute being advanced to the next step.
3. Neither party to a dispute will be permitted to add witnesses or documentation that were not provided at preceding steps.

4. No employee will be retaliated against for the good faith submission and processing of a dispute under these regulations.

Adopted:

Consolidated School District No. 6 (Fox)

PERSONNEL SERVICES

Regulation 4870 **(Form 4870)**

Staff Welfare

Drug Testing

Definitions

For purposes of this Regulation, the following terms are defined:

1. *Alcohol* - the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols including methyl and isopropyl alcohol.
2. *Driver* - any person who operates a commercial motor vehicle (CMV) or is required by the District to hold a commercial drivers license (CDL). *Driver* includes, but is not limited to, full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers and independent, owner-operated contractors. For purposes of pre-employment/pre-duty testing, *driver* includes a person applying to the District for a position that involves the driving of a commercial motor vehicle.
3. *Employee* - an individual subject to drug urine and breath alcohol testing. For purposes of pre-employment testing, *employee* includes an applicant for employment.
4. *Medical Review Officer (MRO)* - a licensed physician responsible for receiving laboratory results generated by the District's drug testing program who has knowledge of substance abuse disorders and has appropriate medical training to interpret and evaluate an individual's confirmed positive test result together with his/her medical history and any other relevant medical information.
5. *Safety-Sensitive Function* - a driver is considered to be performing a safety-sensitive function during any period in which he/she is actually performing, is ready to perform or is immediately available to perform any safety-sensitive function. *Safety-sensitive functions* include the following on-duty functions: all time at a facility waiting to be dispatched; all time inspecting or servicing a commercial motor vehicle; all time spent at the driving controls of a commercial motor vehicle; all time, other than driving time, spent on or in a commercial motor vehicle (except sleeping time); all time loading or unloading a commercial motor vehicle, assisting in loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded; all time spent performing the driver requirements associated with an accident; and all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.
6. *Substance Abuse Professional* - a person who evaluates employees who have violated a Department of Transportation (DOT) drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing and aftercare.

Covered Employees

Those District employees who are subject to the prohibitions and mandatory testing requirements of this regulation include all transportation workers, including, but not limited to, bus drivers and maintenance workers, who:

1. Hold commercial drivers licenses; and
2. Who perform safety-sensitive functions at any time during the course of their employment.

Program Coordinator

The Board designates the District's Manager of Transportation to be the Program Coordinator to ensure that the District's employee alcohol and drug program is implemented in accordance with federal regulations and District policy and regulations. The Coordinator will also be responsible for collecting and maintaining all records required by federal law. The Coordinator's name, address and telephone number will be provided to all covered employees.

Testing Program and Policy Information

Before beginning the testing program authorized by Policy 4871, the District will distribute to all covered employees educational materials that explain the requirements of the federal alcohol and drug testing regulations, and the District's policies and procedures with respect to meeting those requirements. The materials will include all information required by federal law. Each covered employee must sign a receipt indicating that he/she has received these materials prior to the beginning of alcohol and drug testing.

ALCOHOL MISUSE PREVENTION AND TESTING PROGRAM

Prohibitions

1. No driver shall use or possess, and the District shall prohibit a driver from using or possessing, alcohol while on duty or while performing a safety-sensitive function.
2. No driver shall use, and the District shall not permit a driver to use, alcohol for a minimum of four (4) hours before performing a safety-related function.
3. No driver shall perform, and the District shall not permit a driver to perform, safety-sensitive functions, where the driver is found, through testing conducted in conformity with federal rules, to have an alcohol concentration of 0.04 or greater until the driver has

been evaluated by a substance abuse professional, completed any rehabilitation required by the substance abuse professional, and undergoes a return-to-duty test in which the driver tests at less than 0.02 for the presence of alcohol.

4. A driver who tests, through testing conducted in conformity with federal rules, at levels of 0.02 to 0.039 for the presence of alcohol shall be prohibited from performing, and shall be removed by the District from performing, safety-sensitive functions until the start of the driver's next regularly scheduled duty, but not less than 24 hours after the test was administered, and until he/she tests below 0.02.
5. A driver who exhibits behavior and/or the appearance characteristic of alcohol misuse will be prohibited from performing, and will be removed from performing, safety-sensitive functions until the driver tests at less than 0.02 for the presence of alcohol.
6. No driver required by federal law, or independent District policy, to take a post-accident alcohol test shall use alcohol for eight hours following the accident or until the driver undergoes a post-accident alcohol test, whichever comes first.

Administration of Alcohol Tests

Alcohol testing will be conducted through the use of a federally approved evidential breath testing device (EBTD), and by a trained breath alcohol technician (BAT), in accordance with federal regulations. The District will contract with an outside agency or organization to provide alcohol testing in accordance with federal regulations. The contract will provide that the alcohol testing site (1) must afford aural and visual privacy to the person being tested, and (2) must be secured while the testing is taking place.

DRUG MISUSE PREVENTION AND TESTING PROGRAM

Prohibitions

1. The District prohibits the unauthorized use of controlled substances. Illicit use of drugs by safety-sensitive employees is prohibited on or off duty.
2. No driver shall report for duty or remain on duty, and the District shall prohibit a driver from reporting for duty or remaining on duty, when the driver uses any drug, unless the drug is taken pursuant to the instructions of a physician who has advised the driver that the substance will not adversely affect his/her ability to safely operate a commercial motor vehicle.

3. The District may require a driver to notify it or the medical review officer of any therapeutic drug use if the driver tests positive, through testing conducted in conformity with federal law, for any controlled substance.
4. Following a determination through testing conducted in conformity with federal law, that a driver has engaged in prohibited use of drugs, the District will remove the driver from performing safety-sensitive functions and will refer the driver to a substance abuse professional. The District will not permit the driver to return to the performance of safety-sensitive functions until the driver submits a verified negative test result and completes any rehabilitation required by a substance abuse professional.

Administration of Drug Tests

1. Collection Site - The District will contract with an outside agency or organization to serve as a collection site for the collection of urine samples for laboratory drug testing. The District will ensure that collection site personnel follow federally prescribed rules for the collection of urine samples. The District will ensure that the collection site generally ensures aural and visual privacy for the person giving the sample. The collection site person will be required to split the sample into two bottles (the primary specimen and the split specimen). Following completion of a chain of custody form, the collection site person will seal and ship both bottles to a laboratory certified by the Department of Health and Human Services for analysis.
2. Laboratory Analysis - The District will separately contract with a certified laboratory to perform the required drug analysis. If the primary specimen tests negative for drugs, the laboratory will dispose of the split specimen. If the laboratory confirms that the primary specimen tests positive, the laboratory will retain the split specimen to ensure that it remains available for testing.
3. Medical Review Officer - The District will contract with a Medical Review Officer (MRO) who possesses the qualifications required by federal regulations. The MRO will receive and review all laboratory results generated by the District's drug testing program and will report the results to the District's designee as required by federal regulations. In the event the MRO receives a confirmed positive test result from the laboratory, the MRO will make every reasonable effort to confidentially contact the driver and give him/her the opportunity to provide a legitimate, alternative medical explanation for the positive result. If the MRO is unable to reach the driver directly, the MRO shall, in accordance with federal regulations, contact the District's designee who shall direct the driver to contact the MRO immediately. The District's designee shall inform the employee of the consequences of failing to contact the MRO within the next seventy-two (72) hours. The designated management official shall employ procedures that ensure, to

the maximum extent practicable, that the requirement that the employee contact the MRO is held in confidence. If the MRO determines that there is a legitimate alternative medical explanation for the positive result, the MRO will report the drug test as being negative. If the employee expressly declines the opportunity to discuss the test, the MRO may verify the test as positive. If the employee is contacted by the designated employer representative but does not contact the MRO within seventy-two (72) hours, the MRO may verify the test as positive. If neither the MRO nor the designated employer representative has been able to contact the employee within ten (10) days after making all reasonable efforts, the MRO may verify the test as positive. If the MRO verifies the presence of illegal, controlled substances, the MRO shall inform the covered employee that he or she has seventy-two (72) hours to request that the split specimen retained by the laboratory be sent to another certified laboratory for analysis. If the split specimen fails to confirm the presence of illegal, controlled substances, the employee's test will be reported as negative.

REQUIRED TESTS

Pursuant to federal law, the District will require that all covered employees submit to the following tests:

Pre-Employment Testing

1. Before any driver can perform a safety-sensitive function, the driver must take a controlled substances test with a verified negative result.
2. This testing is required of applicants and of employees transferring to a covered position. Testing for newly hired drivers shall be conducted prior to the employment offer, but in any event before commencing safety-sensitive functions. If an applicant refuses to submit to pre-employment drug testing, the District will remove the applicant from employment consideration.
3. After obtaining an applicant or employee's written consent, the District shall request information regarding the drug and alcohol testing record of employees it is intending to use to perform safety sensitive duties, pursuant to federal regulations.

Post-Accident Testing

1. Pursuant to federal law, all drivers will be required to submit to drug and alcohol testing as soon as practicable after any accident (a) involving the loss of life or (b) after any accident in which the driver receives a citation for a moving violation, if the accident involved either (1) bodily injury to any person who, as a result of the accident, immediately receives medical treatment away from the scene of the accident, or

- (2) disabling damage to one or more motor vehicles which requires the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle. Pursuant to its independent authority, the District requires all drivers to submit to drug and alcohol testing after any accident in which the driver was performing safety-sensitive functions.
2. All post-accident testing shall be conducted within the federally prescribed time periods. If a test is not conducted within the required time periods, then the District will not require the driver to submit to a test and the Program Coordinator, in accordance with federal regulations, will prepare and maintain on file a report and submit it to the Department of Transportation (DOT) documenting the reason(s) why the test was not promptly given.
 3. Prior to performing safety-sensitive functions, all drivers will be instructed on the necessity for post-accident testing and the procedures to be followed for post-accident testing so that the drivers can comply with federal regulations.

Random Testing

1. The District will conduct random, unannounced testing for drugs and alcohol for covered employees. The District's designee will establish a scientifically valid random selection method and will select covered employees using this method at unpredictable dates and frequencies throughout the testing year. Under the selection method, each covered employee will have an equal chance of being selected for each testing date.
2. Each year, the number of random alcohol tests conducted by the District will equal at least 25% of the average number of covered employees. Each year, the number of random drug tests conducted by the District will equal at least 50% of the average number of covered employees.
3. Random alcohol testing will be conducted just before, during, or just after a covered employee's performance of safety-sensitive duties. Random testing for drugs does not have to be conducted in immediate time proximity to the performance of safety-sensitive functions.
4. Once notified of selection for testing, the covered employee must proceed immediately (or as soon as possible) to the collection site for testing.

Reasonable Suspicion Testing

1. The District will require covered employees to be tested for drugs and/or alcohol when the driver's supervisor and/or other properly trained District officials determine that there

is reasonable suspicion to believe that the driver has violated the provisions of this Policy.

2. All determinations that reasonable suspicion exists will be only by trained individuals and will be made solely on the basis of specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the covered employee. Possession of alcohol, standing alone, will not lead to reasonable suspicion testing.
3. Covered employees will be required to submit to reasonable suspicion testing only if the required observations are made by a trained supervisor or District official during, just preceding, or just after the period of the workday that the covered employee is performing a safety-sensitive function.
4. The District designates the Program Coordinator as the District official who will receive the requisite training to determine whether reasonable suspicion exists to require a drug test and/or an alcohol concentration test.
5. The District designee will be responsible for making and signing a written record of the observations leading to reasonable suspicion testing for drugs and/or alcohol. With respect to drug testing, the District designee will ensure that this written record is completed within twenty four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

Return-to-Duty Testing

1. When a driver is determined, by testing in conformity with federal regulations, to have an alcohol concentration of 0.04 or greater and/or a verified positive test result for drugs, the District will refer that driver to a substance abuse professional. The substance abuse professional will determine what assistance, if any, the driver needs in resolving problems related to drug or alcohol abuse.
2. Before a driver can return to the performance of safety-sensitive functions, the driver must be evaluated by a substance abuse professional to ensure that he/she has completed any necessary rehabilitation. The driver must also submit the results of (1) an alcohol concentration test showing an alcohol concentration of less than 0.02 and (2) a verified negative drug test.

Follow-Up Testing

1. When a covered employee who has violated prohibited alcohol and/or drug standards returns to the performance of safety-sensitive functions, he/she will be required to submit to follow-up testing.

2. Follow-up tests are unannounced and at least six (6) tests must be conducted in the first 12 months after the employee returns to duty. Follow-up testing may be extended for a period not to exceed 60 months following return to duty.

Refusal to Submit to Testing

1. Federal regulations require covered employees to submit to required testing. When a covered employee refuses to submit to testing, or engages in conduct that obstructs the testing process, the test will be considered to be positive and the driver will, in accordance with federal regulations, be prohibited from performing safety-sensitive functions until all preconditions are satisfied.
2. Refusal to submit or to provide a specimen has the same sanctions under the federal regulations as a positive test. Any employee who fails to provide adequate breath or urine for testing must obtain, as soon as possible after the attempted test, an evaluation from a licensed physician who is acceptable to the employer concerning the employee's inability to provide a sufficient specimen. If the physician determines, in his/her reasonable medical judgment, that a medical condition has, or with a high degree of probability could have, precluded the employee from providing a sufficient quantity, the employer's failure shall not be deemed a refusal to take a test. The physician shall provide the District a written statement of the basis for his/her conclusion. If the licensed physician, in his/her reasonable medical judgment, is unable to make such a determination, the employee's failure to provide an adequate specimen shall be regarded as a refusal to take a test and a violation of this Policy.

TEST RESULTS, CONFIDENTIALITY AND RECORD RETENTION

Employee Records

1. All employee testing records are confidential and the District will ensure that all testing records are maintained in a secure location with controlled access. Test results and other confidential information may be released by the laboratory, the breath alcohol technician or the MRO only to designated District officials and/or the substance abuse professional. Any other release of confidential information is only pursuant to federal regulations or with the employee's written consent.
2. Covered employees are entitled, upon written request, to obtain copies of any records pertaining to the employee's use of alcohol or controlled substances, including records of tests and test results.

District Record Keeping and Retention

The District will comply with all federal record keeping and retention requirements. In addition, the Program Coordinator will maintain and compile all required statistics and reports and submit those reports to the necessary federal agencies. The District will notify the Director of the Department of Revenue within ten (10) days of notice that a District driver has failed a drug, alcohol or chemical test administered pursuant to this regulation.

Evaluation, Referral and Rehabilitation

Employees who violate the alcohol and drug misuse rules will be referred to a substance abuse professional for evaluation and will be advised of the available resources for evaluation and treatment. Any treatment or rehabilitation will be provided in accordance with the health insurance, medical or other benefit plan, or under applicable labor or collective bargaining agreements. The District is not required to provide rehabilitation or pay for treatment. In addition, the District is not required to hold the employee's position or to reinstate the employee to a safety-sensitive position.

Consequences for Violations

Pursuant to federal regulations, the District will remove from the performance of safety-sensitive functions any covered employee determined to have violated the provisions of this Policy and will refer to a substance abuse professional those drivers who, based on testing conducted in conformity with federal regulations, have an alcohol concentration of 0.04 or greater and/or are determined to have a verified positive test result for drugs.

Based on its independent authority, the District reserves the right to impose additional consequences for violation of the provisions of this Regulation, including, but not limited to, placing the covered employee on indefinite unpaid leave or termination.

Adopted:

Consolidated School District No. 6 (Fox)